



Academic Year  
2020-2021

# 7A PORTAL TO ENGLISH STUDENT'S BOOK

H. Q. Mitchell  
Marileni Malkogianni

  
mm  
publications

GRADE **7**

SEMESTER 1



# 7A

# PORTAL

# TO ENGLISH

## STUDENT'S BOOK

School .....

Name .....

Class .....

H. Q. Mitchell - Marileni Malkogianni

Academic Year  
2020-2021







حضرة صاحب السمو الشيخ تميم بن حمد آل ثاني  
أمير البلاد المفدى


















## النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءَ	قَسَمًا بِمَنْ نَشَرَ الضِّيَاءَ
قَطْرٌ سَتَبَقَى حُرَّةً	تَسْمُو بِرُوحِ الْأَوْفِيَاءِ
سِيرُوا عَلَى نَهْجِ الْأَلَى	وَعَلَى ضِيَاءِ الْأَنْبِيَاءِ
قَطْرٌ بِقَلْبِي سِيرَةٌ	عِزٌّ وَأَمْجَادُ الْإِبَاءِ
قَطْرُ الرَّجَالِ الْأَوَّلِينَ	حُمَاتُنَا يَوْمَ النِّدَاءِ
وَحَمَائِمُ يَوْمَ السَّلَامِ	جَوَارِحُ يَوْمِ الْفِدَاءِ



# CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
<b>Hello</b> p. 6	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Family</li> <li>Months</li> <li>Days</li> <li>Seasons</li> <li>Time</li> <li>Furniture and household objects</li> <li>Classroom objects</li> <li>Abilities</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i></li> <li>The verb <i>have got</i></li> <li>Possessive adjectives</li> <li>Possessive case</li> <li>Prepositions of place: <i>on, in, under</i></li> <li>There is / There are</li> <li>Plural forms</li> <li>This/That/These/Those</li> <li>The verb <i>can</i></li> <li>Question words</li> </ul>	<ul style="list-style-type: none"> <li>Introducing oneself</li> <li>Exchanging basic personal information</li> <li>Expressing possession</li> <li>Asking and answering about dates, months and seasons</li> <li>Telling the time</li> <li>Identifying objects</li> <li>Referring to the location of objects</li> <li>Specifying the number of objects</li> <li>Expressing ability</li> </ul>	
<b>1</b> <b>About me</b> p. 9	<ul style="list-style-type: none"> <li>School subjects</li> <li>School facilities</li> <li>Household chores</li> <li>Free-time activities</li> <li>TV programmes</li> <li>Physical appearance</li> <li>Personality adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple</li> <li>Prepositions of time</li> <li>Adverbs of frequency</li> <li>Present Progressive</li> <li>Present Simple vs Present Progressive</li> <li>Stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>Talking about habitual actions and routines</li> <li>Expressing frequency</li> <li>Talking about current activities and temporary situations</li> <li>Distinguishing between habitual actions and current activities</li> <li>Expressing like and dislike</li> <li>Describing people's appearance and personality</li> </ul>	<ul style="list-style-type: none"> <li>A magazine article: <i>Caterfield Sports College</i></li> <li>A personality quiz: <i>How active are you?</i></li> <li>A comic strip</li> </ul>
<b>2</b> <b>Looking back</b> p. 21	<ul style="list-style-type: none"> <li>Life events</li> <li>Words related to exploring</li> <li>Points of the compass</li> <li>Nouns ending in <i>-er</i></li> <li>Collocations: <i>verb + noun</i> related to technology</li> <li>Words related to space</li> <li>Numbers over one hundred</li> </ul>	<ul style="list-style-type: none"> <li>Past Simple</li> <li>Time expressions</li> <li>The verb <i>could</i></li> <li>Adverbs of manner</li> <li>Past Simple vs Present Simple</li> <li>Object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events/experiences</li> <li>Expressing ability in the past</li> <li>Talking about events/experiences in the past and in the present</li> <li>Giving good news, responding to it and asking for details</li> </ul>	<ul style="list-style-type: none"> <li>A boy's blog</li> <li>A biography: <i>Sir Edmund Hillary</i></li> <li>A comic strip</li> </ul>
<b>Culture Page 1: Dhow Boats p. 33      Poem (Modules 1 &amp; 2): Crazy about space p. 34</b>				
<b>3</b> <b>From place to place</b> p. 35	<ul style="list-style-type: none"> <li>Means of transport</li> <li>Adjectives describing places and things</li> <li>Geographical features</li> <li>Places in a town/city</li> </ul>	<ul style="list-style-type: none"> <li>must - have to</li> <li>Comparative form</li> <li>as + adjective + as</li> <li>Superlative form</li> <li>Prepositions of place and movement</li> </ul>	<ul style="list-style-type: none"> <li>Expressing obligation and lack of obligation</li> <li>Expressing prohibition</li> <li>Making comparisons</li> <li>Describing places</li> <li>Asking for and giving directions</li> <li>Asking about and identifying the location of buildings</li> <li>Asking for help or for a favour</li> <li>Asking for and giving information</li> <li>Expressing desire</li> <li>Making polite requests and offers</li> <li>Asking for permission</li> <li>Thanking and responding to thanks</li> <li>Asking for clarification/repetition</li> <li>Asking someone to speak up/slow down</li> </ul>	<ul style="list-style-type: none"> <li>A comic strip: <i>What a day!</i></li> <li>A magazine article: <i>From Paris to Paris</i></li> <li>A factual text: <i>Peru</i></li> </ul>
<b>4</b> <b>What happened?</b> p. 47	<ul style="list-style-type: none"> <li>Accidents</li> <li>Body parts</li> <li>Adjectives describing emotions</li> <li>Adjectives ending in <i>-y</i></li> <li>Phrases related to mishaps</li> <li>Words easily confused: <i>lose</i> and <i>miss</i></li> </ul>	<ul style="list-style-type: none"> <li>Past Progressive</li> <li>Past Simple - Past Progressive</li> <li>Time clauses (when, while, as)</li> <li>some - any - no</li> <li>Compounds of some, any, no, every</li> </ul>	<ul style="list-style-type: none"> <li>Narrating past events</li> <li>Understanding sequence</li> <li>Expressing emotions</li> <li>Discussing bad news</li> <li>Expressing sympathy</li> </ul>	<ul style="list-style-type: none"> <li>A dialogue about what people were doing when the fire alarm went off</li> <li>Two short articles: <i>Dolphins to the Rescue</i>, <i>Girl Saves Dolphins</i></li> <li>An extract from a novel: <i>Robinson Crusoe</i></li> </ul>
<b>Culture Page 2: A Great Explorer: Ibn Battuta p. 59      Poem (Modules 3 &amp; 4): What a day! p. 60</b>				

Listening (Pronunciation*)	Speaking	Writing	QNCf competencies
	<ul style="list-style-type: none"> <li>Pair work: Asking for and giving basic personal information</li> <li>Pair work: Discussing dates and seasons</li> <li>Pair work: Discussing the location of things in a house</li> <li>Class game: Classroom objects</li> <li>Pair work: Talking about one's abilities</li> </ul>	<ul style="list-style-type: none"> <li>Sentences about the number of objects in a picture</li> </ul>	
<ul style="list-style-type: none"> <li>Two short conversations about household chores</li> <li>A conversation between a reporter doing a survey and a teenager</li> <li>Four extracts from different TV programmes</li> </ul> <p><i>*/e/, /i:/</i></p>	<ul style="list-style-type: none"> <li>Pair work: Talking about one's school</li> <li>Pair work: Talking about housework</li> <li>Class discussion about household chores</li> <li>Pair work (Game): Spot the differences</li> <li>Pair work: Survey about TV programmes, and presentation of results</li> <li>Class discussion about TV viewing habits</li> <li>Pair work (Guessing game): Who is it?</li> <li>Pair work: Talking about one's best friend</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about one's school</li> <li>A description of a person</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Word order</li> <li>Correction code</li> <li>Paragraphing</li> </ul>	   
<ul style="list-style-type: none"> <li>A man giving information about <i>Jacques-Yves Cousteau</i></li> <li>Two short conversations about electronic devices</li> <li>A conversation between two friends about the solar system</li> <li>A conversation between a guide and some students at a planetarium</li> </ul> <p><i>*/t/, /d/, /ɪd/</i></p>	<ul style="list-style-type: none"> <li>Class discussion about life events in relation to one's culture</li> <li>Presentation: Presenting a timeline for oneself</li> <li>Class discussion about mobile phones</li> <li>Pair work: Talking about one's life in the past</li> <li>Presentation: Presenting information about a planet</li> <li>Pair work: Giving good news and responding to it</li> <li>Pair work: Talking about first-time experiences</li> </ul>	<ul style="list-style-type: none"> <li>A timeline for oneself</li> <li>A short paragraph about Jacques-Yves Cousteau</li> <li>Doing research and creating a picture poster about a planet, including information</li> <li>An email to a friend about a first-time experience</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Linking words (and, but, so, because)</li> <li>Spelling rules</li> <li>Set phrases for letters and emails</li> </ul>	   
<ul style="list-style-type: none"> <li>A conversation between two cousins about a new house</li> <li>Two short conversations in the city</li> <li>A conversation between two people in a car</li> <li>Two short conversations in public places</li> </ul> <p><i>*/θ/, /ð/</i></p>	<ul style="list-style-type: none"> <li>Group work (Guessing game): Talking about different means of transport and corresponding rules of behaviour</li> <li>Group work: Comparing life in the city to life in the country</li> <li>Pair work: Exchanging information about two countries</li> <li>Presentation: Presenting information about a country</li> <li>Pair work: Giving and understanding directions</li> <li>Pair work (Role play): Asking for and giving information</li> <li>Pair work: Talking about one's town/city</li> </ul>	<ul style="list-style-type: none"> <li>A list of rules for safe cycling</li> <li>Doing research and creating a fact file and a picture poster about a country</li> <li>A description of one's town/city</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Avoiding repetition</li> <li>Using a variety of adjectives</li> </ul>	  
<ul style="list-style-type: none"> <li>A telephone conversation between two friends about a day trip that went wrong</li> <li>Two short conversations about mishaps</li> <li>Three monologues (people talking about unpleasant experiences)</li> </ul> <p><i>*/v/, /əv/</i></p>	<ul style="list-style-type: none"> <li>Pair work: Talking about an accident one had</li> <li>Pair work (Role play): Simulating an interview</li> <li>Class discussion about books and writers</li> <li>Pair work (Role play): Giving bad news and responding to it expressing sympathy</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about an accident based on visual prompts</li> <li>The main part of a story based on visual and verbal prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Punctuation marks</li> <li>Guidance for story writing</li> </ul>	    

#### QNCf Competencies



Communication



Creative and critical thinking



Cooperation and participation



Inquiry and research



Problem-solving

# Hello

## What's your name?

**A** Read the dialogue.

- Mark** Hello. I'm Mark. What's your name?  
**Liam** Hi, Mark. My name's Liam. Nice to meet you.  
**Mark** Nice to meet you, too. I'm 14 years old. How old are you?  
**Liam** I'm 14 years old, too. Are we in the same class?  
**Mark** Yes, we are.

**B** Talk in pairs.

*What's your name?*

*I'm...*

*My name's... Nice to meet you.*

*Nice to meet you, too!*

*How old are you?*

*I'm... years old. What about you?*

## Where are you from?

**A** Match the **countries** with the **nationalities**. Then listen and check your answers.

COUNTRIES	NATIONALITIES
Argentina	Irish
Australia	Argentinian
Brazil	Canadian
Canada	Italian
Chile	Australian
China	Greek
France	Chilean
Greece	Indonesian
Hungary	British
Indonesia	New Zealander
Ireland	Chinese
Italy	French
Japan	Spanish
Korea	Korean
Mexico	Mexican
New Zealand	South African
Oman	American
Peru	Brazilian
Poland	Polish
Qatar	Japanese
South Africa	Omani
Spain	Turkish
Turkey	Peruvian
UK	Qatari
USA	Hungarian

**B** Complete with the correct form of the verb **be**.

1. **A:** ..... Mark from Italy?  
**B:** No, he ..... He ..... from Spain.
2. **A:** Noora and Aisha ..... 11 years old, right?  
**B:** No, they ..... They ..... 13.
3. **A:** Where ..... you from?  
**B:** I ..... from Qatar.

## Family



**A** Look at the picture and the words below. Complete the table on the next page with the words in the box. Then listen and check your answers.



husband ↔ wife



brother ↔ sister



father/dad ↔ son



mother/mum ↔ daughter



### Over to you...

**Discuss.**

Which seven of the above countries are English-speaking countries?

# Time

husband grandmother cousin  
father daughter sister uncle

male	female
	<i>mother</i>
<i>brother</i>	
	<i>wife</i>
<i>son</i>	
<i>grandfather</i>	
	<i>aunt</i>
<i>cousin</i>	

## B Complete the sentences.

- Molly is Steve's .....
- ..... is Molly and Steve's daughter.
- Steve is the children's .....
- Andy is ..... brother.
- Andy is Steve and Molly's .....

## C Circle the correct options.

- A: Who's / Whose** that?  
**B:** That's Salem's sister. **His / Her** name is Hessa. Salem **has got / have got** a brother, too. **His / Her** name is Nasser.
- Harry and Tim are brothers. They **have got / has got** brown hair. **Our / Their** eyes are green.
- My / His** husband and I live in the UK. We **have got / has got** a house in London.
- A: Who's / Whose** laptop is this? Is it Laura's?  
**B:** No. Laura **haven't got / hasn't got** a laptop.

## D Talk in pairs.

*Have you got any brothers/sisters/cousins?*

*Yes, I've got... / No, I haven't.*

*What's your brother's/sister's/cousin's name?*

*His/Her name is...*

## A Complete the missing days, months and seasons. Then listen and check your answers.

February Sunday August Thursday  
Saturday autumn June November  
winter Tuesday March September spring

MONTHS	DAYS	SEASONS
January	Monday	summer
April	Wednesday	
May	Friday	
July		
October		
December		

## B Talk in pairs.

*What day is it today?*

*It's Monday.*

*What's the date today?*

*It's 24 April.*

*What's your favourite day of the week?*

*It's Saturday.*

*What's your favourite season?*

*Summer.*

## NOTE

**We write:**

21 May

**We say:**

the twenty-first of May

**Remember:**

**in** + months, seasons

**on** + dates, days

## C What's the time? Match. Then listen and check your answers.



- It's a quarter past five.
- It's half past eleven.
- It's ten past six.
- It's twenty to eight.
- It's a quarter to two.
- It's 7 a.m. / It's seven o'clock.



# At home

**A** Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place **on**, **in** or **under**.

DVDs    laptop    books  
rug    TV    sunglasses



**B** Look at the picture above and write sentences as in the examples. Use the words in the box.

rug    lamp    goldfish    box    shelf    watch  
painting    baby    mobile phone

**How many are there?**

There is one rug.

There are two lamps.

# In the classroom

Play a game. Take turns to point to different objects in your classroom and ask and answer questions.

**What's this/that?**

*It's a notebook.*

**What are these/those?**

*They're pencils.*

# What can you do?

What can you do? Tick (✓). Then talk in pairs. Ask and answer about what you **can** or **can't** do.

use / dictionary

write / email in English

read English books

speak French

understand / English

spell / your name

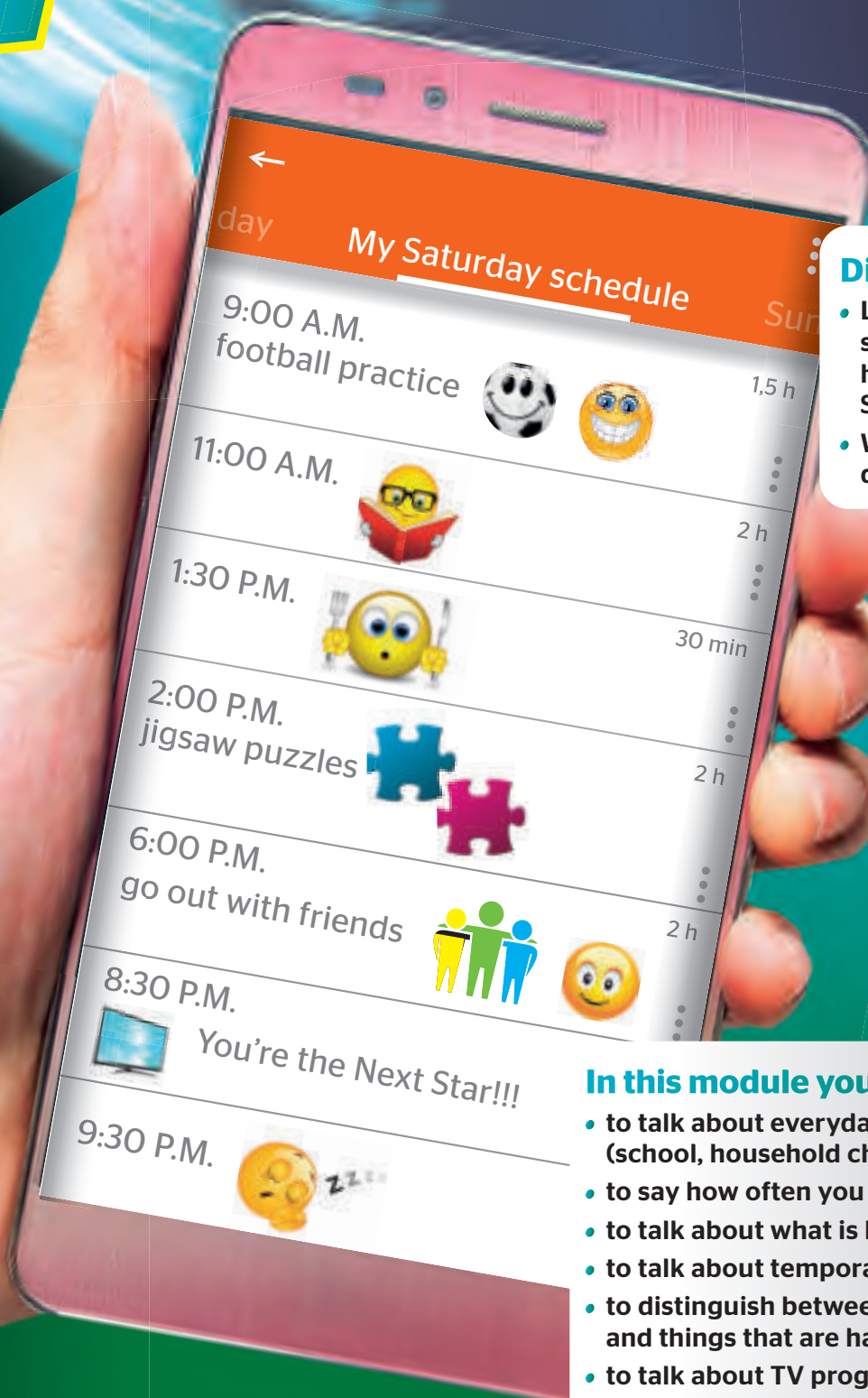
**Can you speak French?**

*No, I can't.*

*What about you?*

*Yes, I can.*

# 1 ABOUT ME



## Discuss:

- Look at a boy's schedule. What does he usually do on Saturdays?
- What do you usually do on Saturdays?

## In this module you will learn...

- to talk about everyday life and routines (school, household chores, free time, etc.)
- to say how often you do things
- to talk about what is happening now
- to talk about temporary situations
- to distinguish between habitual actions and things that are happening now
- to talk about TV programmes
- to talk about what you like and don't like doing
- to describe people (appearance and personality)
- to write about your best friend

# 1a

## 1. Vocabulary

**A** Match the pictures with the subjects. Then listen and check your answers.



history

biology

geography

IT

(Information Technology)

maths

physics

chemistry

PE

(Physical Education)

**B** Look at the school facilities below. Where do you do each of the subjects above?



classroom



science lab



computer room



gym

## 2. Read

**A** Look at the pictures and read the title of the website and the introduction. How is Caterfield Sports College different from other schools? Read and check your answers.

### Caterfield Sports College

HOME

CONTACT US

Search

**Students at Caterfield Sports College study the same subjects as other students, like maths, physics, history, etc., but they do a lot more sport.**

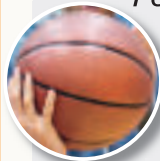
*Caterfield is a great school. At the beginning of the year, we choose three sports, and we have lots of extra training in these sports. We train with some of the best coaches in the country!*

Oliver Saunders, 15



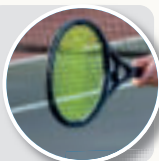
*People hear 'sports college' and think it's easy, but that's not true. We start at 8.45 and finish at 3.45, but there are extra sports classes after that, so I don't get home till about 6 p.m. It's hard, but it's great fun!*

Jack Barnes, 13



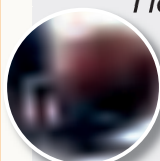
*I can't wait to go to school every day. I want to become a professional tennis player, so Caterfield is perfect for me!*

Bob Taylor, 12



*I love swimming, and the facilities at Caterfield are excellent! My favourite place is the Olympic-size swimming pool. At the end of the school year, we have competitions with other schools. It's fantastic!*

Mike Gibson, 14



**B** Read again and choose the correct answer **a, b, c** or **d**.

1. He gets home at around 6 p.m.

- a. Jack                      b. Oliver  
c. Mike                     d. Bob

2. He wants to become a tennis player.

- a. Mike                      b. Jack  
c. Bob                      d. Oliver

3. He says that his coaches are some of the best.

- a. Jack                      b. Bob  
c. Oliver                    d. Mike

4. He likes swimming competitions.

- a. Oliver                    b. Mike  
c. Jack                      d. Bob

**C** What does Jack mean when he says 'People hear 'sports college' and think it's easy'?

- a. People think it's easy to do sports at college.  
b. People think students go to a sports college because it's easy.  
c. People think a sports college is easy because students do only sports.  
d. People think that subjects, like history, maths, etc. are easier at a sports college.

### Over to you...

#### Discuss.

- Are there any schools or colleges like Caterfield Sports College in your country?
- Would you like to go to a school or college like that?





**D** Find **synonyms** of the adjectives below in the text. Then check your answers in a dictionary.

1. difficult = ..... (Jack)
2. great = ..... (Mike)

**TIP!**

When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.

**E** Find **opposites** of the words/phrases below in the text. Then check your answers in a dictionary.

1. different ≠ ..... (introduction)
2. at the end ≠ ..... (Oliver)
3. difficult ≠ ..... (Jack)
4. start ≠ ..... (Jack)

### 3. Grammar

#### Present Simple

**A** Read the examples. Look at the verbs in blue. What do you notice about the third person singular (he / she / it)?

I **train** for one hour **at** six o'clock **in** the morning every day.  
My friends **train** for two hours **on** Saturday morning.  
My brother **trains** for three hours **on** Saturday afternoon.

#### Prepositions of time

**B** Look at the words in green in the examples above and complete the blanks below with prepositions of time.

Monday / Saturdays, etc.  
weekdays  
Friday evening, etc.

six o'clock / half past three  
the weekend  
night / midnight

the morning / afternoon /  
evening

**NOTE**

**till/until** 9 p.m. / noon / Sunday, etc.  
**before/after** lunch / school / 11 p.m., etc.

**C** Read the examples. Look at the words in blue. How do we form the negative in the **Present Simple**?

I **don't get** home till about 6 p.m.  
Mike **doesn't arrive** home before 6.30 p.m. every day.

**D** Read the examples. Look at the words in blue. How do we form questions and short answers in the **Present Simple**?

**Do** classes **start** at 9.00 a.m.? Yes, **they do**. / No, **they don't**.  
**Does** Oliver **like** Caterfield Sports College?  
Yes, **he does**. / No, **he doesn't**.

**E** Complete with the **Present Simple** of the verbs in brackets and circle the correct **preposition** in blue.

1. **A:** When ..... you ..... (train) with the basketball team?  
**B:** Every Monday and Wednesday, but we also ..... (train) **in / at** weekends when there isn't a game.
2. **At / On** weekdays, Hamad ..... (not finish) school **until / on** 3 p.m. **at / in** the afternoon.
3. My dad ..... (come) home **at / on** 11.30 p.m. **in / on** Mondays, so he ..... (not go) to bed **after / before** midnight.

### 4. Pronunciation

**A** Listen and repeat. What's the difference between **a** and **b**?

a. **t**ennis    b. **e**asy

**B** Listen and tick (✓) the sound you hear.

	tennis /e/	easy /i:/
chem <b>i</b> stry	<input type="radio"/>	<input type="radio"/>
<b>e</b> xtra	<input type="radio"/>	<input type="radio"/>
thr <b>e</b> e	<input type="radio"/>	<input type="radio"/>
<b>e</b> xcellent	<input type="radio"/>	<input type="radio"/>
<b>e</b> nd	<input type="radio"/>	<input type="radio"/>
th <b>e</b> se	<input type="radio"/>	<input type="radio"/>
prof <b>e</b> ssional	<input type="radio"/>	<input type="radio"/>
pe <b>e</b> ple	<input type="radio"/>	<input type="radio"/>

### 5. Speak & Write

**A** Talk in pairs about your school. Use the ideas below.

- What's the name of your school?
- How many students are there?
- What facilities are there at your school?
- What time do classes start and finish?
- What subjects do you do?
- What are your favourite subjects?
- Do you like your school? Why? / Why not?

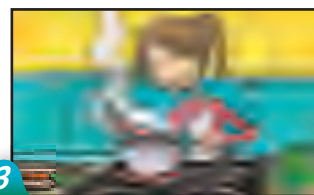
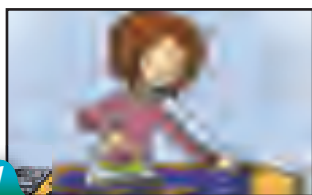
**B** Use the ideas above to write a paragraph about your school.



# 1b

## 1. Vocabulary

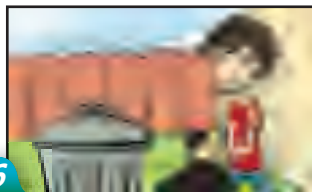
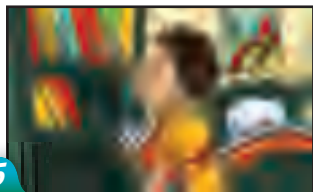
Match the pictures with the household chores. Then listen and check your answers.



1

2

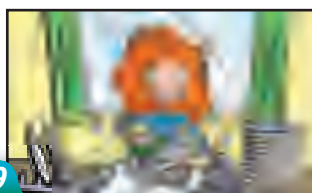
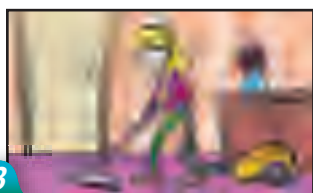
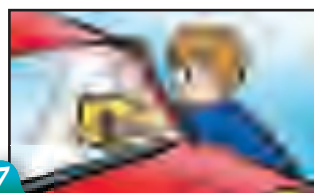
3



4

5

6



7

8

9

- do the washing
- do the washing-up
- clean the windows
- cook
- hoover
- iron clothes
- take out the rubbish
- tidy my room
- wash the car

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

# QUIZ

## How active are you?



## 2. Read

Are you active or lazy? Do the quiz and find out!

### 1. How often do you tidy your room?

- a. once a week
- b. twice a month
- c. never

### 2. What's your favourite place to hang out?

- a. at the gym
- b. at the park
- c. on the sofa in my living room



### 3. What do you do when you want to get to the second floor of a building?

- a. I always take the stairs.
- b. I take the stairs when I'm not tired.
- c. I always take the lift.

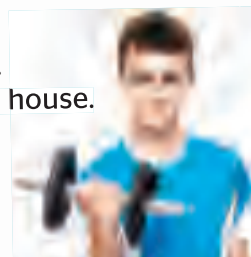
### 4. Your parents need help with the housework. Which chore do you choose to do?

- a. wash the car - It's good exercise!
- b. do the washing-up - It's not very tiring!
- c. take out the rubbish - I'll finish in two minutes!



### 5. A friend invites you to his/her house. It's a fifteen-minute walk from your house. What do you do?

- a. I walk, skateboard or ride my bike to my friend's house.
- b. I take the bus to my friend's house.
- c. I ask my friend to come over to my house.



### 6. Do you exercise?

- a. Yes, very often.
- b. Sometimes, but not very often.
- c. Exercise? What's that?

### 3. Grammar

#### Adverbs of frequency

**A** Read the examples. Use the words in blue to complete the blanks in the table below. What do you notice about the position of the adverbs of frequency?

I **always** take the stairs.

Do you **often** take out the rubbish?

Dad is **never** busy in the evenings.

**B** Read the questions and answers and complete the tables as in the example.

1. How often do you wash your car?  
Once a week.

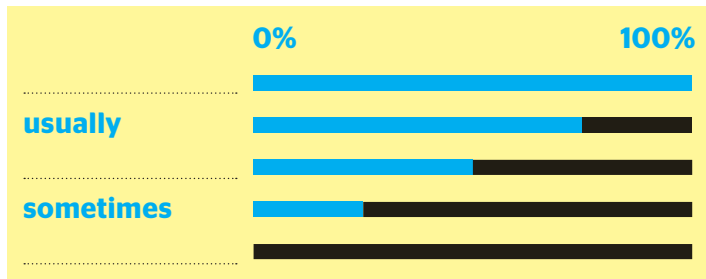
SUN	MON	TUE	WED	THU	FRI	SAT
						✓

2. How often do you tidy your room?  
Twice a week.

SUN	MON	TUE	WED	THU	FRI	SAT

3. How often do you cook?  
Three times a week.

SUN	MON	TUE	WED	THU	FRI	SAT



**C** Put the words in the correct order to make sentences.

1. rubbish / the / sometimes / takes out / Ken / .

2. do / often / you / car / how / wash / your / ?

3. mornings / am / never / I / the / tired / in / .

4. football / usually / Sultan / school / plays / after / .

### 4. Listen

Listen to two short dialogues and answer the questions. Choose **a**, **b** or **c**. Then check your answers with a partner.

- What do the girls agree about?  
a. not to do any household chores  
b. to do their own household chores  
c. to help each other with their household chores
- How often does Brian tidy his bedroom?  
a. once a week   b. twice a week   c. three times a week

### 5. Speak

Talk in pairs about how often you and other members of your family do housework.

*How often do you iron your clothes?*

*Once a week. What about you?*

*I never iron my clothes. My mum irons...*

**TIP!**

Don't be afraid to make mistakes when you speak.

**Over to you...**

**Discuss.**

- Which chores do you not like?
- Who does the most chores in your home?
- How important is it to help out around the house?

**Count and check your score**

**a = 3   b = 2   c = 1**

**15-18:** You are very active. You love physical activities, and you just can't sit around and do nothing. Stay active! It's very good for you!

**11-14:** You are not exactly an active or a lazy person. You sometimes do physical activities, but other times you just want to relax. Remember: an active lifestyle is good for your health. So, walk, ride your bike and help out around the house more!

**6-10:** You aren't active at all. Be careful! Sitting down all day isn't good for you. Walk or do a sport three times a week. This way, you can be healthy and feel good, too!

**B** Do you agree with the results? Why? / Why not?





## 1. Read

- A** • Do you like watching basketball? Who is your favourite basketball player?  
 • Look at the comic strip and read it out in groups. What mistake do Lance and Ian make?

**B**  Read again and choose the best title (a, b or c) for the comic strip.

- a** THE BASKETBALL GAME  
**b** CAN I HAVE YOUR AUTOGRAPH?  
**c** STEVE'S SPORTS SHOP

**Jeff** Hey, Ian. Where are you? I'm waiting for you at the skatepark.

**Ian** Lance and I are hanging out at the shopping centre.

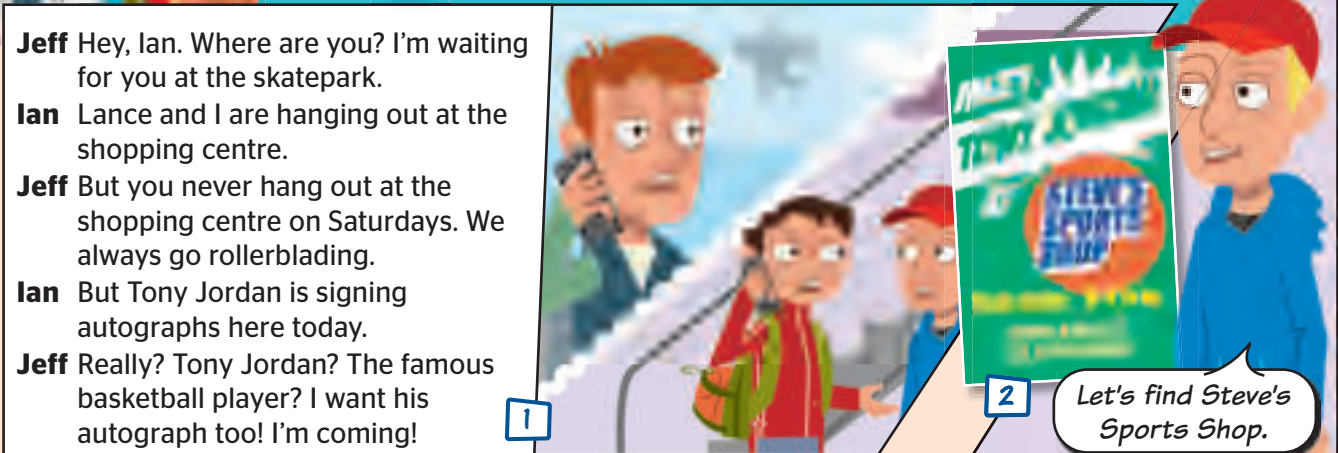
**Jeff** But you never hang out at the shopping centre on Saturdays. We always go rollerblading.

**Ian** But Tony Jordan is signing autographs here today.

**Jeff** Really? Tony Jordan? The famous basketball player? I want his autograph too! I'm coming!

**1**

**2** Let's find Steve's Sports Shop.



**3**

*Ian, do you see that tall man? I think it's Tony Jordan!*

*Hey, you're right!*

**4**

**Ian** Hello! How are you?

**Man** Uhm, hi guys. Not bad. I'm just shopping...

**Ian** Cool! Can you sign my basketball?

**Man** Uh, sure.

**Lance** And my cap, please. Thanks, you're the best!



**Jeff** Hi, guys. Look! I got Tony's autograph!


**Ian** We got it, too.

**Lance** No, we didn't. Tony is over there. Look!

**Ian** Right. So, who's the other guy?

**5**



**C**  Read again and complete the sentences with a word or short phrase.

1. On Saturdays, the boys usually hang out at the .....
2. Ian and Lance want to get an .....
3. Tony Jordan is signing autographs at ..... from ..... to .....
4. The man signs Lance's ..... and Ian's .....
5. .... gets Tony Jordan's autograph.




**Over to you...**

**Discuss.**

- What do you think happens next?

## 2. Vocabulary

 Complete with the verbs in the box. Then listen and check your answers. Do you do any of the following in your free time?

play go  
go to do watch

**TIP!**

Learn whole phrases (e.g. verb + noun), not just individual words.

- ..... skateboarding
- ..... table tennis
- ..... arts and crafts
- ..... bowling
- ..... video games
- ..... karate
- ..... shopping
- ..... DVDs
- ..... jigsaw puzzles
- ..... cycling
- ..... videos on the Internet
- ..... the cinema
- ..... the amusement park

## 3. Grammar

### Present Progressive

**A** Read the examples. What do you notice about the formation of the Present Progressive?

I'm **waiting** for you at the skatepark.  
Lance and I **are hanging out** at the shopping centre.

Tony **isn't shopping** at the moment.  
Lance and Ian **aren't talking** to Tony Jordan now.

Is Tony **signing** autographs? **Are** the boys **playing** basketball now?  
Yes, **he is**. / No, **he isn't**. Yes, **they are**. / No, **they aren't**.

**B** Read the examples and match them with the phrases a-c.

#### PRESENT SIMPLE

1. I always play basketball on Saturdays.

#### PRESENT PROGRESSIVE

2. I'm watching a video on the Internet now.
3. My brother is studying till late this week because he has exams.

- a. an activity happening at the moment of speaking ☐
- b. a temporary state ☐
- c. a habitual action ☐

**NOTE**

**STATIVE VERBS** (see, like, love, hate, want, think, need, understand, know, etc.) are usually **not** used in the Present Progressive.

*I want to buy these trainers. I love them!*

**C** Complete with the Present Simple or the Present Progressive of the words in brackets.

1. In her free time, Reema often ..... (draw) pictures of animals. She ..... (like) art. This week, Reema ..... (draw) flowers because it's spring!
2. **A:** What ..... (Dad / do) outside?  
**B:** He ..... (wash) the car. He ..... (wash) the car every Saturday.
3. Tina ..... (not watch) videos on the Internet with her sister at the moment. She ..... (think) videos are boring. She ..... (get) ready to go to the park with her cousin.
4. My brother and I usually ..... (go) cycling after school, but today we ..... (study) because we have a test tomorrow. We ..... (want) to do well in the test.

## 4. Speak

**SPOT THE DIFFERENCES**

Go to the Speaking Activities section on page 61.



## 1. Vocabulary

Match the pictures with the types of TV programmes. Then listen and check your answers.



- soap opera
- game show
- talent show
- weather forecast
- the news
- wildlife
- documentary
- cartoon
- sitcom
- talk show



Over to you...

Discuss.

- Which TV programmes are popular in your country at the moment?
- Do you watch them?

## 2. Listen (1)

Listen to a teenager answering questions for a survey. Complete the survey with his answers. Then check your answers with a partner.

### SURVEY: TV programmes

Age: \_\_\_\_\_

Do you enjoy watching TV?

Yes ☐ No ☐

How often?

Once a week ☐

Two - three times a week ☐

Every day ☐

Number of TV programmes:

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ over 5 ☐

Likes Dislikes

soap operas

☐
☐

game shows

☐
☐

talent shows

☐
☐

the weather forecast

☐
☐

the news

☐
☐

wildlife documentaries

☐
☐

cartoons

☐
☐

sitcoms

☐
☐

talk shows

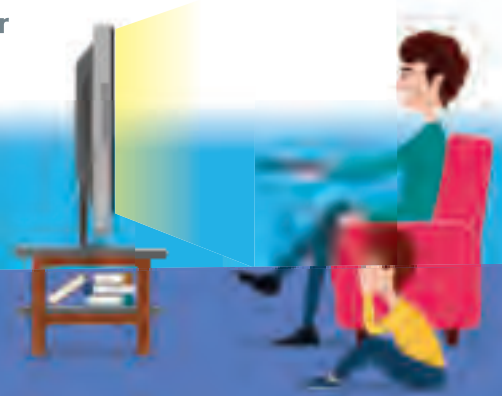
☐
☐

### 3. Speak & Present

#### SURVEY

**A** Talk in pairs about TV programmes. Ask each other questions and complete the table.

TV PROGRAMMES:	
like 😊	
dislike 😞	
FAVOURITE TV PROGRAMME:	
NAME	
CHANNEL	
TIME	
DAY	



#### NOTE

**like / love / enjoy / dislike / hate / can't stand + ing or noun**  
 I love watching sitcoms in the afternoon.  
 Kevin hates sitcoms.

*What kind of TV programmes do you like/enjoy/love (watching)?*

*I enjoy watching wildlife documentaries and sitcoms.*

*What kind of TV programmes do you dislike/hate watching?*

*I hate watching game shows.*

*What's your favourite TV programme?*

*Funny Friends.*

*What channel is it on?*

*It's on CBN.*

*What time is it on?*

*It's on at 7.30.*

*What day is it on?*

*It's on every Tuesday and Thursday.*

**B** Report your partner's answers to the class.

*Betty enjoys watching...*

### 4. Listen (2)

**A** Listen to four extracts from different TV programmes and identify the type of programme. Write 1-4. Then check your answers with a partner.

**What's on?**

- a. wildlife documentary
- b. the news
- c. weather forecast
- d. game show



**B** Listen to the continuation of the game show and answer the questions. Choose a or b. Then check your answers with a partner.

- How many points does each correct answer get?
  - a. 4
  - b. 10
- What kind of TV programme does Jake's mum enjoy watching?
  - a. soap operas
  - b. sitcoms
- Who is winning?
  - a. Mary
  - b. Jake



**Over to you...**

**Discuss.**

- How much time do you spend watching TV every day?
- Do you think it's a lot? What do your parents think?
- Do you watch programmes or series online?

# 1. Vocabulary

**A** Look at the pictures and complete the description with the words in the box. Then listen and check your answers.

long chubby dark tall slim fair



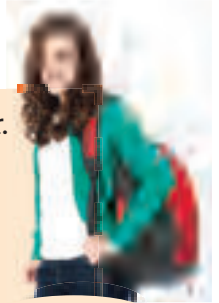
This is Ned. He's 1 \_\_\_\_\_ and slim, and he's got wavy 2 \_\_\_\_\_ hair.

Ned's got two sisters, Stacey and Amy. Stacey is also tall and 3 \_\_\_\_\_.

She's a good-looking girl. She's got long, curly, 4 \_\_\_\_\_ hair.

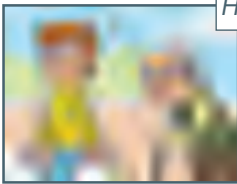
Amy is a year old. She's a bit 5 \_\_\_\_\_. Her hair is medium-length.

It isn't 6 \_\_\_\_\_ or short.

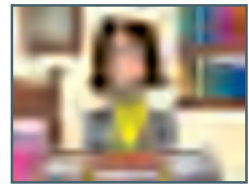
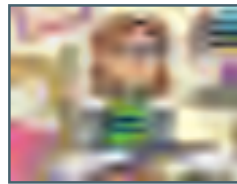


**B** Label the pictures with the words in the box. Then listen and check your answers.

tidy friendly rude shy



Ha ha ha. Your T-shirt's very funny!

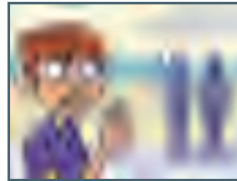
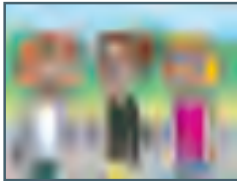
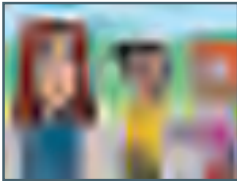


1. polite

2. \_\_\_\_\_

3. messy

4. \_\_\_\_\_



5. \_\_\_\_\_

6. outgoing

7. \_\_\_\_\_

8. unfriendly

## 2. Speak

**A** Listen to the phrases in the tables and repeat them.

Asking about one's appearance	Describing one's appearance
What does he/she look like?	He's tall and slim. He's very good-looking. She's got green eyes and medium-length, straight, dark hair.
Asking about one's personality	Describing one's personality
What is he/she like?	He's very outgoing. She's a bit shy, but she's a nice girl.
Asking about one's likes	Talking about one's likes
What does he/she like doing?	He likes sports programmes very much / a lot. He loves/enjoys watching sports programmes. She's a big fan of game shows. She's crazy about game shows. She's really into game shows.

### **B** GUESSING GAME

Go to the Speaking Activities section on page 61.

## 3. Speak & Write

**A** A teenage website invites its readers to write about their friends. Read Wendy's post and complete the profile about her best friend.

### Who's your BFF?

My best friend's name is Emily. Emily's my next-door neighbour and we go to the same school. She's fourteen, like me. Emily is good-looking. She's short and slim, and she's got long, straight, dark hair and dark brown eyes.

Emily is very funny, and we enjoy hanging out. So, after school, we usually study together. Emily is very clever, and she often helps me with my maths homework. In our free time, we watch our favourite series, or we go to the park, but our favourite activity is making jewellery. We spend hours making jewellery. These days, we're making friendship bracelets.

Wendy, 14 posted at 10.28



**NAME**

**AGE**

**APPEARANCE:**

Height: tall ☐ Build: chubby ☐  
 short ☐ slim ☐

Hair

Eyes

**PERSONALITY**

**ACTIVITIES WE DO TOGETHER**

**CURRENT ACTIVITIES**

**B** Copy and complete the profile with information about your best friend. Talk in pairs and then describe your best friend to the class.

*Who's your best friend?*

...

*How old is he/she?*

...

*What does he/she look like?*

...

*What is he/she like? Is he/she funny, friendly, etc.?*

...

*What do you like doing together?*

...

*Is he/she doing anything special these days?*

*My best friend is... He/She is...*

**C** Read and make sentences by putting the words in the correct order.

**WORD ORDER**

- **subject + verb + object**  
We play tennis.
- **adjective + noun**  
She's a beautiful girl.  
She's got beautiful eyes.
- **verb *be* + adjective**  
Tina is beautiful.

- hair / has / Majed / curly / got  
.....  
.....
- friend / my / outgoing / is / best  
.....  
.....
- pictures / Huda / taking / likes  
.....  
.....
- reads / comics / at the weekend / Sally  
.....  
.....
- a / Ian / shy / is / boy  
.....  
.....

**D** The following paragraph has some mistakes, which are marked using the correction code below. Read the paragraph and correct the mistakes. There are two mistakes in each category.

**CORRECTION CODE**

WW: wrong word	T: tense	Sp: spelling
WO: word order	P: punctuation	^: something missing
Pr: preposition	A: article	

My best friend's name <sup>^</sup> Fred. He is <sup>Sp</sup> forteen years old and we <sup>T</sup> are <sup>Pr</sup> going in the same school. Fred is <sup>A</sup> the good-looking boy. He's <sup>WO</sup> tall and <sup>WO</sup> slim and he's got <sup>WO</sup> dark, short hair and <sup>P</sup> brown <sup>T</sup> dark eyes. Fred is funny and clever too. In our free time, we <sup>P</sup> are <sup>T</sup> usually <sup>Pr</sup> going at the park and we sometimes play <sup>Sp</sup> basketbal or <sup>WW</sup> do <sup>WW</sup> skateboarding. We also <sup>WW</sup> see TV programmes together twice <sup>A</sup> the week. We enjoy watching wildlife documentaries <sup>^</sup> game shows.

**E** Write two paragraphs about your best friend. Use the information in activity B and read the plan below. **Go to the Workbook page 19.**

**PARAGRAPH 1**

- Say who your best friend is and how old he/she is.
- Write about his/her appearance (hair, eyes, etc.).

**PARAGRAPH 2**

- Write about his/her personality.
- Write about what you do together.
- Write what he/she is doing these days.

**TIP!**

Before you begin writing, make notes of the information you want to include. Write your first draft. Exchange drafts with a partner and make a few suggestions. Ask your teacher for help if you need it. Then, keep your partner's/teacher's suggestions in mind and write your final draft. When you finish, check your writing.

# 1 Round-up

## 1. Vocabulary

**A** Cross out the odd word.  
Then add one more.

1. fair - curly - shy - straight -
2. chemistry - history - coach - physics -
3. sitcom - channel - talk show - the news -

Score:  / 6

**B** Match.

- |             |                          |
|-------------|--------------------------|
| 1. wash     | a. jewellery             |
| 2. take out | b. to the amusement park |
| 3. do       | c. the washing-up        |
| 4. make     | d. documentaries         |
| 5. watch    | e. the car               |
| 6. go       | f. the rubbish           |

Score:  / 6

**C** Circle the correct options.

1. My mum likes soap operas, but I can't **stand / spend** them.
2. Amanda is very **lazy / rude**. She never tidies her room.
3. I don't like doing **exercise / chores**, but I Hoover once a week.
4. My uncle lives on the seventh floor, so I always take the **stairs / lift**. I never walk.

Score:  / 4

## 2. Grammar

**D** Complete with the **Present Simple** of the verbs in brackets.

1. Hassan ..... (go) cycling in the park every day. It's his favourite hobby.
2. **A:** How often ..... your sister ..... (watch) DVDs?  
**B:** Only once or twice a week.
3. **A:** ..... you ..... (meet) your friends after school?  
**B:** Yes, they often ..... (come) over to my house in the afternoon.
4. My brother usually ..... (stay) at home at the weekend. He ..... (not like) going out.

Score:  / 6

**E** Complete with the **Present Progressive** of the verbs in the box.

iron do not study sign wait

1. **A:** What ..... you ..... here?  
**B:** We ..... for Brian.
2. Hey, there's a famous tennis player at the sports shop, and he ..... autographs.

3. **A:** Where's Gina?

**B:** She's in her room. She ..... her clothes.

4. Latifa and Maryam can help you. They ..... at the moment.

Score:  / 5

**F** Circle the correct options.

1. **A:** Does Scott play / Is Scott playing video games?  
**B:** No. He's at the park with his friends. They're **playing / play** basketball. They **love / are loving** basketball.

2. Dad often **works / is working** till late, but he **doesn't work / isn't working** today, so we can all go to a restaurant for dinner.

Score:  / 5

**G** Put the words in order to make sentences.

1. cartoons / watching / Sue / enjoys / .

2. bowling / once / Luke / usually / a / goes / month / .

3. housework / often / do / you / do / ?

Score:  / 3

## 3. Communication

**H** Match.

- |  |   |
|--|---|
| 1. What is Mum doing?                            | a. She's very polite and outgoing.        |
| 2. What does the biology teacher look like?      | b. She loves watching game shows.         |
| 3. How often do you clean the windows?           | c. She's cooking.                         |
| 4. What is your best friend like?                | d. He's slim and has got short dark hair. |
| 5. What does Boshra like doing in her free time? | e. Once a week.                           |

Score:  / 5

Total score:  / 40

## Now I can...

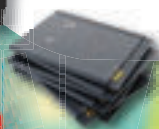
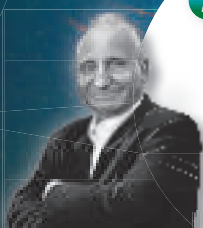
- talk about everyday life and routines (school, household chores, free time, etc.) ☐
- say how often I do things ☐
- talk about what is happening now ☐
- talk about temporary situations ☐
- distinguish between habitual actions and things that are happening now ☐
- talk about TV programmes ☐
- talk about what I like and don't like doing ☐
- describe people (appearance and personality) ☐
- write about my best friend ☐

# 2 LOOKING BACK

**a 1989**  
A British computer scientist. He invented the World Wide Web in 1989.



**b 1980**  
A Moroccan scientist. He helped invent lithium-ion batteries in 1980.



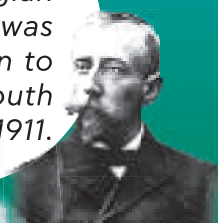
**c 1961**  
A Russian astronaut. He was the first man to travel to space in 1961.



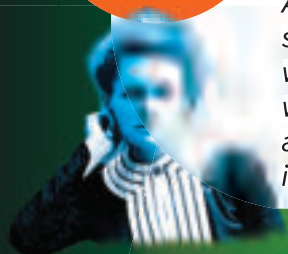
**d 1928**  
An American pilot. She was the first woman to fly across the Atlantic Ocean in 1928.



**e 1911**  
A Norwegian explorer. He was the first man to go to the South Pole in 1911.



**f 1903**  
A Polish scientist. She was the first woman to win a Nobel Prize in 1903.



Ra

Po

## Discuss:

- Below are names of people who achieved something great in the 20<sup>th</sup> century. Have you heard of any of them? Match the names to the information and pictures a-f. Then listen and check your answers.

Yuri Gagarin

Marie Curie

Tim Berners-Lee

Rachid Yazami

Roald Amundsen

Amelia Earhart

- Do you know any people who have achieved something great in the 21<sup>st</sup> century?

## In this module you will learn...

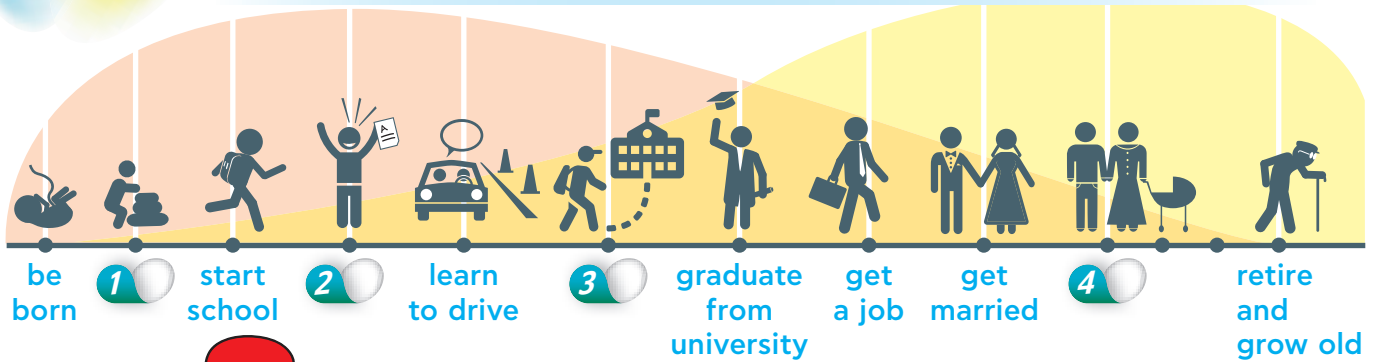
- to talk about past events/experiences
- to talk and write about famous people in history and their achievements
- to express ability in the past
- to talk about technology you use
- to talk about events/experiences in the past and in the present
- to write and present facts about a planet
- to give and respond to good news
- to link your ideas with *and*, *but*, *so* and *because*
- to write an email to a friend



# 1. Vocabulary

Look at the timeline with the different life events. Complete gaps 1-4 with the phrases a-d below. Then listen and check your answers.

a. go to university    b. learn to walk    c. start a family    d. finish school



## Over to you...

### Discuss.

- At what age do people in your country usually do the following things?

start school    learn to drive  
get their first job    retire

## NOTE

We can say:

- at 18
- at the age of 25
- when they are 15

# 2. Read

A Read and choose the best title (a, b or c) for the blog.

a. FUN WITH FRIENDS    b. FOR THE FIRST TIME    c. AN EXPERIENCE I WANT TO FORGET

**HENRY'S BLOG**

I got my first skateboard last year, at the age of thirteen. The skateboard was a present from my aunt and uncle. I was so happy when I saw it! You see, all my friends had skateboards, and I wanted one, too. The first time I tried it wasn't at the skatepark, of course, it was in our driveway. I fell a few times, so I decided to practise a lot before I went to the skatepark with my friends. I didn't want to fall in front of them. I'm very good at skateboarding now, and I can do lots of stunts.

I was six years old when I lost my first tooth. It happened during lunchtime at school. I bit my chicken sandwich, but something was difficult to chew. 'What did Mum put in my sandwich? Nuts?' I thought. When I saw the tooth, I was excited because I was the last person in my class to lose a baby tooth. When I told my classmates, they thought it was funny and started laughing!

**B Read again and write T for True or F for False.**

- Henry lost his first tooth at home. ☐
- Henry bit on a nut and lost his tooth. ☐
- When Henry lost his tooth, he told the other students. ☐
- Henry got his first skateboard a year ago. ☐
- Henry's parents gave him the skateboard. ☐
- When Henry got the skateboard, he went to the skatepark with his friends. ☐
- Henry knows how to do a lot of skateboarding stunts. ☐

**Over to you...**

**Discuss.**

Can you think of any first-time experiences that you have had?

### 3. Grammar

#### Past Simple (Affirmative - Negative - Questions)

**A** Read the dialogue. How do we form the affirmative of the Past Simple? Which verb do we use to form questions? Which verb do we use in the negative?

**A:** My brother **graduated** from university last year.  
**B:** Really? What **did** he **study**?  
**A:** Well, he **was** really good at art, but he **didn't study** art. He **studied** maths.  
**B:** Oh, nice!

**B** Find regular and irregular verbs in the blog to complete the tables below.

REGULAR VERBS	
happen →	.....
start →	.....
want →	.....
try →	.....
decide →	.....

IRREGULAR VERBS	
be →	.....
lose →	.....
bite →	.....
think →	.....
see →	.....
tell →	.....
get →	.....
have →	.....
fall →	.....

**C** Complete with the Past Simple of the verbs in brackets.

1. Saleh ..... (not buy) a skateboard. He ..... (buy) rollerblades.

2. **A:** Where ..... (be) you yesterday?

**B:** At the stadium. I ..... (watch) the basketball game. It ..... (be) fantastic!

3. When my sister ..... (be) eight, she ..... (decide) to get a pet. She ..... (choose) a parrot and ..... (call) it Trixie.

4. **A:** ..... the kids ..... (enjoy) the camping trip last weekend?

**B:** Yes, they ..... (have) lots of fun and ..... (take) lots of pictures.

### 4. Pronunciation

**A** Listen and repeat. What's the difference between **a**, **b** and **c**?

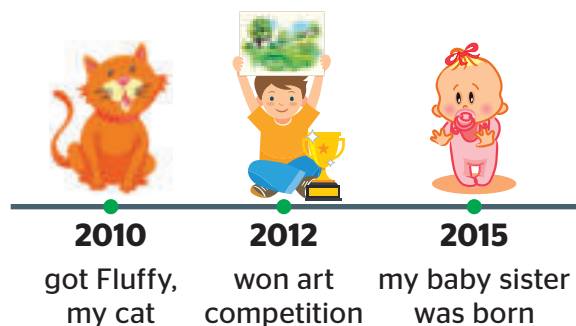
**a.** walk**ed**   **b.** stay**ed**   **c.** start**ed**

**B** Listen and tick (✓) the sound you hear.

	walk <b>ed</b> /t/	stay <b>ed</b> /d/	start <b>ed</b> /ɪd/
finish <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decid <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tri <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
happ <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practis <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
call <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
wait <b>ed</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5. Write & Present

Make a timeline for yourself with different life events. Write them in the order they happened and include the year. Present your timeline to the class.



## 1. Read

- A** Would you like to explore a remote and dangerous place? Where is it? Why would you like to go there?

- B** Read and answer. What is Sir Edmund Hillary famous for?

# Sir Edmund Hillary

Sir Edmund Hillary was a famous explorer and mountain climber. He was born in New Zealand in 1919. He tried mountain climbing for the first time on a school trip to Mt Ruapehu and discovered he could easily do it. When he was 20 years old, he climbed to the top of Mt Ollivier.

However, Hillary's dream was to climb Mt Everest. In 1953, he joined a British expedition, and they carefully began the difficult and dangerous journey to the top of this 8,848-metre mountain in the Himalayas. After about seven weeks, on 29 May, Edmund Hillary and Tenzing Norgay, a mountain climber from Nepal, reached the top. They couldn't stay there for very long because the air was thin, but they became the first people to climb the highest mountain in the world.

Hillary continued to climb mountains and explore the world. He went to both the North and the South Pole in his lifetime. Many people call Mt Everest the third pole of the world, so we can say that he was the first person to travel to all three poles. Hillary was a brave explorer and a true hero.

## Over to you...

### Discuss.

- What can you say about Sir Edmund Hillary's character?
- How would you describe him?

- C** Read again and choose the correct answer a, b, c or d.

- The first mountain Sir Edmund Hillary climbed was Mt .....  
a. Everest                      b. Ollivier  
c. Ruapehu                     d. Sealy
- Tenzing Norgay was from .....  
a. Nepal                        b. Norway  
c. New Zealand              d. Great Britain
- Sir Edmund Hillary and Tenzing Norgay were the first men to reach .....  
a. the North Pole            b. the South Pole  
c. the top of Mt Everest   d. both the North and the South Pole
- Another name for Mt Everest is '.....' of the world'.  
a. the top                      b. the pole  
c. the mountain              d. the third pole

- D** What does the writer mean when he says 'They couldn't stay there for very long because the air was thin...'?

- There wasn't any air at all.
- The air was very cold there.
- There was a strange smell in the air.
- There wasn't much oxygen in the air.

- E** Find words in the text to match the definitions below. Then check your answers in a dictionary.

- a person who travels to places to **explore** them: .....
- a person who **climbs**: .....

Now read the **NOTE** and form nouns that refer to people. Make any necessary changes.

### NOTE

We form many nouns that refer to people by adding the suffix **-er** to **nouns** (farm - farmer) or **verbs** (teach - teacher).

- paint .....
- write .....
- swim .....
- win .....
- train .....
- photograph .....
- travel .....
- drive .....
- build .....





## 2. Grammar

### The verb *can/could*

**A** Read the examples below. Which dialogue refers to present time? How does the verb change in the second dialogue? What do **can** and **could** express in dialogues 1 and 2? Match the dialogues with the phrases a and b.

1. **A:** Mark is four years old now.  
**Can** he **write**?  
**B:** No, he **can't**. But he **can read**.
2. **A:** **Could** you **ride** a bike when you were five?  
**B:** No, I **couldn't**. But I **could paint**.

- a. ability in the present ☐
- b. ability in the past ☐

**B** Circle the correct options.

1. **A:** **Can / Could** your dad rollerblade when he was young?  
**B:** Yes, he **can / could**, but he **can't / couldn't** rollerblade now.
2. The climbers didn't reach the top of the mountain yesterday because they **can't / couldn't** continue. They were tired.
3. **A:** I need help with my Spanish. **Can / Could** you speak Spanish?  
**B:** No, I **can't / couldn't**, but my brother **can / could**.  
**A:** Really?  
**B:** Yeah, he **can't / couldn't** speak Spanish two years ago, but he studied in Spain for a year.

### Adverbs of manner

**C** Read the examples below and complete the rules with the words in blue.

- Mike is a very **careful** climber. He climbs **carefully**.
- Khaled is a very **good** driver. He drives **well**.

..... and ..... are adjectives and define nouns

..... and ..... are adverbs and they describe how something happens

#### NOTE

#### IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

**D** Complete the sentences. Use the adjectives in brackets to form adverbs.

1. Buthaina always speaks to her parents ..... (polite).
2. This activity isn't difficult. I can do it ..... (easy).
3. Hassan takes nice pictures. He can use a camera ..... (good).
4. We walked ..... (slow) through the forest.

## 3. Listen

**A** How much do you know about Jacques-Yves Cousteau? Answer the questions below.

- Where was Cousteau from?  
a. France                      b. Poland
- When was Cousteau born?  
a. 1921                      b. 1910
- How old was he when he died?  
a. 85                      b. 87
- What did he explore?  
a. the North Pole      b. the ocean
- How many documentaries did he make?  
a. about 80              b. over 120
- What was the name of his ship?  
a. Calypso              b. Pandora

**B** Listen to a man talking about Jacques-Yves Cousteau and check your answers above with a partner.



### Over to you...

**Discuss.**

- Would you like to become a famous explorer like Jacques-Yves Cousteau?
- Why / Why not?

## 4. Write

Find more information about Jacques-Yves Cousteau's life and character. Use the answers to the questions in the previous activity as well as information you find on the Internet. Then write a paragraph about him.

Jacques-Yves Cousteau was an explorer from...

## 2. Read

**A** Look at the comic strip. What do you know about hiking? Then read it out in pairs.

**B** Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.

- a. A map is always helpful.
- b. You can't always depend on technology.
- c. There weren't mobile phones in the past.
- d. You can find everything you want on the Internet.

## 1. Vocabulary

Match. Then listen and check your answers.

- 1. turn on/off ☐
- 2. chat ☐
- 3. send/receive ☐
- 4. download ☐

- a. online
- b. a computer, a laptop, a mobile phone
- c. emails, text messages
- d. apps, videos

- 5. make ☐
- 6. post ☐
- 7. use ☐
- 8. save/delete/print ☐

- e. a video call
- f. the Internet, an app
- g. something on a website
- h. a document, a picture



1

**Jenny** What have you got in your backpack, Granny? It looks really heavy!

**Granny** Well, I liked going hiking with my father when I was a girl. We need lots of things, dear. We need a map, a compass...

**Jenny** No, we don't! I've only got my phone. It's got an app for everything!

**Granny** Well, I didn't have a mobile phone when I was your age...

2



**Granny** Let's check the map. This trail goes north, I think. Here, take the compass...

**Jenny** Um... I don't even know how to use this! Forget it. I can check the GPS on my phone, Granny.

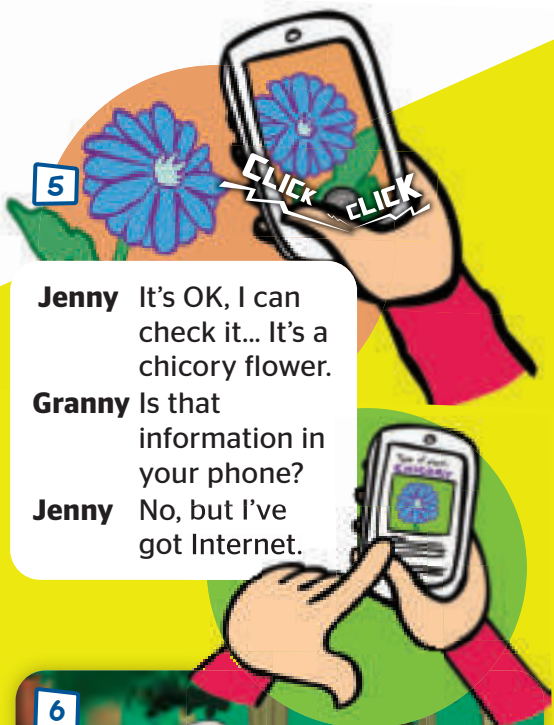
3



**Granny** I knew a lot about flowers when I was young. I wonder what kind of flower this is.

Let's check my book.

4



5

**Jenny** It's OK, I can check it... It's a chicory flower.

**Granny** Is that information in your phone?

**Jenny** No, but I've got Internet.



6

**Granny** Our car is near.

**Jenny** Good, because it's getting dark. I can turn on the torch on my phone. Uh-oh! The battery's dead.

**Granny** Don't worry. It's a good thing I have a torch with me.

**C** Read again and answer the questions.

1. Why is Granny's backpack heavy?
2. What did Jenny take with her?
3. Does Jenny know how to use a compass?
4. What kind of book has Granny got?
5. How do they find the name of the flower?
6. Why can't Jenny turn on the torch on her phone?



**Over to you...**

**Discuss.**

- What other gadgets have mobile phones replaced?
- What do people your age usually use their mobile phones for?
- What do you usually use your mobile phone for?

### 3. Grammar

#### Past Simple vs Present Simple

**A** Read the example. Match each half of the sentence with what it expresses, **a** or **b**. Then say what the difference between these two tenses is.

Fred **usually goes** hiking on Saturday, but **last week** he **went** cycling.

1. Fred usually goes hiking on Saturday...
2. ... but last week he went cycling.

- a.** a habit that happens regularly ☐
- b.** an action that happened in the past ☐

**B** Read the example above again and match 1 and 2 with their function, **a** or **b**.

1. last week      2. usually

- a.** It is an adverb of frequency used with the Present Simple to express a habit. ☐
- b.** It is a time expression used with the Past Simple to express the exact time of an action in the past. ☐

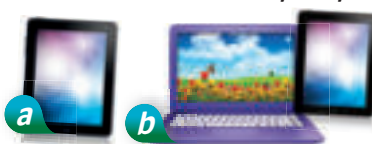
**C** Circle the correct options.

1. My brother **goes** / **went** out with his friends every Saturday.
2. **A:** Did / Do you send an email to Sahar yesterday?  
**B:** No, I **didn't** / **don't**. I **am** / **was** very busy.
3. Fred **visits** / **visited** Qatar last year. He **had** / **has** a great time there.
4. I always **watch** / **watched** my favourite TV programme in the afternoon.
5. Mark usually **went** / **goes** to work by car every day, but yesterday he **takes** / **took** the train.

### 4. Listen

Listen to two short dialogues and answer the questions. Choose picture **a** or **b**. Then check your answers with a partner.

1. What did the boy buy?



2. What did the girl help the boy do?



### 5. Speak

Talk in pairs about your life 2-5 years ago and about your life now. Use the **Past Simple** and the **Present Simple**. You can use the ideas in the box.

have a tablet/laptop/mobile phone  
like fruit/vegetables      ride my bike to school  
play video/computer games

*I didn't have a tablet two years ago, but I have a tablet now. What about you?*

*I didn't like fruit three years ago, but I like fruit now.*



## 1. Vocabulary

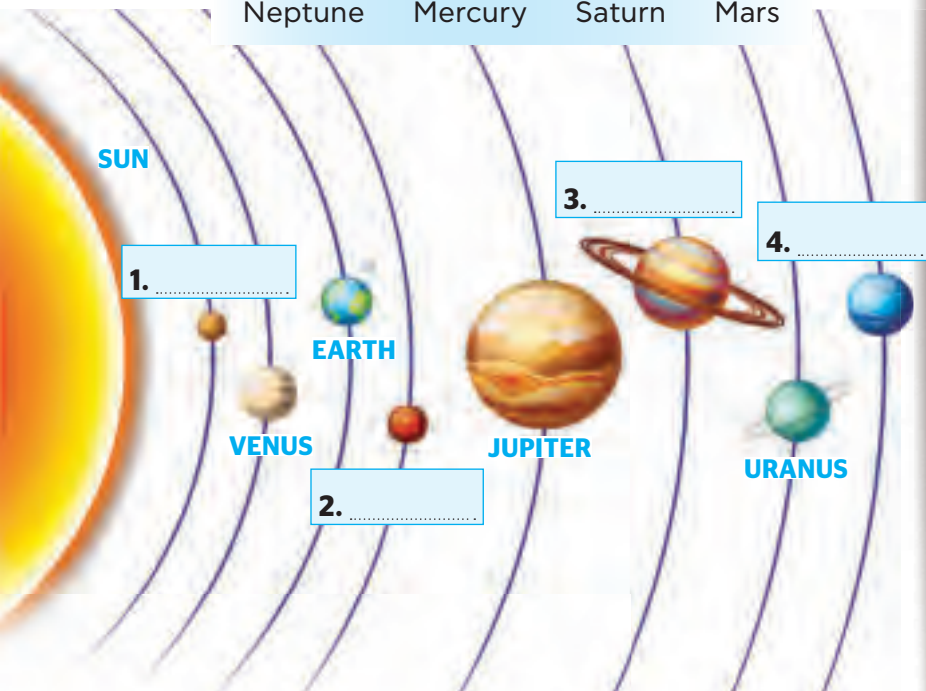
**A** Match. Then listen and check your answers.



star  
galaxy  
planet  
moon  
solar system

**B** Do you know the names and the order of the planets in our solar system? Look and complete with the names in the box. Then listen and check your answers.

Neptune Mercury Saturn Mars



**C** Look at the box and read the numbers a-e aloud. Then listen and check.

> **5,037** five thousand and thirty-seven  
> **78,225** seventy-eight thousand, two hundred and twenty-five  
> **44,000,000** forty-four million  
> **1,960,836,300** one billion, nine hundred and sixty million, eight hundred and thirty-six thousand, three hundred

a. 6,534  
b. 5,700,000,000  
c. 287  
d. 28,119  
e. 9,500,000

## 2. Listen (1)

**A** • How many planets are there in our solar system?  
• How much do you know about the solar system? Do the quiz below.

## QUIZ

How much do you know about our solar system?

**1** Which planet is called the red planet?  
a. Jupiter  
b. Venus  
c. Mars  
d. Saturn

**2** What is the average temperature on Neptune?  
a. -21 °C  
b. -214 °C  
c. -240 °C  
d. -2,140 °C

**3** How long is a year on Mars?  
a. 365 days  
b. 600 days  
c. 678 days  
d. 687 days

**4** How many times does the Earth fit in the sun?  
a. about 100  
b. about 1,000  
c. about 1,000,000  
d. about 1,000,000,000

### NOTE

-10 °C

minus ten degrees Celsius

**B** Listen to two friends talking and check your answers to the quiz with a partner.

### Over to you...

Discuss.

Which planet is your favourite one and why? What is special about it?

### 3. Grammar

#### Personal Pronouns

**A** Read the dialogue. What do both of the words in blue refer to?

**A:** Galileo Galilei was a famous scientist.

**B:** I know a lot about **him**. **He** was from Italy.

a. Galileo Galilei

b. a famous scientist

**B** What do you notice about their position in the sentences?

**C** Match the words in blue from the dialogue above with the sentences a or b.

1. **him**

2. **He**

- a. It is used as a subject and goes before the verb *be*.
- b. It is used as an object and goes after the main verb and usually after prepositions.

**D** Read the sentences below. Then listen again to the parts of the dialogue in 2. Listen (1) including these sentences, and say what the underlined words refer to.

- Pluto is not one of them anymore.
- Just imagine that the Earth can fit in it about one million times.

**E** Complete using personal pronouns.

1. **A:** Give ..... my sunglasses, Lucy. I know you wore ..... yesterday.

**B:** I put ..... on your desk.

2. **A:** Where's the chef?

**B:** ..... is in the kitchen.  
Do ..... want to talk to her?

3. We want to know all about the football match. Tell ..... about .....

4. My brother works at the planetarium. .... likes his job and thinks ..... is very interesting.

### 4. Listen (2)

**A** Have you ever visited a planetarium? If yes, what did you like about it? If no, would you like to visit one? Which planet would you like to see?

Listen to a guide talking to some students at a planetarium. What is he talking about? Choose a, b, c or d. Then check your answers with a partner.

- facts about the moon
- the first moon landing
- different kinds of spaceships
- the life of a famous astronaut

**B** Look at the sentences below. What kind of information is missing?

**TIP!**

Before you listen, try to predict what kind of information is missing (e.g. numbers, dates, names, places).

- Astronauts walked on the moon for the first time on 20 ..... 1969.
- Only ..... astronauts walked on the moon.
- The astronauts stayed on the moon for almost .....
- The spaceship landed in the .....
- The astronauts could see their families and friends after ..... days.

**C** Now listen again and complete the sentences with the correct information. Then check your answers with a partner.



**Over to you...**

**Discuss.**

Would you like to be an astronaut? Why / Why not?

### 5. Research, Write & Present

**A** Choose a planet and find information about some of the following:

- How far is it from the sun?
- What's the weather like there? What's the average temperature?
- How long does a day/year last?
- What else is special about it?

**B** Make a poster. Write a few sentences about the planet you chose. Find pictures of the planet, too.

**C** Present your poster to the class.

## 1. Read & Speak

**A** Complete the dialogue below between two friends with the phrases **a-c**.

- a. Tell me about it.
- b. Guess what!
- c. Lucky you!



**A:** Hey, Steve. **1** .....  
**B:** What?  
**A:** I got a new video game!  
**B:** Really? That's great! **2** .....  
**A:** Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!  
**B:** **3** ..... I want a new video game, too.



**B** Look at the sentences below from the dialogue and match them with the functions **a** and **b**.

- 1. I got a new video game!
- 2. Well, it's called *Motors* and it's a car racing game. It's full of action and I love it!

- a. giving news
- b. giving details

**C** Listen to the phrases in the tables and repeat them.

Giving good news	Responding to good news	
Guess what! Listen to this! Did I tell you about my new video game?	Really? Congratulations! That's great/amazing! That's fantastic news! I'm really happy for you. Good for you! Lucky you! How wonderful/exciting! What wonderful news! I can't believe it!	Asking for details
		Tell me about it. So, when/where/who/what did you...? How was it? What kind of game is it? Were you excited/scared?

**D** Imagine a friend gave you the following news. What details would you like to know? Think of **two questions** and write them as in the example.

1. I went to the new amusement park!

*So, when did you go there?*  
*How was it?*

2. Listen to this! I met a famous person!

.....  
 .....

3. Guess what! I won a competition!

.....  
 .....

4. Did I tell you about my new mobile phone?

.....  
 .....

## 2. Speak

Talk in pairs.

**Student A**

Imagine you have some good news to tell Student B. Choose one of the situations from activity D or think of your own. Answer Student B's questions giving details.

**Student B**

Listen to Student A's good news and respond to it. Show interest and keep the conversation going by asking for details.

*I went to the new planetarium!*  
*Really? Fantastic! When did you go?*  
*I went yesterday with my cousin.*  
*It was very interesting.*  
*What did you do there?*  
*Well, we watched a 3D film about...*  
*How exciting!*

**TIP!**

While speaking, use vocabulary and language you've learnt in the lesson.



### 3. Speak & Write

**A** Read the email and answer the questions below.

Dear Alison,  
How are things? I hope you're well.  
Guess what! Last week, my family and I went to Doha. I was very excited because it was my first time on a plane! It went really fast during take-off, but I wasn't scared at all. I loved it! I had a window seat so I could see the amazing view. I took pictures of the clouds, the snowy mountains, the desert and even of a train. It looked like a toy! The flight lasted six hours and forty-five minutes, but I wasn't bored. The flight attendant brought us tasty snacks, and there were even little screens so we could watch films. I can't wait to fly again!  
Write back soon,  
Julia

- Who is writing the email and who is she writing to?
- What first-time experience did Julia have?
- When did it happen?
- Who was with her?
- How did she feel?
- How long did the experience last?
- What did she do on the plane?
- Does she want to fly again?

**C** Read and complete with **and**, **but**, **so** or **because**.

#### LINKING WORDS

- and**  
Harry took his bike and went to the park.
- but**  
We went to the cinema, but we didn't enjoy the film.
- so**  
It started raining so we decided to stay at home.
- because**  
I drank a milkshake and a glass of water because I was thirsty.

- Sheila was bored at home ..... she went outside for a walk.
- We visited the museum, ..... we didn't go to the museum shop.
- The children went on the roller coaster ..... then had fun in the bumper cars.
- They went to the zoo ..... they wanted to see the baby tigers.
- Fahad didn't have a book to read ..... he went to the library.
- I rode my bike carefully ..... I didn't want to fall off.

**B** Think about an experience you had for the first time. Look at the questions in the speech bubble and make some notes. Use your notes to tell the class about your experience.

*What first-time experience did you have?*

*When did it happen?*

*Where did it happen?*

*Who was with you?*

*How did you feel?*

*What did you do?*

*How long did it last?*

*Do you want to do it again?*



**TIP!** After you finish writing, do not forget to check your spelling.

**D** Read the paragraph and find five spelling mistakes. Then correct them.

Last Saturday, my family and I went to the new amusement park. My little brother was very exited because it was his first time at an amusement park. We went on almost al the rides, and we had a grate time. We can't wait to go ther again!

**E** Write an email to a friend telling him/her about an experience you had for the first time. Read the TIP! below. **Go to the Workbook page 33.**

**TIP!**

- When writing a letter or an email to a friend, don't forget:
  - to start with **Dear/Hello/Hi** + your friend's first name
  - to open with a set phrase  
**How are you? I hope you're well./ How are things? / I'm writing to tell you about...**
  - to close with a set word/phrase and your first name under this.  
**Yours, / Bye for now, / Speak to you soon, / Best wishes,**
- Do not write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

# 2 Round-up

## 1. Vocabulary

### A Match.

1. start
2. go
3. get
4. use
5. send



- a. to university
  - b. the Internet
  - c. emails
  - d. married
  - e. school

Score:  / 5

### B Circle the correct options.

1. Can you **decide / bring** me a glass of water?
2. **A:** It's getting dark outside.  
**B:** Don't worry. I've got a **torch / compass**.
3. **A:** Do you need this document?  
**B:** No. You can **download / delete** it.
4. Turn **on / off** your mobile phones, please.  
You can't use them in the cinema.
5. The average **temperature / degrees** on Mars is -60 °C.
6. I need some **information / expedition** about the first person to travel to space.

Score:  / 6

## 2. Grammar

### C Complete with the Past Simple of the verbs in brackets.

1. **A:** Last summer, my family and I ..... (travel) around Italy.  
**B:** ..... you ..... (have) fun?  
**A:** Yes, it ..... (be) wonderful.
2. Mandy ..... (not study), so she ..... (not do) well in the history test.
3. **A:** How long ..... the flight ..... (last)?  
**B:** Two hours. I ..... (sleep) the whole time.
4. Last night, I ..... (try) to make a video call to my cousins in Australia, but I ..... (not can).

Score:  / 9

### D Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.

1. Luke can speak French very ..... (good) because his mother is from France.
2. Colin sits ..... (lazy) watching TV all day.

3. Listen ..... (careful) to the teacher.
4. I don't like my brother's paintings. I think he paints ..... (bad).

Score:  / 4

### E Circle the correct options.

1. My sister **buys / bought** a new laptop last week.
2. I usually **ride / rode** my bike to school, but yesterday I **took / take** the bus.
3. They always **visit / visited** their grandparents at the weekend.

Score:  / 4

### F Complete with personal pronouns.

1. Jassim Ahmed lives in my neighbourhood. Do you know .....? ..... 's in the school football team.
2. Mars and Mercury are planets, but ..... aren't very big.
3. Where's Aisha? I want to tell ..... my news.

Score:  / 4

## 3. Communication

### G Complete the dialogue with the phrases a-d.

**A:** Hey, Valerie! 1 .....  
Yesterday I went to the planetarium for the first time.

**B:** Really? 2 .....

**A:** Well, the 3D film about space was fantastic! We had a great time!

**B:** 3 ..... I'm really happy for you.

**A:** There's a new film about dinosaurs next week. Let's go together.

**B:** No, sorry. 4 ..... I hate dinosaurs.

**A:** Oh, I didn't know.

- a. Good for you!
  - b. Listen to this!
  - c. How was the experience?
  - d. Forget it.

Score:  / 8

Total score:  / 40


## Now I can...

- talk about past events/experiences ☐
- talk and write about famous people in history and their achievements ☐
- express ability in the past ☐
- talk about technology I use ☐
- talk about events/experiences in the past and in the present ☐
- write and present facts about a planet ☐
- give and respond to good news ☐
- link my ideas with *and*, *but*, *so* and *because* ☐
- write an email to a friend ☐



# 1 Culture Page

## Dhow Boats

**A**  Look at the picture. What do you know about dhow boats? Can you guess what people used them for in the past? Read and check your answers.

**B**  Look at the highlighted words in the text and find their definitions in a dictionary.

### Dhow Boats

The seas between Arab countries and East Africa and India **seem** like the perfect place for sailing. However, it can be dangerous because the water is not very deep in some places and the weather can change very **suddenly**. Over two thousand years ago, people in these areas built dhow boats that could travel easily in these seas. They were not heavy and had long **triangular sails** that could turn so they could sail in any kind of wind. People used dhows mostly for fishing. Later, larger dhows sailed across the sea to other countries. They often carried things like fish, fruit and wood.

Today, modern dhows have **engines**, but you can still find **traditional** ones too. You can visit the Dhow Boatyard of Qatar in Doha and see how people make these boats there. You can also go to the Traditional Dhow Festival in Katara, Qatar where you can also learn more about these beautiful boats and see a number of traditional activities too. You might even see Fath al-Kheir. This is one of the biggest traditional dhows, and, during the Festival, it leaves from Katara to sail to other countries in the Arabian Gulf, just like people did in the past.


**C**  Read again and write **T** for True or **F** for False.

1. The water is deep in the seas between Arab countries and East Africa and India.
2. The first dhow boats could sail easily because they weren't heavy and their sails could turn.
3. Dhow boats were used only for fishing.
4. You can visit a traditional festival in Qatar and learn more about dhow boats.
5. People in the past couldn't sail to other countries in the Arabian Gulf.



## PROJECT

**Make a poster!**

 Think of a means of transport (e.g. car, plane, train, bus). Do some research into what it was like in the past in your country and what it is like now. Then make a 'Then and Now' poster with pictures and interesting facts.

**Then (1930s)**



Planes were small and slow in the past.

**Now**



Now planes are big and fast.

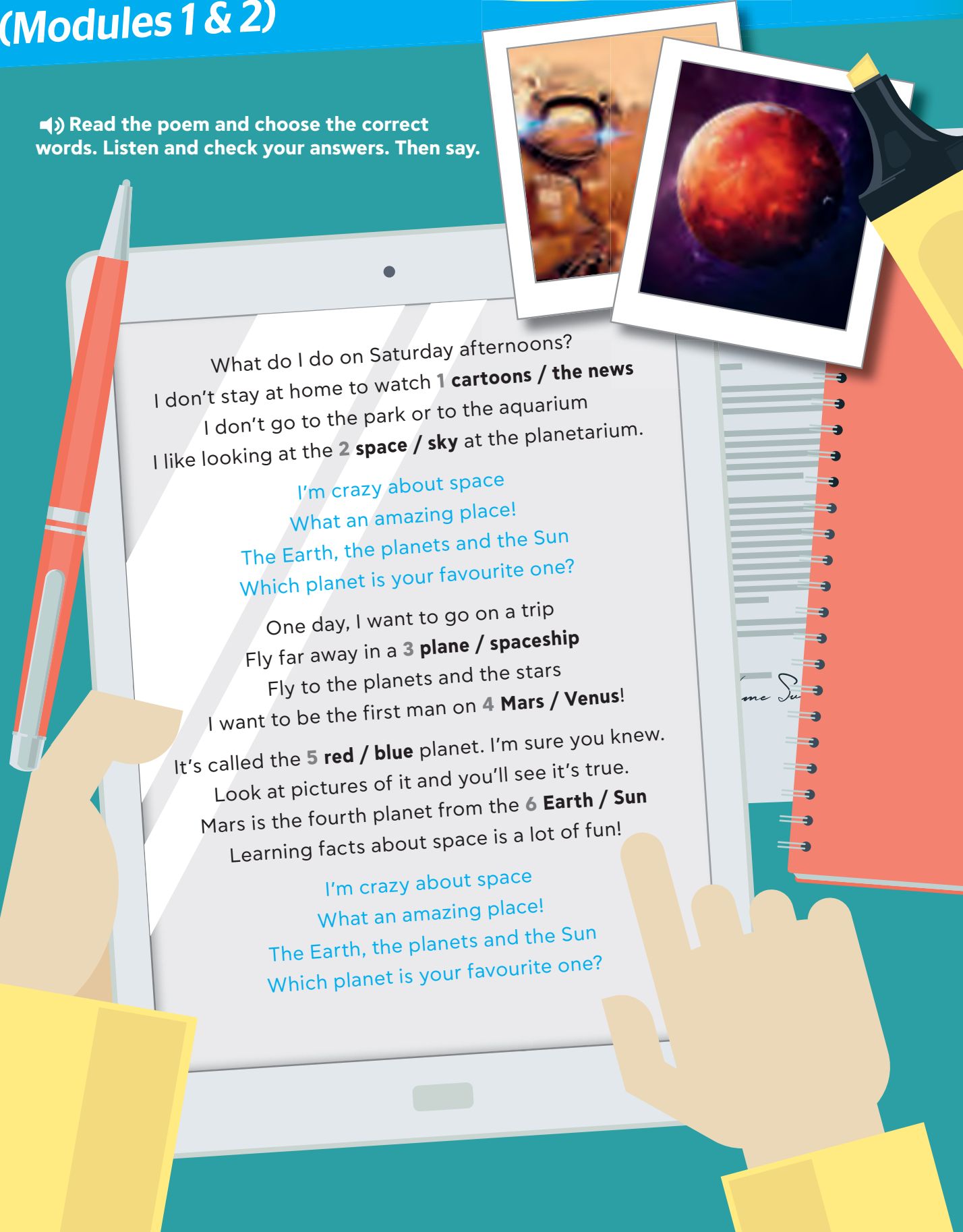


# POEM

## Crazy about space

(Modules 1 & 2)

🔊 Read the poem and choose the correct words. Listen and check your answers. Then say.



What do I do on Saturday afternoons?  
I don't stay at home to watch **1 cartoons / the news**  
I don't go to the park or to the aquarium  
I like looking at the **2 space / sky** at the planetarium.

I'm crazy about space  
What an amazing place!  
The Earth, the planets and the Sun  
Which planet is your favourite one?

One day, I want to go on a trip  
Fly far away in a **3 plane / spaceship**  
Fly to the planets and the stars  
I want to be the first man on **4 Mars / Venus!**  
It's called the **5 red / blue** planet. I'm sure you knew.  
Look at pictures of it and you'll see it's true.  
Mars is the fourth planet from the **6 Earth / Sun**  
Learning facts about space is a lot of fun!

I'm crazy about space  
What an amazing place!  
The Earth, the planets and the Sun  
Which planet is your favourite one?

# 3 FROM PLACE TO PLACE

## Discuss:

- Look at the signs 1-7. Do you recognise any of them?
- Match the signs with the pictures and the words. Then listen and check your answers.
- Which of these signs can you find in your town/city?



tram station



port



metro station



train station



bridge



traffic lights



airport

## In this module you will learn...

- to talk about towns, cities and countries
- to say what you *must* / *have to*, *mustn't* or *don't have to* do
- to make comparisons
- to refer to the location of places in a town/city
- to write and present facts about a country
- to read a map
- to ask for, give and follow directions
- to ask for and give information about places in a town/city
- to write about your town/city



## 2. Read

### 1. Vocabulary

🔊 Look at the means of transport. Are they **land**, **sea** or **air** transport? Listen and check your answers. What other means of transport do you know of?



underground



motorbike



helicopter



ferry



tram



coach

#### NOTE

We can say:

- take a taxi, take the bus, take/use the underground
- travel/go **by** plane/boat/car **BUT** go **on** foot

**A** Look at the comic strip. What means of transport do you usually use?

**B** 🔊 Read the comic strip quickly. Which sentence best summarises the main idea of the text? Choose **a**, **b**, **c** or **d**.

- You must always be on time.
- Skateboarding can be dangerous.
- Don't take the wrong means of transport.
- Things can change for the better even at the last minute.

## WHAT A DAY!



**Ron** Do you want to go to the cinema? *Big Laughs* is playing at 6.

**Pete** Sounds good! But it's almost 5.30, so we have to leave now!



**Pete** Hey, Ron. Be careful! You mustn't skateboard on the road - it's dangerous. Stay on the pavement.

**Ron** OK, OK.

**Ron** Look at this new stunt...

**Pete** Not now, Ron. We're in a hurry!

**Ron** Uh-oh!

**Pete** What?

**Ron** One of the wheels came off. Now what?

**Pete** Well done, Ron.

**Ron** Sorry. We can't skateboard anymore. We have to continue on foot.

**Pete** No! We don't have to walk. We can go by tram. Look! It's coming. Run!



**Pete** Phew! Let's sit down.

**Ron** Are you sure this is the right tram?

**Pete** What? Hey, wait a minute! It's going the wrong way!

**Ron** Yeah! We took the wrong tram. It's taking us back home. We have to get off at the next stop.





**6**

**Pete** There's no time. Let's just go home.  
**Ron** Hey... isn't that your uncle Jim?  
**Uncle Jim** Hi, guys! What are you up to?  
**Pete** Not much.  
**Uncle Jim** I'm going to the cinema. Do you want to come?  
**Pete and Ron** Sure!



### C Read again and answer the questions.

1. How much time do the boys have before the film starts?
2. Where **mustn't** they skateboard?
3. Why can't Ron continue on his skateboard?
4. Do the boys continue on foot?
5. Why do the boys get off the tram?
6. How do the boys get to the cinema in the end?



### Over to you...

#### Discuss.

- Do you think it is important to be on time? Why / Why not?
- Are you usually late or on time?
- Do you always follow safety rules when you are outside? Why / Why not?

## 3. Grammar

### must – have to

#### A Read the sentences below. Then match the sentences 1-3 with a-c.

1. The library closes at 9.00 pm. We **must / have to** leave now.
2. You **don't have to** take the underground. I can drive you there.
3. You **mustn't / can't** enter the museum without a ticket.

- a. It isn't necessary. ☐
- b. It isn't allowed. ☐
- c. It's necessary. ☐

#### B Read the examples again and match the words in blue with what they express.

1. **must / have to**
2. **don't have to**
3. **mustn't / can't**

- a. prohibition in the present/future ☐
- b. absence of obligation in the present/future ☐
- c. obligation in the present/future ☐

**NOTE** The past tense of **must / have to** is **had to**.

#### C Circle the correct options.

1. We **must / have** all wear seat belts in the car.
2. You **don't have to / mustn't** ride your bike in the park. Look at the sign!
3. Your room is very messy. You **have / must** tidy it.
4. We **don't have to / mustn't** take the bus. My dad can drive us to the shopping centre.
5. You **have to / had to** buy a ticket for the ride. You **don't have to / can't** get on without one.
6. Ali **has to / had to** study yesterday, so he didn't come to the park.

## 4. Speak

### GUESSING GAME

Talk in groups of four. One student chooses one of the means of transport below and says three things you **must**, **have to**, **mustn't** or **don't have to** do when you use this means of transport. The other three students guess the means of transport. Use some of the ideas in the box.

- wear a seat belt
- wear a helmet
- buy a ticket
- have a licence
- use your mobile
- stop at red traffic lights
- go on the pavement

bike plane underground  
skateboard bus tram

*You don't have to wear a helmet.  
You must buy a ticket.  
You...*

## 5. Write

Use the ideas you discussed above to write a list of rules for safe cycling in the city. Use **must**, **have to**, **mustn't** and **don't have to**.

## 1. Vocabulary

🔊 Complete the sentences with the **adjectives** in the box. Then listen and check your answers.

peaceful  
popular  
clean  
ugly  
noisy  
dangerous  
crowded  
expensive

- When lots of people like something, it's .....
- When something isn't safe, it's .....
- When there are lots of people in a place, it's .....
- When something is quiet and calm, it's .....
- When something isn't cheap, it's .....
- When something isn't dirty, it's .....
- When a place isn't quiet, it's .....
- When something isn't beautiful, it's .....

## 2. Read

**A** Would you like to visit Paris? Which other city in the world would you like to visit and why?

**B** 🗣️ 🔊 Look at the pictures and read the title of the text. What is the magazine article about?

**TIP!**

Before you read, try to predict what the text is about with the help of the title and the pictures.

# From Paris to Paris

My name's Brenda and I live in Paris. Last week, I went on a trip to Paris. How can that be? Well... I live in Paris, Texas in the USA, but I visited Paris, the capital of France!

Paris, France is more famous than Paris, Texas, so there are more tourists there than in my hometown. I visited the Eiffel Tower, of course, but... did you know that there's an Eiffel Tower in my town, too? The Eiffel Tower in France is taller and more impressive than the Eiffel Tower in Texas. In my town, it's only 20 metres tall, but the tower in France is 300 metres tall – that's as tall as an 81-storey building! However, the Eiffel Tower in my town is funnier because it's got a red cowboy hat on top!

During my trip, I saw a lot of other popular sights. The museums in Paris, France are more interesting than the museums in my hometown. I spent five hours in the Louvre! I didn't want to leave beautiful Paris, but I'm glad to be back home. My Paris isn't as noisy as Paris, France!

**C** 🧠 Read again and answer the questions.

- Where did Brenda travel to?
- Compare the Eiffel Tower in Texas with the Eiffel Tower in France.
- What is the same size as a building with eighty-one floors?
- Why does Brenda find the Eiffel Tower in Texas funnier?
- Which city has better museums?
- How long was Brenda in the Louvre?
- Which city is more peaceful?

**D** 🗣️ Read again and circle **a, b, c** or **d**.

- What is Brenda's opinion about Paris, USA?
  - She doesn't like it at all.
  - She thinks it's too noisy.
  - She thinks it's impressive.
  - She likes it because it isn't very noisy.
- What is Brenda's opinion about Paris, France?
  - She didn't like it at all.
  - She thinks it's beautiful but noisy.
  - She thinks that there weren't many tourists.
  - She didn't find the museums there interesting.

**E** 🗣️ What does Brenda mean when she says 'I didn't want to leave beautiful Paris, but I'm glad to be back home.'?

- She wants to visit Paris, France again.
- She didn't want to go back to Paris, USA.
- She did not like Paris, France, and doesn't want to visit it again.
- She liked Paris, France, but she is happy she lives in Paris, USA.



**Over to you...**

**Discuss.**

Do you know of any other places in the world with the same name?

### 3. Grammar Comparative forms

**A** Read the examples below. Match the sentences 1-2 with the phrases a-b.

- The blue T-shirt is **cheap**, but the red T-shirt is **cheaper than** the blue T-shirt.
- The old museum is **interesting**, but I think that the new museum is **more interesting than** the old museum.

- Adjectives with three or more syllables (long adjectives) take **more**.
- One-syllable (short adjectives) and most two-syllable adjectives take **-er**.

**B** Which word follows the comparative form of the adjectives in the sentences above? Complete the rule below.

We use ..... to show the second person or thing in a comparison.

**C** Complete the table with the correct form of the adjectives.

POSITIVE	COMPARATIVE
quiet	
close	more comfortable (than)
beautiful	
busy	
good	better (than)
bad	worse (than)
far	farther / further (than)
much / many	more (than)

#### NOTE

**as + adjective + as**

*My new neighbourhood is **as quiet as** my old neighbourhood.*

*Our old sofa isn't **as comfortable as** our new sofa.*

**D** Complete the sentences with the correct form of the adjectives in brackets.

- I think popcorn is ..... (tasty) than crisps.
- My new neighbourhood isn't as ..... (peaceful) as my old neighbourhood.
- The Pacific Ocean is ..... (big) than the Atlantic Ocean.
- Our garden is as ..... (beautiful) as our neighbour's garden.
- Ahmed is ..... (good) at science than Saleh.
- My house is ..... (far) from school than Fatima's house.

### 4. Listen

**A** Listen to Laura talking to her cousin about her new house and write **T** for True or **F** for False. Then check your answers with a partner.

- Laura's old house had a balcony.
- Her new bedroom has got a beautiful view of the garden.
- Her new house is next to a park.
- She has to take the bus to get to school now.

**B** Listen again and choose the correct answer **a**, **b** or **c**. Then check your answers with a partner.

- Laura's new house is ..... her old house.
  - as big as
  - bigger than
  - smaller than
- Laura's bedroom is ..... Charlie's.
  - as big as
  - bigger than
  - smaller than
- Laura's new neighbourhood is ..... her old neighbourhood.
  - as noisy as
  - more noisy than
  - more peaceful than

**C** Listen to the questions and answer.

- What does Laura think about her new house?
- Why does Laura like her new neighbourhood? What does she think about it?

### 5. Speak & Write

**A** Talk in small groups. Look at the two pictures below. Talk about life in the city and in the country and compare the two places. Use the adjectives in the box.



boring interesting busy crowded  
ugly beautiful exciting clean dirty  
modern noisy peaceful quiet  
expensive cheap safe dangerous

*Life in the country is more peaceful than life in the city.*

*Yes, but life in the city is more exciting.*

**B** Use the ideas above to write a paragraph about the place where you live.



## 1. Read

**A** Would you like to visit Peru? Why / Why not? Which other countries in South America would you like to visit?

**B**  Read and answer. What do you know about Peru?

< > G http://www.peru.com

★ ≡ 🏠 Search...

HOME

ABOUT

THE CITY

CONTACT



# PERU

Peru is the third-largest country in South America. People there speak three languages: Spanish, Quechua and Aymara.

## 1 THE DESERT

Along the west coast of Peru, there is a desert. It's only 2,500 km long, but over half of the country's 32.1 million people live there. The population of the capital city, Lima, is almost 10 million. Visitors to this city can see ancient ruins and try popular Peruvian food.

## 2 THE ANDES

The Andes run for 8,851 km down South America and are the longest mountain range in the world. You can find some of the highest mountains in the Andes. In Peru, the highest peak, Mt Huascarán, is 6,768 m high.



## 3 THE PERU CURRENT

In the Pacific Ocean, off the coast of Peru, there is a very cold current of water called the Peru Current or the Humboldt Current. It has lots of fish, and other wildlife feed on them. The Humboldt penguin got its name from the current because it lives on the coast near this cold current of water.



## 4 THE AMAZON

The Amazon Rainforest covers more than half of the country, and lots of different plants and animals live there. The Peruvian Amazon Rainforest has the largest number of different bird species in the world. Part of the Amazon River is in Peru, but the longest river in the country is the Ucayali River.



## 5 MACHU PICCHU

Between the Andes and the Amazon Rainforest are the ruins of Machu Picchu. The Incas built this city in the 15<sup>th</sup> century. Today it is one of the most popular tourist attractions in the world.



1

4

2

5

LIMA

3



**FUN FACT**  
What food is Peru most famous for? Potatoes! You can find nearly 4,000 different types of potatoes, and it's possible that the Peruvians were the first people to ever grow them.

**C**  Read again and complete the fact file below.

# PERU

Fact file

CONTINENT

POPULATION

CAPITAL

LONGEST RIVER

HIGHEST MOUNTAIN

CLOSEST OCEAN

MAIN TOURIST ATTRACTION

Over to you...

 Discuss.

- Which of the geographical features (deserts, rivers, mountains, etc.) found in Peru can you find in your country?
- Are there any special animals or plants found in your country? Can you name them?

**D** Read again and choose the correct answer **a, b, c or d**.

- About ..... million people live in Lima.  
a. 10    b. 32.1    c. 2,500    d. 4,000
- The Andes are ..... km long.  
a. 2,500    b. 4,000    c. 6,768    d. 8,851
- The longest river in Peru is the ..... River.  
a. Andes    b. Ucayali    c. Amazon    d. Huascarán
- The Incas built the city of ..... in the 15<sup>th</sup> century.  
a. Lima    b. Andes    c. Humboldt    d. Machu Picchu

**TIP!**

Decide in which part of the text you can find the information you need.

## 2. Grammar Superlative form

**A** Read the examples below. Match the sentences 1-2 with the phrases a-b.

- Mt Everest is **the highest** mountain **in the world**.
- I think that the Amazon rainforest is **the most exciting** rainforest **of all**.

- Adjectives with three or more syllables (long adjectives) take **most**.
- One-syllable (short adjectives) and most two-syllable adjectives take **-est**.

**B** Which word comes before the superlative form of the adjectives in the examples above? Complete the rule below.

We use ..... before a superlative adjective when it is followed by a noun.

**C** Read the examples above again, and match the prepositions 1-2 with a-b.

- in**
- of**

- all
- the class / the country / the world

**D** Complete the table with the correct form of the adjectives.

POSITIVE	COMPARATIVE	SUPERLATIVE
new	newer (than)	
nice		the nicest
	bigger (than)	
important		the most important
funny		
beautiful		
good	better (than)	the best
bad		the worst
	farther/further (than)	the farthest/furthest
much / many		the most

**E** Complete the sentences with the correct form of the adjectives in brackets.

- The houses near the beach are ..... (modern) than the houses on the mountain.
- A:** I don't think rock climbing is as ..... (dangerous) as skiing.  
**B:** Well, I think rock climbing is the ..... (dangerous) sport of all.
- In my country, July is ..... (hot) than June, but it isn't as ..... (hot) as August.
- The spaghetti wasn't as ..... (good) as the steak. I think the steak is the ..... (good) dish on the menu.

## 3. Pronunciation

**A** Listen and repeat. What's the difference between **a** and **b**?

- south    b. weather

**B** Listen and tick (✓) the sound you hear.

	south /θ/	weather /ð/
than	<input type="checkbox"/>	<input type="checkbox"/>
earth	<input type="checkbox"/>	<input type="checkbox"/>
thousand	<input type="checkbox"/>	<input type="checkbox"/>
month	<input type="checkbox"/>	<input type="checkbox"/>
together	<input type="checkbox"/>	<input type="checkbox"/>
third	<input type="checkbox"/>	<input type="checkbox"/>
another	<input type="checkbox"/>	<input type="checkbox"/>

## 4. Speak

### INFORMATION GAP ACTIVITY

Go to the Speaking Activities section on pages 62-63.

## 5. Research, Write & Present

- Choose a country and find information about it to create a fact file similar to the one about Peru. You can add extra information to your fact file (e.g. official language, important cities).
- Make a poster. Write a few sentences about the country you chose, using the information in your fact file. Find pictures, a map and the flag of the country, too.
- Present your poster to the class.

## 1. Vocabulary

**A** Listen and repeat.

Go straight on



pedestrian crossing



stop



tunnel



bicycle parking area



no parking

**B** Complete the sentences with the names of the places. Then listen and check your answers.



hairdresser's



newsagent's



florist's



travel agent's



chemist's



car park



post office

farmer's market

1. You can buy fruit and vegetables at the .....
2. You can get a haircut at the .....
3. You can post a letter or buy stamps at the .....
4. You can buy magazines and newspapers at the .....
5. You can get medicine at the .....
6. You can buy flowers at the .....
7. You can park your car at the .....
8. You can book a holiday at the .....

## 2. Listen (1)

Listen to two short dialogues and choose the correct picture **a** or **b**. Then check your answers with a partner.

**TIP!**

Before you listen, look at the pictures carefully.

1. Where are the girls?



a



b

2. What does the man have to do at the traffic lights?



a



b

**Over to you...**

Discuss.

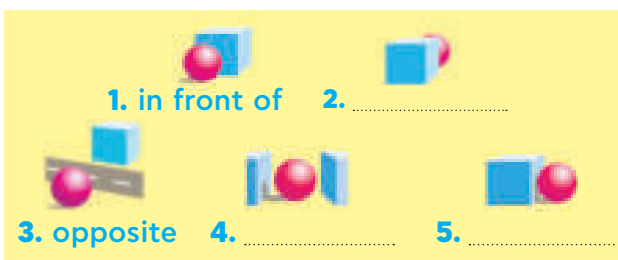
- Are you good at giving instructions?
- Are you good at following instructions?

## 3. Grammar

**Prepositions of place**

**A** Look at the pictures and complete with the prepositions in the box.

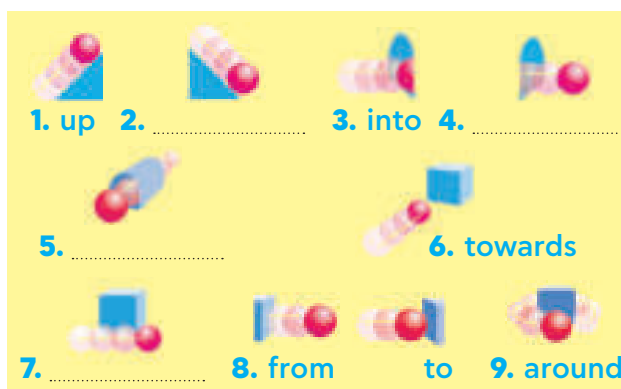
next to    behind    between



**Prepositions of movement**

**B** Look at the pictures and complete with the prepositions in the box.

past    out of    down    through







START HERE

- C** Look at the map above and complete the directions below with the prepositions in the box. Then listen to the second dialogue in 2. Listen (1) again and check your answers.

past between down

**A:** Hello. Is there a florist's near here?

**B:** Yes, it's not far.

**A:** How do I get there?

**B:** Go 1 ..... Park Road and turn left at the traffic lights. That's Victoria Road. Then go 2 ..... the park and turn right at the car park. The florist's is 3 ..... the car park and the bank.

- D** Look at the map above and circle the correct options.

1. **A:** Is there a chemist's near here?

**B:** Well, there's one on Mill Road. It's **next to / behind** a florist's.

**A:** How do I get there?

**B:** Go down Park Road and at the traffic lights turn right **into / in front of** Victoria Road. Then go straight on **towards / into** the hospital. Turn left at the supermarket. The chemist's is on your left.

2. **A:** How do I get from the petrol station **to / into** the post office?

**B:** Well, the petrol station and the post office are both on Station Road. Go **up / out of** Station Road and **down / past** the library. The post office is on your left, **opposite / between** a café.

## 4. Listen (2)

- Listen to two people talking and draw the route on the map above. Then check your answers with a partner.

## 5. Speak

- Talk in pairs. Look at the map above.

### Student A

Imagine you live in one of the orange houses, but don't tell Student B which one. Student B wants to come to your house but doesn't know the way. Give him/her directions from the train station to your house. Use the phrases in the box.

Go up/down... Street/Road.

Walk towards...

Go straight on.

Go past...

Turn right/left at the café / traffic lights, etc.

Turn right/left into... Street/Road.

It's on your right/left.

It's next to / between / opposite...

### Student B

You want to go to Student A's house but don't know the way. Follow Student A's directions to find his/her house.

*So, how do I get from the train station to your house?*

*Go down...*

## 1. Listen

- A** Listen to two dialogues. Where is each dialogue taking place? Choose **a, b, c** or **d**. Then check your answers with a partner.

## Dialogue 1

- a.** at the police station  
**b.** at the Sports Museum  
**c.** at the Science Museum  
**d.** at a tourist information office

## Dialogue 2

- a.** at a bus stop  
**b.** at a bus station  
**c.** at a shopping centre  
**d.** at the amusement park

- B** Complete the dialogues below with the phrases **a-f**. Then listen and check your answers.

- a.** How can I help you?  
**b.** Could I ask you a question?  
**c.** May I take the map?  
**d.** Sorry, I've got another question.  
**e.** Thank you for your help.  
**f.** You're welcome.

- 1. Man 1** Excuse me. **1** .....  
**Man 2** Sure.  
**Man 1** We'd like to visit the Sports Museum. How can we get there?  
**Man 2** The Science Museum. Well, let me think...  
**Man 1** Not the Science Museum! The Sports Museum.  
**Man 2** Oh, OK! I'm sorry. You can walk there. It's two blocks away. Let me show you on the map... It's here. It's right next to the police station.  
**Man 1** Great. **2** .....  
**Man 2** Of course. It's free.  
**Man 1** Thank you very much.  
**Man 2** **3** .....  
**2. Boy** Excuse me. We need some help.  
**Man** Hello, kids. **4** .....  
**Boy** Well, we want to go to the amusement park. Which bus do we take?  
**Man** Bus 27 from that stop over there.  
**Boy** **5** ..... How long does it take to get there?  
**Man** About fifteen minutes. And remember. The stop for the amusement park is right after the stop for the shopping centre. You can also ask the bus driver.  
**Boy** **6** .....  
**Man** No problem.

## NOTE

**would like / want + to** *I'd like to buy a map.  
We want to buy some tickets.*

## NOTE

We use:

- **Can I...?, Could I...?, May I...?** to make an offer.  
*Could I help you?*
- **Can I...?, Could I...?, May I...?** to ask for permission.  
*May I borrow your mobile phone?*
- **Can I/you...?, Could I/you...?** to make polite requests and ask for a favour.  
**Could** is more polite.  
*Can I ask for a favour?  
Could you drive me to the city centre?*

## 2. Speak

- A** Listen to the phrases in the tables and repeat them.

## AROUND TOWN

## Asking for help

Excuse me. Can/Could you help me, please?  
Can/Could/May I ask you a question?  
Can/Could/May I ask you something (else)?

Sorry, I've got another question.

## Asking for information

Excuse me. I'm looking for the stadium.  
How do/can I get to the stadium?  
How far is the stadium?  
How long does it take to get to the stadium?  
Is this the quickest way to the stadium?  
What time does it open/close?  
How much is the ticket?

## Giving information

It's on Hill Street. Let me show you on this map.  
You can walk/take the bus. Go down Hill Street and it's on your left.  
It's not very far. It's two blocks away.  
It's close.  
It's about a ten-minute walk.  
It takes about ten minutes by car.

## Thanking

Thank you for your help.  
Thank you so much.  
Thanks a lot.

## Responding to thanks

No problem.  
You're welcome.  
Don't mention it.

## COMMUNICATION REPAIR STRATEGIES

## Asking for clarification/repetition

I'm sorry but I didn't understand what you said.  
Sorry, could you say that again?  
Could you repeat that, please?

## Asking someone to speak up

I'm sorry, I didn't quite catch that. Could you speak up, please?  
Could you speak up, please? I can barely hear you.  
Would you mind speaking up?

## Asking someone to slow down

Could you slow down a bit, please?  
Could you speak more slowly, please?

- B** **ROLE PLAY**

Go to the Speaking Activities section on pages 62-63.



### 3. Speak & Write

**A** Read the description and answer the questions.

I live in Edinburgh, the capital of Scotland. It's one of the most beautiful cities in the world, and about 500,000 people live **here**.



Edinburgh has got lots of amazing sights to visit. There's Edinburgh Castle, for example. **This** is in the city centre and it is the most famous castle in Scotland. There are many hills in Edinburgh. One of **them** is called Arthur's Seat. It's an extinct volcano, and the view from there is brilliant. It attracts millions of tourists every year. Edinburgh is also famous for the Edinburgh International Festival, the largest arts festival in the world. It takes place in August, so **it's** the best time to visit the city.

Edinburgh is a wonderful place to live. I love walking around the city streets with my friends. **We** often go shopping on Princes Street, the city's main street. Princes Street Gardens are very close, so we usually go **there** for a picnic. It's never boring here!

**B** Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

**What's the name of your town/city?**

...

**Where is it?**

...

**What are some important features of it (size, population, etc.)?**

...

**What are some of the most interesting sights?**

...

**What can people do there?**

...

**What do you enjoy doing there with your friends?**

...

**What do you think of your town/city?**

1. What place is the writer describing?
2. Where is it?
3. How many sights does the writer mention in the second paragraph?
4. What event attracts people to the city?
5. What does the writer think of this city?
6. What does the writer enjoy doing in Princes Street Gardens?
7. What adjectives does the writer use to describe the city?

**C** Read and find what the highlighted words (1-6) in the text refer to.

#### AVOIDING REPETITION

When writing, try not to repeat the same words all the time. Use words like:

- he / she / it / we / they
- him / her / it / us / them
- here / there
- this / that

- My city has got a lovely park.  
I often go **there** to the park at weekends.
- Lots of British tourists visit my town, and I like talking to **the British tourists**. **them**

1. here: .....
2. This: .....
3. them: .....
4. it: .....
5. We: .....
6. there: .....

**D** Write a description of your town/city. Use the information in activity B and read the plan below. **Go to the Workbook page 47.**

#### INTRODUCTION

- What's the name of your town/city?
- Where is it?
- What are some important features of it (size, population, etc.)?

#### MAIN PART

- What are some of the most interesting sights?
- Are there any mountains, hills, rivers, etc?
- What can people do there?
- Is it popular with tourists?

#### CONCLUSION

- What do you think of your town/city?
- Is there anything you like/dislike about it?
- What do you enjoy doing there with your friends?

**TIP!**

Use a variety of adjectives when you write to make your description more interesting.



# 3 Round-up

## 1. Vocabulary

### A Match.

1. pedestrian ☐

2. car ☐

3. mountain ☐

4. travel ☐

5. farmer's ☐

6. petrol ☐

7. official ☐

a. market

b. crossing

c. station

d. park

e. range

f. agent's

g. language

Score: ☐ / 7

### B Complete the sentences with the words in the box.

hurry sight safe  
helmet blocks favour

1. The Museum of Islamic Art is a famous ..... in Doha.

2. Can I ask for a .....? I need your laptop for a project.

3. I don't want to go rock climbing because I don't think it's very .....

4. I can't talk to you right now. I'm in a ..... I'm going to the dentist.

5. The train station is three ..... away.

6. You must wear a ..... when you ride your bike.

Score: ☐ / 6

## 2. Grammar

### C Complete with **must/have to**, **mustn't** or **don't have to**.

1. I can give you my backpack for your trip. You ..... buy a new one.

2. You ..... stop at the stop sign.

3. We ..... park here. Look at the sign.

4. I ..... call Afaf. I've got some important news to tell her.

5. You ..... use your mobile phones on the plane so please turn them off.

Score: ☐ / 5

### D Circle the correct options.

A: Excuse me. Where's the post office?

B: It's on Maple Street, **1 between / opposite** the bank.

A: How can I get there?

B: Go **2 from / up** Brown Street and turn left **3 into / to** New Road. Go straight **4 towards / on**, then go **5 past / through** the library and turn right **6 in / at** the traffic lights. That's Maple Street. The post office is **7 on / at** your right **8 next / between** to a chemist's.

Score: ☐ / 8

### E Complete the dialogues with the correct form of the adjectives in brackets.

1. A: Hey, Max. I went to the new shopping centre on Main Street.

B: What's it like? Is it as **1** ..... (nice) as Mega Centre?

A: Well, it's certainly **2** ..... (big) and has got **3** ..... (many) floors than Mega Centre.

B: I guess it's **4** ..... (busy) too, right?

A: Yes. Everyone wants to go and see it. I think the **5** ..... (busy) day is Saturday.

B: Good to know. I'll go on another day.

2. A: Oh no! I don't want to watch cartoons again. Let's watch a documentary.

B: But documentaries are the **6** ..... (boring) TV programmes in the world.

A: No, they aren't. You learn lots of information and they're not as **7** ..... (silly) as cartoons. I think documentaries are the **8** ..... (good) of all!

Score: ☐ / 8

## 3. Communication

### F Match.

1. Thank you. ☐

2. Could I ask you something? ☐

3. What are you up to? ☐

4. How long does it take to get to the station? ☐

5. May I take this magazine? ☐

6. Hold on! ☐

a. Of course. How can I help you?

b. Sure. It's free.

c. Now what? What's wrong?

d. Don't mention it.

e. Not much.

f. It takes about ten minutes by car.

Score: ☐ / 6

Total score: ☐ / 40

## Now I can...

• talk about towns, cities and countries ☐

• say what I **must / have to**, **mustn't** or **don't have to** do ☐

• make comparisons ☐

• refer to the location of places in a town/city ☐

• write and present facts about a country ☐

• read a map ☐

• ask for, give and follow directions ☐

• ask for and give information about places in a town/city ☐

• write about my town/city ☐

# 4 WHAT HAPPENED?

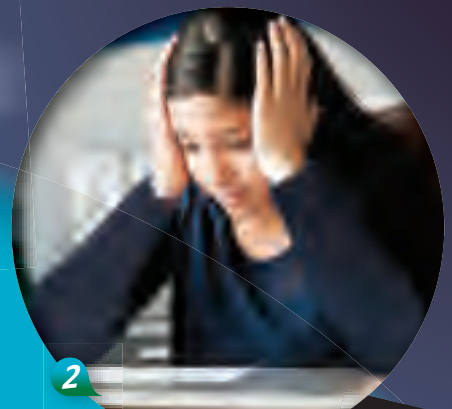


1

You were ill and didn't go on a school trip.

## Discuss:

- Look at the pictures. Has anything like this ever happened to you?
- Which of these do you think is the worst thing that could happen to you? Why?



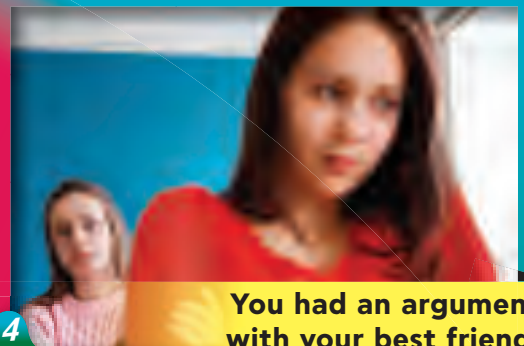
2

You forgot to study for a test.



3

You broke your mobile phone.



4

You had an argument with your best friend.



5

You woke up late for school.

## In this module you will learn...

- to use the Past Progressive
- to narrate past events (accidents, adventures, rescues, mishaps, etc.)
- to distinguish between the Past Simple and the Past Progressive
- to describe your feelings
- to form adjectives from nouns
- to discuss bad news and respond to it expressing sympathy
- to write a story

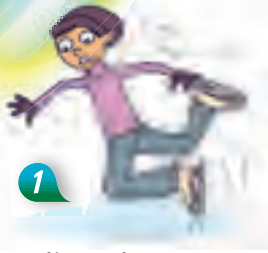


# 4a

## 1. Vocabulary

► Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

arm   stairs   fell  
head   broke   wall



1

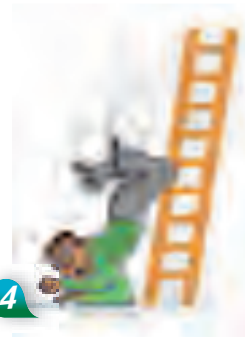
Lisa slipped, \_\_\_\_\_ down and hurt her knee.

2



Kevin fell down the \_\_\_\_\_, sprained his wrist and \_\_\_\_\_ his finger.

4



Brian fell off a ladder and hurt his \_\_\_\_\_ and his back.

3



James crashed into a \_\_\_\_\_, hit his \_\_\_\_\_ and broke his ankle.

**TIP!**

Learn new words in context (in sentences describing situations). This way it is easier to remember them.

## 2. Read

**A** Do you live in a house or a flat? What do you like about living there?

**B** Look at the picture below. All these people live in the same block of flats. Can you guess what happened?

**C** ► Read the text quickly. Which sentence best summarises the text? Choose **a**, **b**, **c** or **d**.

- a.** Cats are afraid of noise.
- b.** Firefighters can always help.
- c.** Be careful when climbing ladders.
- d.** Follow safety rules when doing household chores.

## THE FALSE ALARM




1

2

3

4



- D**  A firefighter is talking to the people. Read and label the people in the picture. Then check your answers.

**Firefighter** What happened here? One at a time!

**Claude** I was painting my bedroom walls. Suddenly, I heard a scream! I fell off the ladder and the bucket of paint hit me on the head. Then the fire alarm went off.

**Firefighter** I see. Did you hear the scream?

**Mrs Williams** No. I was sleeping. The fire alarm woke me up. 'A fire?' I thought. I must get out fast! I opened my front door and a man crashed into me. He was running down the stairs.

**Bobby** Sorry, that was me. I was in a hurry. I was looking for my cat. You see, the fire alarm scared her and she jumped out of the window. Where are you, Kitty?

**Claire** I'm so sorry, everybody.

**Firefighter** Why? What were you doing? Were you running downstairs, too?

**Claire** No, I wasn't. I was ironing in the living room. The phone rang, so I went to my room to answer it. It was my best friend. Ten minutes later, I saw smoke in the living room and screamed!


**Firefighter** So, it was the iron.

**Claire** Uhm, yeah. The fire alarm went off after that.

**Everybody** Claire!!!!!!

**Claire** But I've got some good news. Bobby's cat is in that tree.

**Firefighter** Don't worry. I can get her down.

- E**  Read again and choose the correct answer a, b, c or d.

- \_\_\_\_\_ was painting his/her bedroom walls.  
a. Claire                      b. Bobby  
c. Claude                     d. Mrs Williams
- \_\_\_\_\_ was sleeping and the alarm woke him/her.  
a. Bobby                      b. Claire  
c. Claude                     d. Mrs Williams
- \_\_\_\_\_ was looking for his/her cat and crashed into Mrs Williams.  
a. Claire                      b. Claude  
c. Bobby                      d. The firefighter
- \_\_\_\_\_ was talking to a friend on the phone.  
a. Claire                      b. Bobby  
c. Mrs Williams              d. The firefighter

## Over to you...



**Discuss.**

Look at the picture in the reading activity again. There are two people without names. Try to answer the questions below.

- Why has the girl got shampoo in her hair?
- Why are the man's clothes full of mud?

## 3. Grammar

### Past Progressive

- A** Read the examples. When is the Past Progressive used? Match the sentences 1-2 with the rules a-b.

- I **was talking** on the phone at 5 o'clock yesterday afternoon.
- While I **was writing** an email, my brother **was watching** TV.

- a. for actions that were happening at the same time (in this case we usually use *while*)
- b. for actions that were happening at a specific point of time in the past

- B** Read the examples and complete the rule about the formation of the Past Progressive.

- I was sleeping all evening.
- My friend and I were studying together yesterday afternoon.

\_\_\_\_\_ or \_\_\_\_\_  
+ verb + \_\_\_\_\_

- C** Complete with the Past Progressive of the verbs in brackets.

- Yesterday afternoon Ahmed and Karim \_\_\_\_\_ (rollerblade) in the park.
- A:** What \_\_\_\_\_ you \_\_\_\_\_ (do) in the kitchen for so long? \_\_\_\_\_ you \_\_\_\_\_ (cook)?  
**B:** No, I \_\_\_\_\_ (not cook). I \_\_\_\_\_ (eat) a sandwich.
- It \_\_\_\_\_ (rain) at 7 o'clock yesterday evening.
- While Tina \_\_\_\_\_ (do) her homework, her sister \_\_\_\_\_ (read) a book.

## 4. Speak



Think about an unfortunate experience you had. Talk with a partner and then tell the class about your experience.

- Have you ever had an unfortunate experience?
- When did it happen?
- What were you doing?
- What happened next?



## 1. Vocabulary

How does the girl feel? Listen and repeat.



worried



angry



shocked



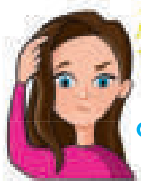
afraid



surprised



embarrassed



confused

**TIP!**

Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

## 2. Read

**A** What is your favourite sea animal? Why?  
Are you afraid of sharks? Why? / Why not?

**B** Read and match the titles to the articles.

**a**

### Dolphins to the rescue

**b**

### GIRL SAVES DOLPHINS

**1**

A fourteen-year-old girl became a hero last weekend when she **rescued** two dolphins. While Tina James was walking on Seagull Beach, she heard a strange noise. 'I went closer and saw two dolphins near some rocks. I was shocked. I thought only seagulls came to this beach!' says Tina. 'The dolphins were very **weak** and didn't move much, but the problem was that they couldn't swim away because they were caught up in fishing nets. I had to help. I didn't want them to die.' Tina immediately looked for an animal rescue centre on her phone. When the team arrived, they took the dolphins to the centre. Fortunately, they are now safe, thanks to Tina.

**2**

A group of dolphins saved Julie Gilbert and her father from a shark off a New Zealand beach last Saturday. Julie and her father were swimming in the ocean, like they do every Saturday, when a group of dolphins appeared. 'I was very surprised to see dolphins so close to the **shore**,' says Julie. 'They were swimming around us in a circle when, suddenly, we **noticed** something further away. It was a shark's fin! We were so scared! I think the dolphins were trying to **protect** us.' The dolphins swam around Julie and her father until the shark left. Then they swam away. 'I knew dolphins are friendly, but I didn't know they can also be heroes!' says Julie.



**C**

Read again and write **J** for Julie, **T** for Tina or **B** for Both.

- |   |                       |                                      |                       |
|---|-----------------------|--------------------------------------|-----------------------|
| 1. I saw two different kinds of animals in the sea. | <input type="radio"/> | 5. I go to the beach every weekend.  | <input type="radio"/> |
| 2. I was alone when it happened.                    | <input type="radio"/> | 6. I didn't expect to see dolphins.  | <input type="radio"/> |
| 3. I was scared.                                    | <input type="radio"/> | 7. I was worried about the dolphins. | <input type="radio"/> |
| 4. I called for help.                               | <input type="radio"/> |                                      |                       |

**D**

Look at the highlighted words in the articles and match them with their meanings **a-e**. Then check your answers in a dictionary.

- |                                 |                                  |                   |                     |
|---------------------------------|----------------------------------|-------------------|---------------------|
| 1. rescue <input type="radio"/> | 4. notice <input type="radio"/>  | a. to keep safe   | d. to save          |
| 2. weak <input type="radio"/>   | 5. protect <input type="radio"/> | b. not strong     | e. the land along   |
| 3. shore <input type="radio"/>  |                                  | c. to see or hear | the sea, lake, etc. |



### Over to you...

**Discuss.**

- What other interesting facts do you know about dolphins or sharks?
- Would you like to become a volunteer and help wild animals? Why? / Why not?

**TIP!**

- When you don't know the meaning of a word, try to guess its meaning.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.

### 3. Grammar

#### Past Simple – Past Progressive Time Clauses (when, while, as)

**A** Read the examples and complete the rule.

1. While/As I **was waiting** for the bus, an accident **happened**.
2. Reema **was walking** in the park when she **met** Afaf.

We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the ..... for the longer action and the ..... for the shorter action that interrupted it. In this case we usually use **while** or **when** or **as**.

**B** Read the examples below. Then complete the rules with **when** or **while/as**.

**While/As** I was watching TV, the phone rang.  
I was watching TV **when** the phone rang.

- We use ..... to introduce the action of longer duration (the Past Progressive).
- We use ..... to introduce the short action (the Past Simple) that interrupted the action of longer duration.

**C** Complete the sentences with the **Past Simple** or the **Past Progressive** of the verbs in brackets.

1. While Shaikha ..... (study), her brother ..... (arrive) home.
2. I ..... (fall) down and ..... (break) my arm while I ..... (run) to school.
3. Sahar ..... (brush) her teeth when her best friend ..... (call).
4. As Salim ..... (talk) on the phone, a bird ..... (fly) in through the open window.
5. James ..... (fish) in the river when it ..... (start) raining.

### 4. Speak

#### ROLE PLAY

Read the two articles on page 50 again and talk in pairs.

**Student A**

Imagine you are Julie Gilbert or Tina James. Student B is a reporter and wants to interview you. Answer his/her questions and tell him/her what happened.

**Student B**

Imagine you are a reporter. Interview Student A, using the questions below.

- Where were you?
- Who were you with?
- What were you doing?
- What exactly happened? What did you see?
- What happened in the end?

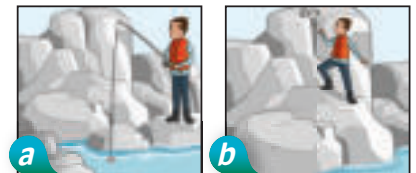
### 5. Listen & Write

**A** Listen to a phone conversation between Jack and Carl. What are they talking about? Choose **a**, **b**, **c** or **d**. Then check your answers with a partner.

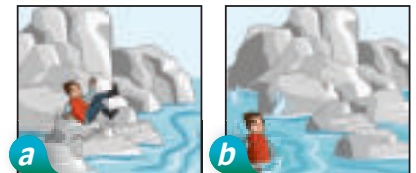
- a. an injured bird      b. a dangerous beach  
c. fishing experiences      d. a day trip to the beach

**B** Listen again and choose picture **a** or **b**. Then check your answers with a partner.

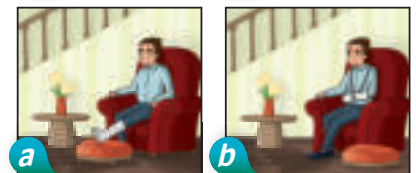
1. What was Jack's dad doing when the accident happened?



2. What happened to Jack's dad?



3. What did Jack's dad break?



**C** Listen to the following extracts. Choose the correct answer **a**, **b**, **c** or **d**.

1. What does Jack mean when he says .....?
  - a. The rocks were ugly.
  - b. The rocks were hard.
  - c. The rocks were frightening.
  - d. The rocks were not smooth.
2. What does Jack mean when he says .....?
  - a. His dad feels better.
  - b. His dad is very worried.
  - c. His dad can't move at all.
  - d. His dad doesn't feel well because something hurts him.

**D** Write a short paragraph about the accident.



# ROBINSON CRUSOE



## 1. Read

### A Discuss.

- Do you like reading books? What is your favourite book?
- Have you read Daniel Defoe's *Robinson Crusoe*? If so, did you like it? What did you like about it?

### B On the right there is an extract from an adapted version of the novel *Robinson Crusoe*. First, look at the picture and guess the answers to the questions below. Then read and check your answers.

Where is the main character (Robinson Crusoe) at the beginning of the extract? Where is he at the end of the extract?

For twelve days, the strong winds carried us in different directions, and we expected the ship to sink. Then one of the men shouted, 'Land!' The wind was still blowing hard, but we all ran out to see.

At that moment, the ship ran into sand. We couldn't get back out to deep waters, and it was dangerous to stay because the waves were hitting the ship hard. We decided to take the small boat and get to shore.

We were almost there when a large wave, taller than a mountain, turned our boat over. Suddenly we were all in the sea. I just saw the shore and swam towards it. I swam until I felt sand under my feet. When I reached land, I found I was all alone. All my friends were lost forever.

But where was I? Were there any wild animals around? I had no clothes, no water, no food. How could I survive? My situation was difficult. Night came; I climbed into a tall tree to hide, and I fell asleep - tired, sad and confused.

The next morning was sunny, and the sea lay calm and blue before me. To my surprise, the ship was now close to the shore. 'Perhaps,' I thought, 'I can find some things on it to help me.'

### C Read again and answer the questions.

1. What was the weather like at the beginning of the extract?
2. Who saw land first?
3. Why did the men leave the ship?
4. What happened while they were going to shore in the small boat?
5. What happened to Robinson Crusoe's friends?
6. Why was his situation difficult?
7. How did he feel?
8. What did he decide to do the next day?

### D Find an adjective in the text which means **with a lot of sun**.

Now read the **NOTE** and form adjectives for the nouns 1-6. Make any necessary changes. Then check their meaning in a dictionary.

#### NOTE

We form some adjectives by adding the suffix **-y** to nouns.

1. rain .....
2. snow .....
3. cloud .....
4. wind .....
5. ice .....
6. fog .....



#### Over to you...

##### Discuss.

- What can you say about *Robinson Crusoe's* character?
- How would you describe him?
- If you were *Robinson Crusoe*, would you go back on the ship? If so, what things would you get?
- How do you think the story continues?
- Would you like to read *Robinson Crusoe*? Why? / Why not?

### E Choose a book you like from your class/school library. Read the first chapter and present the main character to the class.

## 2. Grammar

some – any – no

**A** Read the examples a-d and match them with the sentences 1-2.

- a. a banana ☐ c. three cars ☐  
b. sugar ☐ d. soup ☐

- Countable nouns have singular and plural forms and can be counted. We can use a/an or numbers before them.
- Uncountable nouns only have a singular form and cannot be counted. We cannot use a/an or numbers before them.

**B** Look at the table and the examples in each category. Complete with the uncountable nouns in the box. Can you think of any other uncountable nouns that belong in these categories?

rain	cheese	food	meat, sugar, .....
glass	coffee	liquids	milk, tea, .....
time	money	materials	wool, gold, .....
water	information	abstract nouns	help, news, .....
butter	snow	natural phenomena	weather, light, .....
furniture	paper	some concrete nouns	luggage, baggage, .....

**C** Read the examples and complete the rules a-c with **some**, **any** or **no**.

- I need **some** cheese to make sandwiches for the picnic.
- There were **some** clouds in the sky, but it didn't rain.
- Could you give me **some** water, please?
- We didn't see **any** dolphins during our boat trip around the island.
- Have you got **any** money on you?
- There are **no** clouds in the sky today. It's a beautiful day!
- There were **no** people at the beach yesterday.

- We use ..... with uncountable and plural countable nouns in questions and negative sentences.
- We use ..... with uncountable and plural countable nouns in affirmative sentences and for offers and polite requests.
- We use ..... instead of *not any* with uncountable and plural countable nouns in affirmative sentences.

**D** Complete with **some**, **any** or **no**.

- Can you come here? I need ..... help.
- I got up late, so I had ..... time for breakfast.
- I didn't buy ..... DVDs, but I found ..... interesting books.
- Are there ..... elephants in this zoo?
- I'm sorry. There are ..... cakes.  
Would you like ..... biscuits?

## 3. Pronunciation

**A** Listen and repeat. What's the difference between **a** and **b**?

a. hospital b. home

**B** Listen and tick (✓) the sound you hear.

	hospital /v/	home /əʊ/
rocks	<input type="radio"/>	<input type="radio"/>
boat	<input type="radio"/>	<input type="radio"/>
ocean	<input type="radio"/>	<input type="radio"/>
popular	<input type="radio"/>	<input type="radio"/>
strong	<input type="radio"/>	<input type="radio"/>
alone	<input type="radio"/>	<input type="radio"/>
moment	<input type="radio"/>	<input type="radio"/>
foggy	<input type="radio"/>	<input type="radio"/>

## 4. Write

Find more information about the character of *Robinson Crusoe* and his life on the island. Use the questions below as well as information you can find on the Internet. Then write a paragraph about him.

- When did Robinson Crusoe end up on the island?
- How did he feel?
- What was his life like there?
- Can you describe his character before, during and after his stay on the island?

## 1. Vocabulary

**A** Match the pictures with the phrases. Then listen and check your answers. Have you ever experienced any problems like these? When? What happened?

- |                   |                        |                    |
|-------------------|------------------------|--------------------|
| a. miss the bus   | c. get stuck in a lift | e. get a flat tyre |
| b. lose my wallet | d. get lost            | f. get locked out  |



**B** Read the definitions of the verbs **lose** and **miss**. Then circle the correct verbs in the sentences.

- lose** → not win  
→ not have something because you can't find it
- miss** → to be too late for something  
→ to feel sad because someone is not with you or because you haven't got something anymore

1. Sorry I'm late! I wanted to catch the 9.15 train, but I **lost / missed** it.
2. Unfortunately, my team **lost / missed** the game.
3. My brother **lost / missed** his mobile phone while he was playing football in the park.
4. I live in London now, but I **lose / miss** my family and friends back home.
5. Haya moved to a new house, but she isn't very happy. She **loses / misses** her old neighbourhood.
6. I always **lose / miss** when I play table tennis with my sister.
7. Run! I don't want to **lose / miss** the flight!
8. My uncle gave me two tickets for the football match, but I **lost / missed** them.

## 2. Listen (1)

Listen to two short dialogues and answer the questions. Choose **a, b, c** or **d**. Then check your answers with a partner.

### Dialogue 1

1. What happened to Matt?  
a. He lost his keys.  
b. There's no one home.  
c. He left his keys at home.  
d. There's a problem with the door.
2. Who did Matt call?  
a. his dad  
b. his mum  
c. his sister  
d. his friend Steve
3. How does Steve help Matt?  
a. He buys him lunch.  
b. He calls Matt's dad.  
c. He invites him to his house.  
d. He stays and waits with him.

### Dialogue 2

1. Why is Laura angry?  
a. because her friend was late  
b. because her friend missed the bus  
c. because her friend was playing video games  
d. because her friend was talking on the phone
2. Where was Gina when she got stuck in a lift?  
a. at her place  
b. at her aunt's place  
c. at her brother's flat  
d. at a shopping centre
3. How long was Gina in the lift?  
a. an hour  
b. half an hour  
c. five minutes  
d. a few minutes

## 3. Grammar

Compounds of **some, any, no, every**

**A** Read the examples and look at the words in blue. Which one refers to people, which to things and which to places?

- |   |  |
|---|--|
| • I'm hungry. Is there <b>anything</b> good to eat?             | • <b>Everyone</b> in my class likes going to the amusement park. |
| • I can't find my glasses. They're <b>nowhere</b> in the house. | • I'm bored. Let's do <b>something</b> !                         |



## B Complete the table.

	PEOPLE	THINGS	PLACES
SOME	someone somebody		somewhere
ANY	anyone		
NO	no one		nowhere
EVERY		everything	

## C Read the extracts from the dialogues in 2. Listen (1) below and complete them with the words in the boxes. There is one extra word in each box. Then listen and check your answers.

anyone anywhere anything

### Dialogue 1

**Steve** Did you call .....

**Matt** I called my dad, but he can't come right now.  
So, I'm just waiting.

**Steve** Is there ..... I can do for you?

**Matt** Could you wait with me here? I'm bored.

everywhere nothing someone

### Dialogue 2

**Laura** What? Where? Your block of flats hasn't got a lift. Were you at your brother's flat?

**Gina** No, I wasn't.

**Laura** Don't tell me you were at the shopping centre!

**Gina** Ha ha! No, I didn't go shopping without you. I was at my aunt's place. I was going down when, suddenly, the lift stopped! I waited for a few minutes but ..... happened, so I started shouting.

**Laura** Were you scared?

**Gina** Of course I was. Luckily, half an hour later, ..... heard me and helped me get out.

## D Circle the correct options.

- A:** I'm going to the kitchen. Does **anybody** / **anything** want a snack?  
**B:** I do. I'd like **something** / **everything** sweet.  
**A:** OK, I can bring some biscuits.
- A:** I can't find my keys **anywhere** / **somewhere**!  
**B:** They're probably **somewhere** / **everywhere** in your room. It's always so messy and that's why you can never find **nothing** / **anything**.
- A:** Is my red T-shirt on my bed?  
**B:** There is **anything** / **nothing** on your bed. I put **everything** / **something** in the wardrobe.
- Hasna is very friendly and **no one** / **everyone** likes her.

## 4. Listen (2)

### A Look at the unfortunate experiences in the box. Which is the most unpleasant? Which is the least unpleasant? Why?

lose your keys   miss the bus  
get lost   have an accident  
lose your wallet

### Listen to three people describing an unpleasant experience. Match the names with the pictures. There is one extra picture. Then check your answers with a partner.

**Andrew** ☐ **Oliver** ☐ **Luke** ☐



### B Listen again and write T for True or F for False. Then check your answers with a partner.

**TIP!**

Before you listen, read the sentences carefully and make sure you haven't got any unknown words.

**Andrew**

- He was late because nobody woke him up. ☐
- He almost lost his keys. ☐
- His friend left without him. ☐

**Oliver**

- He got lost. ☐
- He was afraid in the beginning, but then he was angry. ☐
- Someone played a joke on him. ☐

**Luke**

- He hurt his foot. ☐
- He crashed into a tree. ☐
- In the end, someone helped him. ☐




**Over to you...**

**Discuss.**

Has anything similar ever happened to you? What would you do if you were in situations like these?

## 1. Read

 Read the dialogue out in pairs and answer the questions below.

**Nancy** How was your afternoon yesterday?

**Emily** You won't believe what happened to me! I was visiting a friend in another neighbourhood and I got lost. I couldn't find her street.

**Nancy** No way! Poor you! What did you do?

**Emily** First, I asked a few people for directions, but nobody could help me. So then I called my friend, and her mum came and picked me up.

1. What unpleasant experience did Emily have?
2. What phrase does Nancy use to express her sympathy?


## 2. Speak

**A**  Listen to the phrases in the table and repeat them.

### RESPONDING TO BAD NEWS: Expressing sympathy

- Poor you!
- You poor thing!
- Oh dear!
- That's terrible.
- That's so sad.
- That's too bad.
- That's a shame/pity.
- What a shame/pity!
- How awful/terrible!
- I'm sorry to hear that.

### B ROLE PLAY

 Talk in pairs. Use the ideas below and have a conversation. Then tell the class about your experience.

#### Student A

You are waiting for your friend, but he/she is late. Suddenly, you see him/her coming. Greet your friend.

Ask him/her what happened.

Express your sympathy. Ask him/her for details.

#### Student B

Greet your friend and say you're sorry.

Describe the unpleasant experience you had. Say how you feel.

Answer your friend's questions.

*Hi,... You're late!*

*Hi! I'm so sorry, but I had a bad morning.*


*What happened?*

*Well,...*

*Oh dear!... What did you do?*

...

## 3. Write

**A**  Read the story and answer the questions. Write **Yes** or **No** and give examples. Underline words/phrases in the story to justify your answers.

# THE BLACKOUT

It was a rainy Thursday evening and Emma was home alone. Her brother, Henry, was at football practice. She was excited! She could finally play a game on his computer.

Emma was waiting for the game to load when, suddenly, the lights went out. 'A blackout! How boring!' she thought. Emma got a torch and a book and sat on the sofa. She was reading when she heard footsteps outside the front door. Then nothing. Then another sound. 'I hope it isn't a burglar!' she thought. She quietly ran upstairs to her room, closed the door and hid under her bed. Emma was really scared. Suddenly, she heard heavy footsteps on the stairs. They were coming closer and closer. She screamed!

The door opened and Henry shone a torch under the bed, on Emma's shocked face. 'Emma! It's me! I don't have football practice.' Emma and Henry started laughing. She was glad her brother was home.

	Yes / No	Examples
1. Does the writer say when and where the story happened?		
2. Does the writer mention the events in the order in which they happened?		
3. Does the writer use appropriate tenses to describe what happened?		
4. Does the writer use adjectives and adverbs?		
5. Does the writer use linking words?		
6. Does the writer say what happened in the end?		

**B** Read and complete the sentences with the words in the box.

when while  
suddenly luckily unfortunately

**WHEN YOU WRITE A STORY:**

- use the words **when** and **while** to link two past actions.  
*When I saw the spider, I screamed.*  
*When I arrived at the beach, my friends were playing volleyball.*  
*While I was studying, I heard a strange noise.*  
*Lena was taking pictures while her brother was riding his bike.*
- use adjectives, like **worried, surprised, excited**, etc. to describe how you felt, and adverbs, like **suddenly, (un)luckily** and **(un)fortunately**.

1. We got lost on the island. ...., someone helped us find our way to the hotel.
2. .... it started raining, the children left the skatepark.
3. I wanted to be here earlier. ...., I missed the bus.
4. It was a sunny Saturday morning. ...., it got dark and it started raining.
5. .... Nasser was running, he slipped and fell.

**C** Read the sentences 1-4. Add the missing punctuation marks.

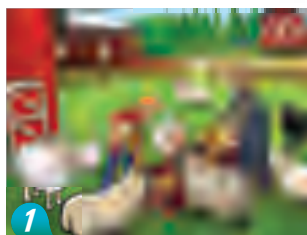
**Punctuation marks**

- All sentences start with a capital letter and finish with a full stop (.)  
*My best friend visited his grandparents last weekend.*
- Use commas (,) to separate items in a list.  
*I was feeding the rabbits, my brother was feeding the cows, my cousin was watering the trees and my uncle was cleaning the barn.*
- Always use a question mark (?) at the end of a question.  
*What were you doing at two o'clock yesterday afternoon?*
- Use an exclamation mark (!) at the end of a sentence to show strong feelings.  
*What a shame!*

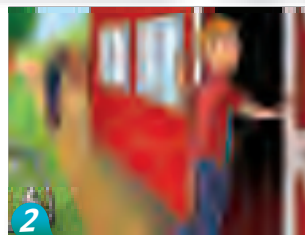
1. what were you doing when the accident happened
2. my brother was walking in the forest when he found the kitten
3. **A:** I lost my new mobile phone  
**B:** what a pity
4. Harry was playing a computer game his sister was reading a book his father was cleaning the car and his mother was watching TV

**D** Below are the first paragraph and the last paragraph of a story. Look at the pictures and use the prompts to write the main part of the story. **Then go to the Workbook page 61.**

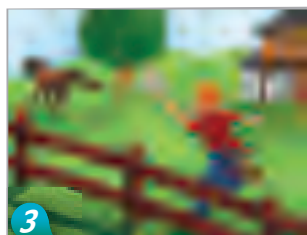
*Last weekend, Ron visited his grandparents on their farm. Ron was excited. He wanted to see Pepper, the horse, again.*



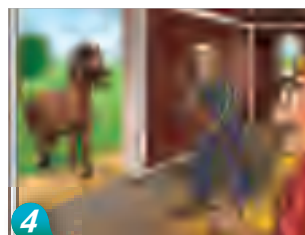
- When / he / arrive / he / help / grandpa / with / chores
- They / feed / cows / and / then / sheep



- While / they / feed / rabbits / grandpa's / phone / ring
- Ron / decide to / go / barn
- He / want / find / Pepper



- When / Ron / open / barn door / Pepper / get out / and / start / running / towards / field
- Ron / run after / Pepper / but / after a while / he / not can / see / him
- Ron / be / worried



- When / Ron / return / farm / grandpa / clean / barn
- Grandpa / whistle / loudly
- Suddenly / Pepper / appear

**TIP!**

Use the prompts given. Don't forget to make any necessary changes.

*'Pepper! I thought you were lost!' shouted Ron. Grandpa laughed and gave Pepper some carrots. 'Fortunately, he knows his way back home,' said Grandpa.*



# 4 Round-up

## 1. Vocabulary

**A** Cross out the odd word. Then add one more.

1. knee - arm - ladder - back - .....
2. afraid - ill - confused - angry - .....
3. fog - rain - ice - sand - .....

Score:  / 6

**B** Circle the correct options.

1. My brother and I had an **accident / argument**.  
He took my tablet without asking me.
2. **A:** Is Sue good at rollerblading?  
**B:** No. Yesterday she **fell / crashed** into a tree.
3. You can easily get **lost / locked** in a big city.
4. Mum, I don't feel very well. Can you come and **pick / wake** me up from school?
5. We heard the fire alarm and then we saw **scream / smoke** coming from the kitchen.
6. I was reading a book when, **suddenly / immediately**, the lights in my room went out.
7. Take an umbrella with you. There are grey clouds in the **sky / land**.
8. The firefighter went into the building and **noticed / rescued** the people from the fire.

## 2. Grammar

Score:  / 8

**C** Complete with the **Past Progressive** of the verbs in the box.

go ring get not sleep wait

1. Why didn't you answer the phone?  
It .....
2. Noora ..... for me while  
I ..... ready.
3. **A:** Where ..... Abdullah  
..... when you saw him?  
**B:** To the park.
4. Don't worry. We .....  
when you called last night.

Score:  / 5

**D** Complete with the **Past Simple** or the **Past Progressive** of the verbs in brackets.

1. I ..... (sprain) my ankle while  
I ..... (train). That's why I  
..... (not play) in the basketball  
game yesterday.
2. While we ..... (walk) down Maple  
Street, a man ..... (ask) us for  
directions.
3. Jameel ..... (talk) on the phone  
when I ..... (come) home.

Score:  / 7

**E** Complete with **some, any, no**.

1. Good morning, Mrs Stevens. These bags look very heavy. Would you like ..... help?
2. They didn't have ..... crisps so I got us  
..... popcorn.
3. There are ..... good films on TV today.  
Let's go out and play.

Score:  / 4

**F** Circle the correct options.

1. **A:** I think there's **everyone / someone** in the house.  
**B:** What? I didn't hear **anything / something**.
2. He's very famous. **Nobody / Everybody** knows him.
3. This town is so boring. There's **nowhere / nothing** to do around here.
4. I know my keys are **somewhere / anywhere** in my bag, but I can't find them.
5. **A:** Did you know **no one / anyone** at Lucy's barbecue?  
**B:** No, they were all from her new school.
6. I love this book. I take it with me **somewhere / everywhere** I go.

Score:  / 7

## 3. Communication

**G** Complete the dialogue with the phrases a-d.

- A: 1** .....  
**B:** I didn't go. **2** .....  
**A:** Did you lose your ticket?  
**B:** No, I've got it. I got stuck in the lift when I was leaving my flat.

- a.** No one.  
**b.** How awful!  
**c.** How was the game?  
**d.** You won't believe what happened to me.

- A: 3** ..... Were you scared?  
**B:** Of course I was, so I started shouting and shouting.  
**A:** And who heard you?  
**B: 4** ..... Luckily, my phone was working and I called my parents. But it took them half an hour to get back from work.  
That's why I missed the game.

Score:  / 8


Total score:  / 45

## Now I can...

- use the Past Progressive ☐
- narrate past events (accidents, adventures, rescues, mishaps, etc.) ☐
- distinguish between the Past Simple and the Past Progressive ☐
- describe my feelings ☐
- form adjectives from nouns ☐
- discuss bad news and respond to it expressing sympathy ☐
- write a story ☐

## A Great Explorer: Ibn Battuta

**A** Do you know of any famous explorers? What did they discover?

**B**  What do you know about the explorer Ibn Battuta? Read and find out more.

**A**bu Abdullah Muhammad Ibn Battuta was born in 1304 in Tangier, Morocco. He came from a rich family and studied Muslim Law like his father. Ibn Battuta was an amazing traveller. In his **lifetime**, he travelled 75,000 miles and visited over 40 countries from West Africa to India.


When he was 21, he left home to go to Makkah on Hajj. His dream was to visit all the countries of the Muslim world and 'never, if possible, **cover** a road a second time'. Ibn Battuta travelled on foot, but also with caravans because it was safer than travelling alone. He also travelled on horse, camel or by boat. But which places did he visit? He started from some Middle-Eastern countries, then visited Makkah, and from there he went to East Africa. He also explored the Black Sea area and then travelled to countries like India, Ceylon, and Spain.

After twenty-nine years of travelling, Ibn Battuta decided to write a book about his **adventures** with the help of a young man, Ibn Juzayy. The title of the 1000-page book was 'A gift to those who contemplate the **wonders** of cities and the marvels of travelling', but people also know it as 'The Journey' or 'Rihla'.

Ibn Battuta was a very important and **respected** man, who is famous around the world because of his travels and his spirit of adventure.



© Imre Soft/CC BY-SA 3.0

**C**  Match the highlighted words from the text with their definitions. Then check their meaning in a dictionary.

1. lifetime

2. cover

3. adventure

4. wonder

5. respected

a. travel over

b. something that makes you feel great surprise and pleasure

c. being somebody that others have a good opinion of

d. how long somebody lives

e. a very exciting experience

**D**  Read again and write **T** for True or **F** for False.

1. Ibn Battuta and his father studied the same subject. ☐
2. He wanted to visit all the countries in the world. ☐
3. He didn't want to travel down the same road twice. ☐
4. He started his travels from East Africa. ☐
5. He wrote a book when he was 29 years old. ☐
6. 'The Journey' was 1000 pages long. ☐

## Over to you...


 **Discuss.**

Would you like to travel far one day?

If yes, which places would you like to explore?

## PROJECT

**Write a short biography!**

 Choose a famous explorer and do some research on some of the following questions.

- When and where was the explorer born?
- What are some interesting facts about his/her life?
- Which places did he/she visit?
- What are some of his/her most famous achievements?
- Why is he/she famous?
- Did he/she write about his/her travels?

Write the short biography.

# POEM

## What a day!

(Modules 3 & 4)

🔊 Complete the poem with the words in the box.  
Listen and check your answers. Then say.

lost	hurry	took	phone
get off	stuck	letter	turned

I was looking for the post office, I was in a 1 .....  
They told me 'It isn't very far, you don't have to worry.  
You have to 2 ..... at the next stop.  
The post office is near, and you can walk.'

I got off the bus and waited at the traffic lights  
I crossed the street and then I 3 ..... right  
I went straight ahead, and then I couldn't find my way  
I got 4 ..... in my town at midday!

Two hours later, I posted my 5 .....  
But my awful day didn't get any better  
I took the wrong bus back home  
And then I realised I didn't have my 6 .....!

When I finally found my way home through the park  
I 7 ..... the lift upstairs, but everything went dark  
I shouted and shouted 'Get me out of here soon!'  
But I was 8 ..... in the lift all afternoon!

What a day, what a day!  
I'm so glad it's over  
I'm going to bed  
What will it be like tomorrow?



# Speaking Activities

1c

## SPOT THE DIFFERENCES

Talk in pairs. Look at the two pictures and find the differences.



In picture A, Lance is wearing...  
In picture B, he isn't wearing...  
He's wearing...

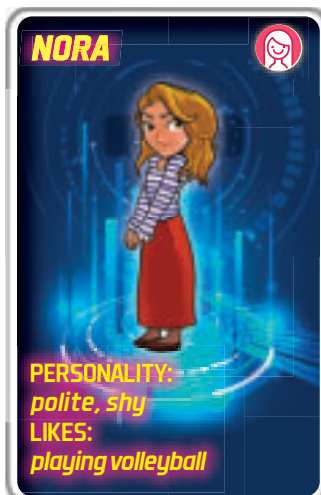
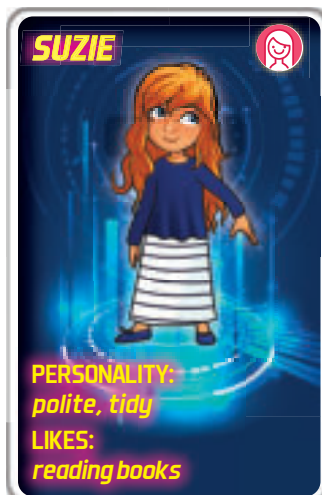
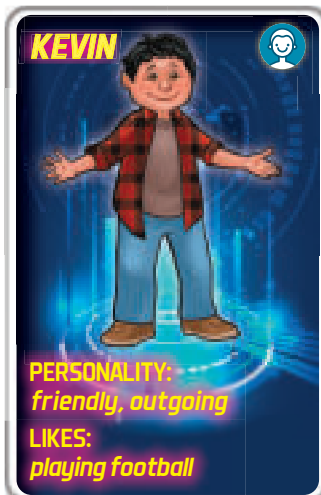
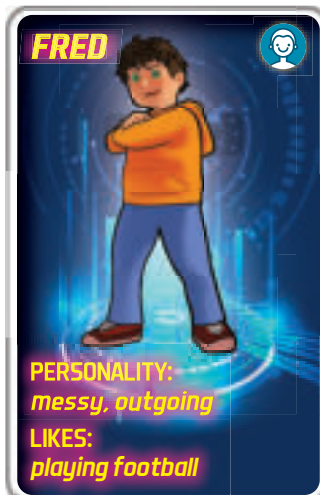
1e

## GUESSING GAME: WHO IS IT?

Look at the information on the cards below and talk in pairs.

**Student A:** Choose a person, but don't tell Student B. Answer Student B's questions.

**Student B:** Ask Student A questions and guess which person he/she has chosen.



Is it a boy or a girl?

A boy.

What does he look like?

He's tall and chubby, and he's got short wavy hair.

What's he like?

He's outgoing and friendly.

What does he like doing in his free time?

He likes playing football.

Is it Kevin?

Yes, it is.

# Speaking Activities

## 3c

### INFORMATION GAP ACTIVITY

Talk in pairs.

**Student A**

- A** Look up the information needed to complete the fact file about your country. Then answer Student B's questions.

NAME OF COUNTRY:	
Flag	<input type="text"/>
Capital: .....	
Population: .....	
Official language: .....	
Highest mountain: .....	
Largest desert: .....	

- B** Ask Student B questions about his/her country to complete the fact file.

NAME OF COUNTRY:	
Flag	<input type="text"/>
Capital: .....	
Population: .....	
Official language: .....	
Highest mountain: .....	
Largest desert: .....	

*What's the capital city of ...?*

*It's...*

## 3e

### ROLE PLAY

Talk in pairs.

**Student A**

- A** Imagine you visit Snow Dunes in Doha Festival City, but it's closed. Student B works there. Ask him/her about the opening and closing hours of Snow Dunes on weekdays and at the weekend.

- B** Imagine you work at the ticket office of an amusement park. Look at the information on the right and answer Student B's questions.

*Excuse me. Could I ask you a question?*

*Sure.*

*What time...?*

*I'm sorry but I didn't understand what you said. Could you repeat that, please?*

*Excuse me. Could I ask you a question?*

*Sure.*

*I'd like... How much...?*





### 3c INFORMATION GAP ACTIVITY

Talk in pairs.

**Student B**

**A** Ask Student A questions about his/her country to complete the fact file.

<b>NAME OF COUNTRY:</b>
<b>Flag</b> <input type="text"/>
<b>Capital:</b> .....
<b>Population:</b> .....
<b>Official language:</b> .....
<b>Highest mountain:</b> .....
<b>Largest desert:</b> .....

**B** Look up the information needed to complete the fact file about your country. Then answer Student A's questions.

<b>NAME OF COUNTRY:</b>
<b>Flag</b> <input type="text"/>
<b>Capital:</b> .....
<b>Population:</b> .....
<b>Official language:</b> .....
<b>Highest mountain:</b> .....
<b>Largest desert:</b> .....

*What's the capital city of...?*

*It's...*

### 3e ROLE PLAY

Talk in pairs.

**Student B**

**A** Imagine you work at Snow Dunes in Doha Festival City. Look at the information on the right and answer Student A's questions.

*Excuse me. Could I ask you a question?*

*Sure.*

*What time...?*

*I'm sorry but I didn't understand what you said. Could you repeat that, please?*



**OPEN**

**Weekdays**  
10 a.m. - 10 p.m.

**Weekends**  
10 a.m. - 12 a.m.  
(midnight)

**B** Imagine you are at the amusement park. You want to buy a ticket for a ride. Student A works at the ticket office. Say which ride you want to go on, and ask him/her how much the tickets are and how long the ride lasts.

*Excuse me. Could I ask you a question?*

*Sure.*

*I'd like... How much...?*



# Grammar Reference

## Hello

### The verb *be*

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

QUESTIONS	SHORT ANSWERS	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

Short forms are more common in spoken language and in informal writing.

*Mr Williams isn't a geography teacher. He's a history teacher.*

### The verb *have got*

- We use the verb **have got**:
  - to express possession.  
*I've got a computer.*
  - to talk about family and relationships.  
*He's got two brothers.*
  - to describe people, animals and things.  
*Mary has got fair hair.*

AFFIRMATIVE	
I/You/We/They	've (=have) got
He/She/It	's (=has) got

NEGATIVE	
I/You/We/They	haven't (=have not) got
He/She/It	hasn't (=has not) got

QUESTIONS	SHORT ANSWERS
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

## Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

**Possessive adjectives** go before nouns, without articles.

*He is my friend. His name is Ted.*

## Possessive case

We use the **possessive case** to express possession.

FORMATION	
Singular nouns take <b>'s</b> .	<i>This is the girl's bag.</i> <i>This is Tom's car.</i>
Regular plural nouns take <b>'</b> .	<i>That's my parents' house.</i>
Irregular plural nouns take <b>'s</b> .	<i>Here's the children's room.</i>
When two or more people own the same thing, we add <b>'s</b> only to the last owner.	<i>This is Louise and Sally's flat.</i>
When two or more people own two or more different things, we add <b>'s</b> to each owner.	<i>These are Bob's and Rick's bikes.</i>

### NOTE

We use **of + noun** to show that something belongs to a thing or to an abstract noun.

*The windows of this house are very big.*

## Prepositions of place

<b>in</b>	<i>The book is in the bag.</i>
<b>on</b>	<i>The book is on the desk.</i>
<b>under</b>	<i>The cat is under the table.</i>

## There is / There are

	AFFIRMATIVE		NEGATIVE	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
singular	There is	There's	There is not	There isn't
plural	There are	×	There are not	There aren't

	QUESTIONS	SHORT ANSWERS	
singular	Is there...?	Yes, there is.	No, there isn't.
plural	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** with singular nouns.  
*There's a chair in my bedroom.*  
*Is there a watch in my bag?*
- We use **there are** with plural nouns.  
*There are four books on my desk.*  
*Are there two bathrooms in your house?*

## Plural forms

REGULAR NOUNS	
• most nouns take <b>-s</b> (in the plural)	<i>cat → cats</i> <i>computer → computers</i>
• nouns ending in <b>-s, -ch, -sh, -x, -o</b> , take <b>-es</b>	<i>box → boxes</i> <i>watch → watches</i>
• nouns ending in a consonant + <b>-y</b> , drop the <b>-y</b> and take <b>-ies</b>	<i>country → countries</i> <b>BUT</b> <i>boy → boys</i>
• nouns ending in <b>-f</b> or <b>-fe</b> , take <b>-ves</b>	<i>shelf → shelves</i>

IRREGULAR NOUNS	
<i>man → men</i>	<i>tooth → teeth</i>
<i>woman → women</i>	<i>person → people</i>
<i>child → children</i>	<i>mouse → mice</i>
<i>foot → feet</i>	<i>fish → fish</i>

Adjectives do not have a plural form.  
*This is an **old** umbrella. →*  
*These are **old** umbrellas.*

## This/That/These/Those

SINGULAR	PLURAL
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.  
*This is a book. These are my books.*
- We use **that/those** to point out people, animals or things that are far from us.  
*That girl over there is Maria.*  
*Those boys over there are my friends.*

## The verb can

AFFIRMATIVE	
I/You/He/She/It	can jump
We/You/They	

NEGATIVE	
I/You/He/She/It	can't (cannot) jump
We/You/They	

QUESTIONS	SHORT ANSWERS
I/you/he/she/it jump?	Yes, I/you/he/she/it can.
Can we/you/they jump?	No, I/you/he/she/it can't.

We use the verb **can** to express ability: *He can swim.*

## Question words

- Who?**: We use it to ask about people.  
**A:** *Who's that?*  
**B:** *My friend, Kim.*
- What?**: We use it to ask about things, animals and actions.  
**A:** *What's your favourite sport?*  
**B:** *Basketball.*
- Where?**: We use it to ask about places.  
*I'm from Madrid. Where are you from?*
- How?**: We use it to ask about the way in which something happens or to find out about someone's health.  
**A:** *How are you?*  
**B:** *Not bad.*
- How old?**: We use it to ask about ages.  
**A:** *How old are you?*  
**B:** *Twelve.*
- When / What time?**: We use them to ask about time.  
**A:** *When do you play tennis?*  
**B:** *On Mondays and Wednesdays.*  
**A:** *What time do you finish school?*  
**B:** *At 3.30.*
- Whose?**: We use it to ask about possession.  
**A:** *Whose book is this?*  
**B:** *It's my sister's.*
- How many?**: We ask about the number of something.  
*How many bedrooms are there in your house?*  
*Three.*
- Which?**: We use it when we want to select one from a group of things or people.  
*Which bag do you like? The red bag or the green bag?*

# Grammar Reference

## Module 1

### Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

#### NOTE

No **-s** in the 3<sup>rd</sup> person singular after **does/doesn't**.

FORMATION OF THE 3 <sup>RD</sup> PERSON SINGULAR (he/she/it)	
• most verbs take <b>-s</b>	<i>I eat → he eats</i> <i>I like → he likes</i>
• verbs ending in <b>-ss, -sh, -ch, -x, -o</b> take <b>-es</b>	<i>I watch → she watches</i> <i>I go → she goes</i>
• verbs ending in a consonant + <b>-y</b> , drop the <b>-y</b> and take <b>-ies</b>	<i>I study → he studies</i> <b>BUT</b> <i>I play → it plays</i>

We use the **Present Simple**:

- for habits or actions that happen regularly.  
*I watch TV every day.*  
*He goes out at the weekend.*
- for permanent states.  
*We live in Bristol.*  
*I like ice cream.*
- for daily schedules.  
*She starts work at 8.30 every day.*

### Prepositions of time

<b>at</b>	six o'clock / half past two, etc. noon / night / midday / midnight the weekend(s)
<b>in</b>	the morning / afternoon / evening my free time
<b>on</b>	Saturday, etc. Friday morning / afternoon, etc. weekdays
<b>till</b> <b>until</b>	We usually work till 5.00 p.m.
<b>before</b>	Jack always has a shower before dinner.
<b>after</b>	My dad has a shower after breakfast.
<b>during</b>	I don't go out during the week.
<b>from... to/till/ until</b>	I have an English class from 9 a.m. to 10.30 a.m.

### Adverbs of frequency

	*	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.  
*John often plays football on Saturdays.*  
*Peter doesn't usually have breakfast.*  
*Do you always watch TV in the evening?*
- **after** the verb *be*.  
*Sheryl is never late for school.*

### How often...?

We use **How often...?** to show the frequency of an action:

**A:** *How often do you go out?*

**B:** *I go out twice a week, but I never go out on Mondays.*

### Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing



QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.

*What is Kelly doing now?*

*She's talking on the phone.*

- for temporary states.

*I'm working at a supermarket these days.*

FORMATION OF -ING	
• most verbs take <i>-ing</i>	<i>talk → talking</i>
• verbs ending in <i>-e</i> , drop the <i>-e</i> before the <i>-ing</i>	<i>come → coming</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ing</i>	<i>stop → stopping</i>
• verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the <i>-ing</i>	<i>begin → beginning</i> <b>BUT</b> <i>happen → happening</i>
• verbs ending in one vowel + <i>-l</i> , double the <i>-l</i> before the <i>-ing</i>	<i>travel → travelling</i>
• verbs ending in <i>-ie</i> , change <i>-ie</i> to <i>-y</i> before the <i>-ing</i>	<i>lie → lying</i>

#### TIME EXPRESSIONS

now, at the moment  
today, these days  
this week / year, etc.

## Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking.

*John is watching TV now.*

*Listen! She is talking on the phone.*

- We use the **Present Simple** for habits, repeated actions and permanent states.

*John watches TV at the weekend.*

*He plays football every day.*

TIME EXPRESSIONS	
PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment	usually, always, often, etc.
today, these days	every day/week, etc.
this week / year, etc.	in the afternoons/summer, etc.
	on Mondays, at the weekend, etc.
	once / twice / three times, etc.
	a week/day, etc.

## Stative verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

## Module 2

### Past Simple of regular verbs

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

QUESTIONS	SHORT ANSWERS	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

#### SPELLING

• most verbs take <i>-ed</i>	<i>talk → talked</i>
• verbs ending in <i>-e</i> , take only <i>-d</i>	<i>like → liked</i>
• verbs ending in a consonant + <i>-y</i> , take <i>-ied</i>	<i>try → tried</i> <b>BUT</b> <i>play → played</i>
• verbs with one syllable ending in one vowel + one consonant, double the consonant before the <i>-ed</i>	<i>stop → stopped</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the <i>-ed</i>	<i>prefer → preferred</i> <b>BUT</b> <i>happen → happened</i>
• verbs ending in one vowel + <i>-l</i> , double the <i>-l</i> before the <i>-ed</i>	<i>travel → travelled</i> <b>BUT</b> <i>sail → sailed</i>

# Grammar Reference

## Past Simple of irregular verbs

Irregular verbs don't take **-ed** in the **Past Simple**.

AFFIRMATIVE	I/You/He/She/It/We/You/They	went
NEGATIVE	I/You/He/She/It/We/You/They	didn't go
QUESTIONS	Did I/you/he/she/it/we/you/they	go?

### NOTE

Look at the list of irregular verbs.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.  
*We bought our house five years ago.*
- habitual or repeated actions in the past.  
*I always went to bed early when I lived with my parents.*
- for completed actions that happened one after the other in the past.  
*Yesterday I got up at 8.00, had breakfast and left for school.*

### TIME EXPRESSIONS

yesterday / yesterday morning, etc.  
last night / week / weekend / month / year  
last Wednesday / Friday, etc.  
last summer / winter, etc.  
two days / a week / three months / five years ago  
in + year

## Past Simple of the verb be

AFFIRMATIVE	NEGATIVE
I/He/She/It was	I/He/She/It wasn't (=was not)
We/You/They were	We/You/They weren't (=were not)

QUESTIONS	SHORT ANSWERS
Was I/he/she/it ?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were we/you/they?	Yes, we/you/they were. No, we/you/they weren't.

## There was / There were

AFFIRMATIVE	NEGATIVE
There was	There wasn't
There were	There weren't

QUESTIONS	SHORT ANSWERS
Was there?	Yes, there was. No, there wasn't.
Were there?	Yes, there were. No, there weren't.

## The verb could

AFFIRMATIVE	NEGATIVE
I/He/She/It could	I/He/She/It could not walk
We/You/They walk	We/You/They couldn't

### QUESTIONS

Could I/he/she/it walk?  
we/you/they

### SHORT ANSWERS

Yes, I/he/she/it could.  
we/you/they No, I/he/she/it couldn't.  
we/you/they

**Could** is the past tense of **can**. We use it to talk about ability in the past.

*My sister couldn't swim when she was seven.*

## Adverbs

Adverbs of manner describe how something happens.

*Stan is a good driver. He drives carefully.*

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

*quiet → quietly*  
*careful → carefully*

Adjectives ending in a consonant + **-y**, drop the **-y** and take **-ily**.

*easy → easily*

Adjectives ending in **-le**, drop the **-e** and take **-y**.

*terrible → terribly*

### IRREGULAR ADVERBS

*good → well*    *late → late*  
*fast → fast*    *early → early*  
*hard → hard*

## Past Simple vs Present Simple

- We use the Past Simple for an action that happened in the past.
- We use the Present Simple for a habit that happens regularly.  
*I usually play football on Thursday afternoons, but last week I played on Wednesday.*

## Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- We use **subject personal pronouns** as subjects. They go before the verb.  
*Look at that girl. She's my sister.*
- We use **object pronouns** as objects of verbs. They always go after verbs or after prepositions.  
*This soup is delicious. Taste it!*

# Module 3

## Must/Have to

THE VERB MUST	
AFFIRMATIVE	I/You/He/She/It/We/You/They must go
NEGATIVE	I/You/He/She/It/We/You/They mustn't go
QUESTIONS	Must I/you/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they must. No, I/he/she/it/we/you/they mustn't.

THE VERB HAVE TO	
AFFIRMATIVE	NEGATIVE
I/We/You/They have to go He/She/It has to go	I/We/You/They don't have to go He/She/It doesn't have to go

QUESTIONS	
Do	I/we/you/they have to go?
Does	he/she/it have to go?

SHORT ANSWERS	
Yes, I/we/you/they do.	No, I/we/you/they don't.
Yes, he/she/it does.	No, he/she/it doesn't.

- We use **must** and **have to/has to** to express obligation in the present and future.  
*I must/have to wash the car today.*
- We use **mustn't** to express prohibition.  
*You mustn't be late again!*
- We use **don't/doesn't have to** to express absence of obligation.  
*You don't have to come early tomorrow. It isn't necessary.*

### NOTE

The past tense of **must** and **have to** is **had to** and expresses obligation in the past. The negative form **didn't have to** expresses absence of obligation in the past.

## Comparative and Superlative Forms

- We use the **comparative form** of adjectives when we compare two people, animals or things.
- We use the **superlative form** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION COMPARATIVE	
adjective + <b>-er</b>	<i>John is older than Peter.</i>
<b>more</b> + adjective	<i>My watch is more expensive than Diana's.</i>

SUPERLATIVE	
<b>the + adjective + -est</b>	<i>John is the tallest boy in his class.</i>
<b>most + adjective</b>	<i>This watch is the most expensive of all.</i>

All one-syllable and most two syllable adjectives take <b>-er/-est</b> :	<i>clean → cleaner → the cleanest</i> <i>quiet → quieter → the quietest</i>
One-syllable adjectives ending in <b>-e</b> , take <b>-r/-st</b> :	<i>nice → nicer → the nicest</i>
One-syllable adjectives ending in one vowel + one consonant, double the consonant before the <b>-er/-est</b> :	<i>hot → hotter → the hottest</i>
Adjectives ending in a consonant + <b>-y</b> , drop the <b>-y</b> and take <b>-ier/-iest</b> :	<i>easy → easier → the easiest</i>
Adjectives with three or more syllables and some two-syllable adjectives take <b>more + adjective / most + adjective</b> :	<i>expensive → more expensive → the most expensive</i> <i>careful → more careful → the most careful</i>

IRREGULAR COMPARATIVES AND SUPERLATIVES		
POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many / much	more	the most
far	farther/further	the farthest/furthest

### NOTE

- Other ways of comparison:
- as + adjective + as**  
*Debbie's as tall as her brother.*
  - not as + adjective + as**  
*Geography isn't as interesting as history.*

## Prepositions of place

<b>next to</b>	<i>The museum is next to the post office.</i>
<b>in front of</b>	<i>The bus stop is in front of the museum.</i>
<b>opposite</b>	<i>The library is opposite the museum.</i>
<b>between</b>	<i>The museum is between the bank and the post office.</i>
<b>behind</b>	<i>The park is behind the museum.</i>



# Grammar Reference

## Prepositions of movement

<b>up</b>	Walk <i>up</i> this road.
<b>down</b>	Go <i>down</i> Elm Street.
<b>into</b>	Don't come <i>into</i> the house with that parrot!
<b>out of</b>	Brian walked <i>out of</i> the room.
<b>through</b>	This road goes <i>through</i> the park.
<b>towards</b>	Walk <i>towards</i> the library.
<b>past</b>	Walk <i>past</i> the newsagent's and turn left.
<b>from... to</b>	Maria drives <i>from her house to</i> work every day.
<b>around</b>	Stop running <i>around</i> the garden!

## Module 4

### Past Progressive

#### AFFIRMATIVE

I was eating  
 You were eating  
 He was eating  
 She was eating  
 It was eating  
 We were eating  
 You were eating  
 They were eating

#### NEGATIVE

##### FULL FORMS

I was not eating  
 You were not eating  
 He was not eating  
 She was not eating  
 It was not eating  
 We were not eating  
 You were not eating  
 They were not eating

##### SHORT FORMS

I wasn't eating  
 You weren't eating  
 He wasn't eating  
 She wasn't eating  
 It wasn't eating  
 We weren't eating  
 You weren't eating  
 They weren't eating

#### QUESTIONS

Was I eating?  
 Were you eating?  
 Was he eating?  
 Was she eating?  
 Was it eating?  
 Were we eating?  
 Were you eating?  
 Were they eating?

#### SHORT ANSWERS

Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he was.	No, he wasn't.
Yes, she was.	No, she wasn't.
Yes, it was.	No, it wasn't.
Yes, we were.	No, we weren't.
Yes, you were.	No, you weren't.
Yes, they were.	No, they weren't.

We use the **Past Progressive**:

- for an action that was happening at a specific point of time in the past.  
*I was watching TV at 7 o'clock yesterday evening.*
- for actions that were happening at the same time in the past. In this case we usually use **while**.  
*While I was watching TV, my mother was cooking.*

### Past Simple - Past Progressive Time Clauses (when, while, as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **as** or **when**.  
*While/As I was driving, I saw a cat in the street.*  
*I was sleeping when the telephone rang.*

### some/any/no

- some + uncountable / plural countable nouns** in affirmative sentences and for offers and polite requests.  
*There is some orange juice in the fridge.*  
*Would you like some chips?*
- any + uncountable / plural countable nouns** in questions and negative sentences.  
*Is there any orange juice in the fridge?*  
*There aren't any chips on the table.*
- no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.  
*There is no cheese in the fridge. = There isn't any cheese in the fridge.*

#### NOTE

##### Countable Nouns

- We can count them.
- We can use *a/an* and numbers before them.
- They have singular and plural forms.  
**one orange five posters a lamp**

##### Uncountable Nouns

- We cannot count them.
- We cannot use *a/an* or numbers before them, but we often use *some* and *any*.
- They have only singular forms.  
**rice water pasta**

## Uncountable nouns:

FOOD	meat, sugar, cheese, butter, chicken, chocolate, etc.
LIQUIDS	milk, water, coffee, etc.
MATERIALS	wool, gold, paper, glass, iron, leather, etc.
ABSTRACT NOUNS	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
NATURAL PHENOMENA	weather, light, rain, snow, etc.
SOME CONCRETE NOUNS	baggage, furniture, money, luggage, etc.

## Compounds of some, any, no and every

	SOME	ANY	NO	EVERY
PEOPLE	someone somebody	anyone anybody	no one nobody	everyone everybody
THINGS	something	anything	nothing	everything
PLACES	somewhere	anywhere	nowhere	everywhere

- These compounds always go with singular verbs.  
*Someone is behind the door.*  
*Everybody here works very hard.*
- We use the compounds of **no** in affirmative sentences with a negative meaning.  
*There was nobody in the office.*
- We use the compounds of **any** in questions and negative sentences.  
*Do you need anything else?*  
*I can't find my glasses anywhere.*

# Irregular verbs

## IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bite	bit	bitten	let	let	let
blow	blew	blown	lie	lay	lain
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
burn	burnt/burned	burnt/burned	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shine	shone	shone
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written



# Project Skills



BRAINSTORM

PLAN

RESEARCH

CREATE

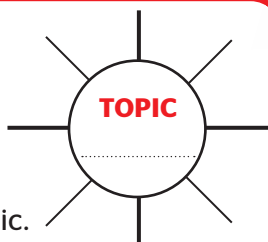
PROOFREAD

PRESENT

## STEP 1

### BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



## STEP 2

### PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

## STEP 3

### RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

## STEP 4

### CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

## STEP 5

### PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

## STEP 6

### PRESENT

A presentation consists of **3 stages**:

#### Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

#### Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

#### Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)

**TIP!**

Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

### Project checklist

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

# Learning Tips

## In class

*How to learn better in class*

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the recording.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

## Outside the class

*How to learn better outside the class*

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Watch English TV programmes and DVDs.

## Vocabulary

*How to learn vocabulary better*

- Write down new words in a notebook.  
Together with the English word:
  - write the translation in your language,
  - write an example sentence,
  - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, write down if they are verbs, nouns, adjectives, etc.
- When you learn new words, use a dictionary to find synonyms and/or opposites of these words, too.
- Refer to the Wordlist.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

## Grammar

*How to learn grammar better*

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.  
In it write:
  - tips and/or rules in your language,
  - example sentences,
  - important grammatical points e.g. *irregular verbs*.
- Make a note of grammatical errors that you often make.

## Speak

*How to do better when doing speaking tasks*

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example given.
- Use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

## Read

*How to do better when doing reading tasks*

- Before you read, try to predict what the text is about with the help of the pictures.
- Keep in mind that a text will most probably include unknown vocabulary. There's no need to panic. It does not mean that you won't be able to understand the text as a whole.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

## Listen

*How to do better when doing listening tasks*

- Before you listen, look at the pictures and read the questions and answers carefully. Make sure you haven't got any unknown words.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

## Write

*How to do better when doing writing tasks*

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with appropriate linking words: **and**, **but**, **so**, **because**, etc.
- Use pronouns (he, she it, them, there, this, etc.) to avoid repeating the same words.
- When writing to a friend, start and finish your letter/email in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like **suddenly**, **luckily**, **unfortunately** to make your writing more interesting.
- Use a variety of vocabulary (e.g. adjectives) and grammatical structures in your writing to make it more interesting.
- When writing a note, keep the text short and give only the important information. Remember that you don't have to write full sentences.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, spelling, word order, linking words, grammar and vocabulary.



# Wordlist

## Hello

baby  
box  
dictionary  
female  
floor (of a room)  
goldfish  
male  
notebook  
spell  
sunglasses  
understand  
use  
watch (n.)

### Family

aunt  
cousin  
daughter  
husband  
son  
uncle  
wife

### Living room furniture other items

armchair  
coffee table  
lamp  
painting  
rug  
shelf  
sofa

## Module 1

### 1a

about  
after  
at the beginning of  
at the end of  
become  
before  
begin  
choose  
coach  
competition  
different

difficult  
easy  
excellent  
extra  
fantastic  
finish  
gym  
hard  
like (prep.)  
other  
perfect  
professional  
science lab  
start  
the same... as  
think  
till / until  
train (v.)  
training  
true

### School subjects

biology  
chemistry  
geography  
history  
IT (Information  
Technology)

maths  
PE (Physical  
Education)  
physics

### Phrases

I can't wait  
It's great fun!

### 1b

active  
ask  
at all  
be careful  
both  
building  
busy  
come over  
exercise (n.)  
feel  
floor (of a building)  
hang out  
help (n.)  
housework

invite  
lazy  
need  
relax  
remember  
take the lift  
take the stairs  
tired  
tiring  
**Chores**  
clean the windows  
cook  
do the washing  
do the washing-up  
hoover  
iron clothes  
take out the rubbish  
tidy my room  
wash the car

### Phrases

How often...? Once /  
Twice /  
Three times a...  
Which...?

### 1c

autograph  
boring  
cap  
draw  
drive  
famous  
from... to...  
get ready  
guys  
hate  
know  
late  
meet  
shop (v.)  
sign (v.)  
wait for  
**Free-time activities**  
do arts and crafts  
do jigsaw puzzles  
do karate  
go bowling  
go cycling  
go rollerblading  
go shopping

go skateboarding  
go to the  
amusement park  
go to the cinema  
play table tennis  
play video games  
watch DVDs  
watch videos on the  
Internet

### Phrases

Let's...

### 1d

age  
can't stand  
channel  
dislike  
enjoy  
over (= more than)  
popular  
series  
spend (time)  
win

### TV programmes

cartoon  
game show  
sitcom  
soap opera  
talent show  
talk show  
the news  
weather forecast  
wildlife  
documentary

### Phrases

What channel/day/  
time is it on?  
What kind of TV  
programmes...?  
What's on?

### 1e

a bit  
be (really) into sth  
be a fan of sth  
be crazy about sth  
bracelet  
friendship  
make jewellery  
neighbour

### Appearance

chubby  
curly  
dark  
fair  
good-looking  
medium-length  
slim  
straight  
wavy

### Personality

clever  
friendly  
funny  
messy  
outgoing  
polite  
rude  
shy  
tidy  
unfriendly

### Phrases / Expressions

What does he/she  
look like?  
What is he/she like?

## Module 2

### Cover

astronaut  
battery  
century  
explorer  
fly  
invent  
ocean  
pilot  
scientist  
space  
travel

### 2a

a few  
at the age of  
be born  
because  
decide  
during  
excited  
experience (n.)  
fall  
forget

get a job  
get married  
give  
graduate  
grow (old)  
happen  
last ( $\neq$  first)  
laugh  
lose (= stop having)  
practise  
present (n.)  
put  
retire  
start a family  
try (= test)  
university

### 2b

continue  
dangerous  
discover  
dream (n.)  
expedition  
fast  
for long  
hero  
however  
join  
journey  
many  
North/South Pole  
quick  
reach  
ship  
slow - slowly  
terrible  
top

### Points of the compass

east  
north  
south  
west

### Nouns in -er

build - builder  
climb - climber  
drive - driver  
explore - explorer  
farm - farmer  
paint - painter

photograph -  
photographer  
swim - swimmer  
teach - teacher  
train - trainer  
travel - traveller  
win - winner  
write - writer

### Phrases

How tall...?

### 2c

backpack  
check  
compass  
dead (= not working)  
even  
everything  
gadget  
get dark  
go hiking  
GPS  
heavy  
in the past  
information  
know how to  
look (= seem)  
map  
only  
torch

### Phrases related to technology

chat online  
download apps/  
videos  
make a video call  
post something on a  
website  
save/delete/print a  
document/picture  
send/receive emails/  
text messages  
turn on/off a  
computer/laptop /  
mobile phone  
use the Internet /  
an app

### Phrases

Don't worry  
Forget it  
It's a good thing...

### 2d

almost  
be called  
billion  
degrees  
fit (v.)  
interesting  
land (v.)  
last (v.)  
million  
minus  
planetarium  
temperature  
thousand

### Words related to outer space

earth  
galaxy  
moon  
planet  
solar system  
spaceship  
star  
sun

### Phrases

How far...?  
How long...?  
What's the weather  
like?

### 2e

3D film  
action  
bored  
bring  
bumper car  
cloud  
detail  
flight  
flight attendant  
full of  
hope  
little  
plane  
roller coaster  
scared  
screen  
seat  
thirsty  
toy  
train (n.)

view

## Phrases / Expressions

Congratulations!  
Did I tell you about...?  
Good for you!  
Guess what!  
How are things?  
How wonderful/exciting!  
I can't believe it!  
I'm really happy for you.  
Listen to this!  
Lucky you!  
Really?  
That's amazing (news).  
What wonderful news!

## Module 3

### Cover

sign

## Places in a town/city

airport  
bridge  
metro station  
port  
traffic lights  
train station  
tram station

### 3a

back (adv.)  
be in a hurry  
by + means of transport  
get off  
get on  
helmet  
in the end  
leave  
licence  
make it  
next  
on foot  
pavement  
seat belt  
stop (n.)  
ticket  
way (= direction)

wheel

without

wrong

## Means of transport

boat  
coach  
ferry  
helicopter  
motorbike  
tram  
underground

## Phrases / Expressions

Hold on!  
How much...?  
Not much.  
Now what?  
Sounds good.  
There's no time.  
Wait a minute.  
Well done.  
What a day!  
What are you up to?

### 3b

balcony  
calm  
capital (city)  
cheap  
clean (adj.)  
close (adj.)  
comfortable  
crowded  
dirty  
expensive  
find sth (+ adj.)  
glad  
hometown  
impressive  
modern  
noisy  
peaceful  
safe  
sight  
size  
tourist  
tower  
ugly

### 3c

ancient  
attraction

come from

continent

cover

fact (file)

flag

half

high

important

large

main

nearly

official language

penguin

plant (n.)

population

possible

probably

ruins

species

visitor

## Geographical features

coast  
desert  
mountain range  
rainforest

### 3d

bicycle parking area  
book (v.)  
get a haircut  
magazine  
medicine  
newspaper  
no parking  
park (v.)  
pedestrian crossing  
post a letter  
stamp  
stop sign  
tunnel

## Places in a town/city

car park  
chemist's  
farmer's market  
florist's  
hairdresser's  
newsagent's  
petrol station  
post office  
travel agent's

## Directions

Go past...  
Go straight on.  
Go up/down...  
Street/Road.  
How do I get to...?  
It's next to / opposite / between...  
It's on your left/right.  
Turn left/right at the...  
Turn left/right into...  
Street/Road.  
Walk towards...

### 3e

a ten-minute walk  
ask for a favour  
attract  
borrow  
brilliant  
bus station  
castle  
city centre  
festival  
for example  
free  
hill  
look for  
lovely  
picnic  
show (v.)  
something else  
stadium  
take place  
tourist information office  
two/three, etc.  
blocks away  
volcano  
would like to  
**Phrases / Expressions**  
Can/Could/May I...?  
Don't mention it.  
Excuse me.  
How can I help you?  
How long does it take to...?  
How much is it?  
It takes...



No problem.  
Sorry, I've got  
another question.  
Thank you so much.  
You're welcome.

## Module 4

### Cover

break (v.)  
have an argument  
ill  
wake up

### 4a

all day  
ambulance  
answer (the phone)  
block of flats  
fire  
fire alarm  
firefighter  
front door  
have an accident  
hear  
jump (out of)  
ladder  
mud  
paint (n.)  
ring (v.) (telephone)  
scare (v.)  
scream (n. + v.)  
shampoo  
smoke (n.)  
suddenly  
wall

### Parts of the body

ankle  
arm  
back  
finger  
knee  
wrist

### Verbs / Phrases related to accidents

crash into  
fall down/off  
hit  
hurt  
slip  
sprain

### 4b

alone  
appear  
around  
arrive  
call for (help)  
dolphin  
exactly  
expect  
fish (v.)  
fortunately  
immediately

keep  
move  
noise  
notice  
protect  
rescue  
rock (n.)

save  
seagull  
shark  
shore  
strange  
strong  
weak

### Emotions

afraid  
angry  
confused  
embarrassed  
shocked  
surprised  
worried

### 4c

at that moment  
blow (v.)  
carry  
deep  
fall asleep  
forever  
hide  
land (n.)  
perhaps  
sand  
shout  
sink (v.)  
sky  
still

turn sth over  
wave  
wild

### Words related to weather

cloud - cloudy  
fog - foggy  
ice - icy  
rain - rainy  
snow - snowy  
sun - sunny  
wind - windy

### 4d

catch a bus/train...  
keys  
leave (= not take sth  
with you)

luckily  
miss (= feel sad)  
move (house)  
play a joke on sb  
unfortunately

### Phrases related to mishaps

be/get lost  
get a flat tyre  
get locked out  
get stuck in a lift  
lose one's wallet  
miss the bus/train

### 4e

blackout  
burglar  
cow  
feed  
field  
finally (= at last)  
footstep  
lights go out  
loudly  
pick sb up  
practice  
return  
sheep  
shine  
sound (n.)  
unluckily  
while (n.)  
whistle (v.)

### Phrases / Expressions

How awful/  
unpleasant!  
I'm sorry to hear  
that.  
No way!  
Oh dear!  
Poor you!  
That's a shame/pity.  
That's so sad.  
That's terrible.  
That's too bad.  
What a shame/pity!  
You poor thing!  
You won't believe  
what happened to  
me.

## **Portal to English 7A**

### **Student's Book**

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

[www.mmpublications.com](http://www.mmpublications.com)

[info@mmpublications.com](mailto:info@mmpublications.com)

### **Offices**

UK China Cyprus Greece Korea Poland Turkey USA

Associated companies and representatives throughout the world.

Copyright © 2020 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers, in accordance with the contract concluded with the Ministry of Education and Higher Education of the State of Qatar.

We would like to thank Shutterstock and 123RF for permission to reproduce copyright photographs.

The publishers gratefully thank *The Gulf Times* for permission to reproduce the following photographs: p. 35, metro station, tram station.

Produced in the EU

# PORTAL TO ENGLISH

equips English language learners  
with the skills and knowledge they need  
to excel in an increasingly connected  
and ever-changing world.



## For students:

- Student's Book
- Full-colour Workbook
- Student's CD-ROM

## For teachers:

- Interleaved Teacher's Book
- Class Audio Material (Online)
- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	A2 Mid	A2 High	B1 Low
Portal to English	7	8	9

