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# Crystal Clear

Student's  
Book



**Енглески језик за шести разред основне школе**  
**Уџбеник за шесту годину учења**

Student audio and video files located at:



[bit.ly/3Z6HQz8](https://bit.ly/3Z6HQz8)

Unit	Vocabulary	Grammar	Reading
<b>Starter</b> <span>page 4</span>	Possessive 's / s' • be	Subject pronouns • Possessive adjectives	
<b>1 On screen</b> <span>page 8</span>	<ul style="list-style-type: none"> <li>Film types</li> <li>TV programmes</li> </ul>	<ul style="list-style-type: none"> <li>Present simple</li> <li>Question words</li> <li>Adverbs of manner</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Forum discussion: Mehemet's Movie Blog</li> </ul>
<b>2 Outdoor survival</b> <span>page 18</span>	<ul style="list-style-type: none"> <li>Outdoor activities</li> <li>-ed/-ing adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Present simple and present continuous</li> <li>Present continuous for future arrangements</li> <li>Prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>Microblogging and a wiki page: Adventures of a wild camper</li> </ul>
<b>3 Historical events</b> <span>page 28</span>	<ul style="list-style-type: none"> <li>Travel verbs</li> <li>Natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>Past simple: regular and irregular verbs</li> <li>be: past simple</li> <li>Past time expressions</li> <li>could / couldn't</li> </ul>	<ul style="list-style-type: none"> <li>A magazine article: Food origins</li> </ul>
<b>Revision Units 1–3</b> <span>page 38</span>	Vocabulary • Grammar • Cultural awareness <a href="#">Media</a>		
<b>4 Tales from the past</b> <span>page 42</span>	<ul style="list-style-type: none"> <li>Character adjectives</li> <li>Verbs of movement</li> </ul>	<ul style="list-style-type: none"> <li>Past continuous</li> <li>Past simple and past continuous</li> <li>when / while</li> </ul>	<ul style="list-style-type: none"> <li>Book summaries: Fact or fiction?</li> </ul>
<b>5 Personal possessions</b> <span>page 52</span>	<ul style="list-style-type: none"> <li>Money</li> <li>Computer equipment</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives and superlatives</li> <li>(not) as ... as</li> <li>Expressions of quantity</li> </ul>	<ul style="list-style-type: none"> <li>Consumer advice leaflet: How to save money</li> </ul>
<b>6 Good citizens</b> <span>page 62</span>	<ul style="list-style-type: none"> <li>Jobs</li> <li>Health problems and first aid</li> </ul>	<ul style="list-style-type: none"> <li>be going to, should / shouldn't</li> <li>must / mustn't / have to</li> </ul>	<ul style="list-style-type: none"> <li>A blog post: The global water crisis</li> </ul>
<b>Revision Units 4–6</b> <span>page 72</span>	Vocabulary • Grammar • Cultural awareness <a href="#">Appearance</a>		
<b>7 Plan the future</b> <span>page 76</span>	<ul style="list-style-type: none"> <li>Life events</li> <li>Musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>will / won't</li> <li>Future time expressions</li> <li>Zero conditional</li> <li>First conditional</li> </ul>	<ul style="list-style-type: none"> <li>An infographic: Demographics</li> </ul>
<b>8 Our world</b> <span>page 86</span>	<ul style="list-style-type: none"> <li>Materials and containers</li> <li>Endangered animals</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect</li> <li>ever, never, just, already, yet, since and for</li> </ul>	<ul style="list-style-type: none"> <li>A newspaper article: Lost at sea</li> </ul>
<b>9 Having fun</b> <span>page 96</span>	<ul style="list-style-type: none"> <li>Playing games</li> <li>Places to visit</li> </ul>	<ul style="list-style-type: none"> <li>Tense review</li> <li>Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>A factual text: Board games: from cardboard to pixels</li> </ul>
<b>Revision Units 7–9</b> <span>page 106</span>	Vocabulary • Grammar • Cultural awareness <a href="#">Landscape</a>		
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## Writing

## Listening

## Speaking

## Culture

## Key competences

Clothes • School subjects • Family • Classroom language • Introductions

<ul style="list-style-type: none"> <li>• A review</li> <li>• Capital letters and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at family photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about likes and dislikes / Talking about films</li> </ul>	<b>Reading:</b> Film awards <b>Pronunciation:</b> /e/ /u:/ /aɪ/	CLC SCC SIE CAE L2L DC
<ul style="list-style-type: none"> <li>• A blog entry</li> <li>• Conjunctions: <i>and</i>, <i>but</i>, <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>• Life with a Tribe</li> </ul>	<ul style="list-style-type: none"> <li>• Making plans / Before a weekend trip</li> </ul>	<b>Reading:</b> Summer camps <b>Pronunciation:</b> /s/	CLC SCC CAE SIE L2L DC
<ul style="list-style-type: none"> <li>• A biography</li> <li>• Time prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Famous natural disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information / At the library</li> </ul>	<b>Reading:</b> Explorers <b>Pronunciation:</b> /u/ /ɔ:/ /et/	CLC SCC SIE CAE L2L DC

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<ul style="list-style-type: none"> <li>• A narrative</li> <li>• Time connectors: <i>One day</i>, <i>Then</i>, <i>Later</i>, <i>In the end</i></li> </ul>	<ul style="list-style-type: none"> <li>• April Fool's Day!</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the past / Talking about the weekend</li> </ul>	<b>Reading:</b> Castles and legends <b>Pronunciation:</b> /wɒz/ or /wez/	CLC SCC SIE CAE L2L DC
<ul style="list-style-type: none"> <li>• A description</li> <li>• Adjective word order</li> </ul>	<ul style="list-style-type: none"> <li>• My Online Swap Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Buying and selling / Going shopping</li> </ul>	<b>Reading:</b> Charity shops <b>Pronunciation:</b> comparative -er endings	CLC SCC SIE CAE L2L DC
<ul style="list-style-type: none"> <li>• A description of a person</li> <li>• <i>too</i> and <i>also</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mountain rescue!</li> </ul>	<ul style="list-style-type: none"> <li>• Giving opinions / Talking about jobs</li> </ul>	<b>Reading:</b> The police <b>Pronunciation:</b> Sentence stress: <i>be going to</i>	CLC SCC SIE CAE L2L DC

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<ul style="list-style-type: none"> <li>• A class survey</li> <li>• Expressions of amount</li> </ul>	<ul style="list-style-type: none"> <li>• The road to success</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for and giving advice / In a music shop</li> </ul>	<b>Reading:</b> Music in schools <b>Pronunciation:</b> <i>will</i> ('ll)	CLC SCC SIE CAE L2L DC
<ul style="list-style-type: none"> <li>• A competition entry</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt an animal</li> </ul>	<ul style="list-style-type: none"> <li>• Giving directions / On a bike ride</li> </ul>	<b>Reading:</b> Cycling in the UK <b>Pronunciation:</b> Contractions	CLC SCC SIE CMST CAE L2L DC
<ul style="list-style-type: none"> <li>• An email</li> <li>• Verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• End of exams</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing preferences / At a holiday camp</li> </ul>	<b>Reading:</b> Beaches in the UK <b>Pronunciation:</b> Present simple and past simple	CLC SCC SIE CAE L2L DC

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CLC Competence in linguistic communication • CMST Competence in mathematics, science and technology • DC Digital competence  
L2L Learning to learn • SCC Social and civic competences • SIE Sense of initiative and entrepreneurship • CAE Cultural awareness and expression





# Starter unit

## Vocabulary

### Clothes



Listen and repeat the words. Match them with 1–11 in the pictures.

boots • dress • jacket • jeans • jumper • sandals • shirt • shoes • skirt • trainers • T-shirt



2 Describe the clothes in pictures.

*Anil's jeans are blue.*

3 In pairs, talk about your partner's clothes.

David's T-shirt is green.

### i Crystal Clear Tips

#### Possessive 's / s'

Use 's after a name or singular noun.

*Magda's coat is blue.*

Use ' after a plural word ending in -s.

*The boys' jeans are blue.*



## School subjects

4



Listen and repeat the words. How do you say them in your language?

art drama English French geography history ICT (information and communication technology) literature maths music PE (physical education) science

5

Write sentences about your school week in your notebook.

*I've got science and PE on Mondays.*

## Family

6



Listen and repeat the words. How do you say them in your language?

aunt brother cousin daughter father grandad grandmother  
husband mother nephew niece sister son uncle wife

7

Copy and complete the table with the words in the box. Which word can be for both males and females?

male	female
brother	sister

8

Complete the sentences with words in exercise 6 in your notebook.

- 1 My mum's sister is my ...
- 2 My dad's daughter is my ...
- 3 My uncle is my grandmother's ...
- 4 My aunt's child is my ...
- 5 My cousin Mary is my dad's ...

## Classroom language

9

Order the words to make sentences in your notebook.

- 1 don't / the question / I / understand / .
- 2 spell / How / you / do / 'pencil' / ?
- 3 Can / repeat / that / you / ?
- 4 borrow / your pen / Can / I / ?
- 5 at page 10 / Open / books / your / .
- 6 mean / 'chemist' / What / does / ?





# Grammar

## be

1 Write true sentences with the affirmative or negative form of *be*.

- 1 I ... from Serbia.
- 2 My best friend ... 14 years old.
- 3 We ... in maths class.
- 4 My favourite hobby ... swimming.
- 5 Belgrade ... the capital of the UK.

## have got

2 Circle the correct words.

- 1 I **have got** / **has got** two sisters and one brother.
- 2 My father **haven't got** / **hasn't got** a red car.
- 3 We **haven't got** / **hasn't got** an English exam tomorrow.
- 4 She **have got** / **has got** white trainers.
- 5 They **have got** / **has got** new mp3 players.

3 Copy and complete the tables with the words in the box.

your   their   you   her   its   he   we

### Subject pronouns

I   you      she   it         they

### Possessive pronouns

mine            its         theirs

### Possessive adjectives

my      his         our   your  



# Listening

4  1.04 Listen to Sally talking about her family.  
How many brothers has she got?

5 Listen again. Copy and complete the sentences about Sally's family in your notebook.

Laura is *her mum*.

- 1 Michael is ...
- 2 Nicole is ...
- 3 Harriet ...
- 4 Tom ...
- 5 Margaret ...

6 Write sentences about your family.

*My mum is Sonia and my dad is Daniel.*  
*I have got a brother. His name is Juan.*



## Speaking

### Introducing yourself / First day at school

#### Model Dialogue



Jason

Hi, I'm Jason.

I'm from Manchester.  
What about you?

How old are you?

I'm 13 too.

My hobbies are football and art.

Marcia



Hello, my name's Marcia.  
Where are you from?

I'm from London.

I'm 13.

What are your hobbies?

Football and art? That's interesting.  
My hobbies are athletics and art.

1



Listen to the dialogue. What are Jason and Marcia's hobbies?

2

Listen again and repeat the dialogue.

3

Match questions 1–4 with answers a–d.

- |                          |  |
|--------------------------|--|
| 1 How old are you?       | a) My hobbies are video games and films. |
| 2 What's your name?      | b) I'm 14.                               |
| 3 Where are you from?    | c) My name's Joe.                        |
| 4 What are your hobbies? | d) I'm from Liverpool.                   |

#### Speaking Task



##### 1 Talk about yourself

Read the information and choose two people.

- Harvey: New York / 15 / singing and dancing
- Nisha: 13 / Cambridge / computers and sport
- Hammed: Birmingham / 14 / comics and cycling
- Jasmine: London / 16 / music and cinema

##### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

##### 3 Speak

In pairs, practise your dialogue.

Hi, I'm Hammed.

Hello, my name's Nisha.

#### Useful Language Introducing yourself

Hi, I'm Jason.

I'm from Manchester. What about you?

How old are you?

What are your hobbies?

Hello, my name's Marcia. Where are you from?

I'm from London.

I'm 13.

My hobbies are football and art.



# 1

# On screen

## Objectives

<b>Vocabulary</b>	Film types; TV programmes
<b>Grammar</b>	Present simple; question words; adverbs of frequency; adverbs of manner
<b>Speaking</b>	Talking about likes and dislikes
<b>Writing</b>	A review; capital letters and punctuation

## Vocabulary

### Film types

1



1.06

Listen and repeat the words. Match them with pictures 1–6. What film type can't you see?

action • adventure • animated • comedy • fantasy • horror • musical • romantic comedy • science-fiction • thriller • war • western

1



2



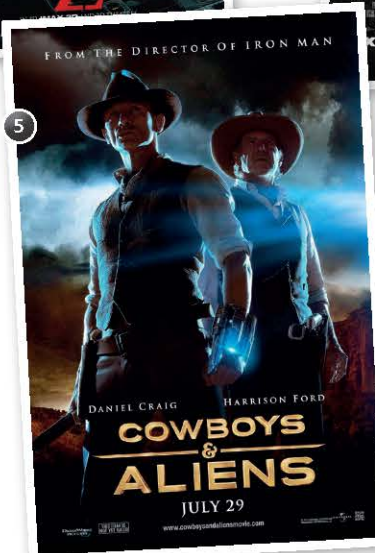
3



4



5



6



2

Write one example of a film for each film type in exercise 1.

3



1.07

Listen to Jake and Isabel. What are their favourite film types?

4



In pairs, ask and answer questions about your favourite film types.

What are your favourite film types?

I love horror films and adventure films.





### Forum discussion

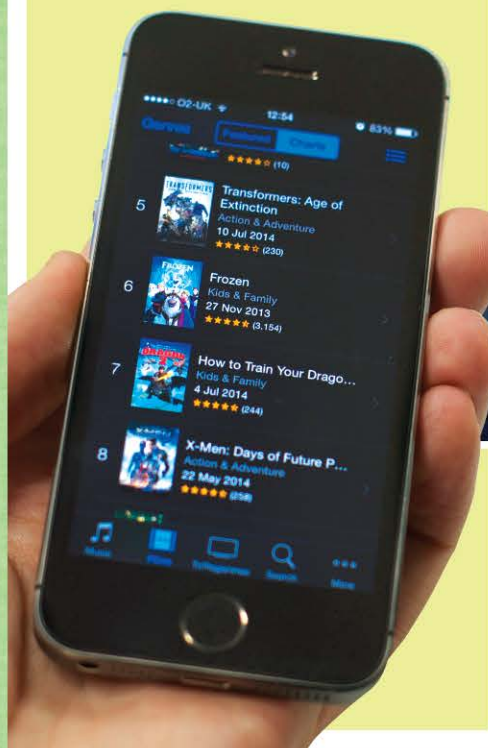
## Mehmet's Movie Blog

### Movie questionnaire

Hi everyone! Today's post is all about film-watching habits. How often do you watch films? Where do you watch them? What types of film do you like? Why do you decide to watch a film? I want to know!

Mehmet

50 minutes ago



### 4 responses to 'Mehmet's Movie Blog'

I usually watch films on my computer and on my smartphone. I hardly ever go to the cinema because it's expensive. I like science-fiction and fantasy films with good special effects, but I hate 3D.

Rudy

44 minutes ago

I sometimes go to the cinema with my friends. We like thrillers, horror films and romantic comedies, but we often **choose** a film because we like the actors. We go to a cinema that has eight **screens** at my local shopping centre.

Katy

42 minutes ago



I always watch films on my dad's tablet. I love action and adventure films but I like all film types except musicals. Oh, and I don't like westerns much.

Mike

36 minutes ago

I never watch films. I prefer television, especially comedies and sports programmes. My brother watches films all the time. His favourite is *The Hobbit*. He watches it once a week!

Eliza

29 minutes ago



### 1 Read the text quickly and choose the best title.

- a) New films at the cinema
- b) Teenagers and their favourite films
- c) Film-watching habits

### 2 Read and listen. Who says these things? Write the names in your notebook.

My favourite film types are science-fiction and fantasy.

Rudy

- 1 I don't like musicals but I like all other film types.
- 2 I don't watch films, I only watch TV.
- 3 My friends and I like watching our favourite actors.
- 4 He watches *The Hobbit* all the time!
- 5 I really don't like 3D films.

### Crystal Clear Facts

British teenagers go to the cinema more often when they are 13 and 14. This is because when they are 15, they have to pay the adult price.

### 3 Read the text again. Answer the questions.

- 1 What is Mehmet's blog post about today?
- 2 Why does Rudy hardly ever go to the cinema?
- 3 Who does Katy go to the cinema with?
- 4 Where does Mike watch films?
- 5 What types of TV programmes does Eliza watch?

# Grammar

## Present simple

Affirmative	Negative	Interrogative	Short answers
I like	I don't like	Do I like ... ?	Yes, I do.
He / She / It likes	He / She / It doesn't like	Does he / she / it like ... ?	No, he / she / it doesn't.
We / You / They like	We / You / They don't like	Do we / you / they like ... ?	Yes, we do.

### 1 Write the correct words in your notebook.

- 1 My sister **choose** / **chooses** a film because she likes the actors.
- 2 You **put** / **puts** films on your tablet.
- 3 We **like** / **likes** romantic comedies.
- 4 My friends **use** / **uses** their phones to watch films.

### 2 Write the sentences in exercise 1 in the negative form.

### 3 Write complete sentences. Use the present simple.

Isabel / enjoy / science-fiction films.

*Isabel enjoys science-fiction films.*

- 1 She / not like / fantasy films very much.
- 2 Jake and I / not like / musicals.
- 3 Her brother / buy / film magazines and Isabel / read / the film reviews.
- 4 They / love / westerns, but I / hate / them.

### 4 Order the words to make questions. Then write answers so they are true for you.

like / Do / 3D films / you / ?

*Do you like 3D films?*

- 1 your best friend / watch / Does / films / on a computer / ?
- 2 film magazines / Do / read / you / ?
- 3 your classmates / old films / enjoy / Do / ?
- 4 prefer / you / films or TV series / Do / ?



## Question words

### Question words

**What** is your favourite film type?

**Where** do you watch TV?

**When** do you go to the cinema?

**Who** is your favourite film director?

**Why** do you like science-fiction films?

**How often** do you watch films?

### 5 Circle the correct words.

- 1 **Who** / **What** is your favourite film?
- 2 **Where** / **Who** do you watch films?
- 3 **Who** / **When** is your favourite actress?
- 4 **Why** / **What** do you like going to the cinema with your friends?
- 5 **How often** / **Who** does your friend go to the cinema?

### 6 Match questions 1–5 in exercise 5 with answers a–e in your notebook.

- a) I usually watch films at home.
- b) Jennifer Lawrence.
- c) Because it's fun.
- d) She never goes to the cinema.
- e) The first film in *The Hunger Games* trilogy.

### 7 Ask and answer the questions in exercise 5.

What is your favourite film?

My favourite film is *Avatar*.

## i Crystal Clear Tips

We use the words *love*, *like*, *hate* and *enjoy* to express positive or negative feelings about something.  
love+verb+ing



## Adverbs of manner

Adjective	Adverb
Regular	Regular
(1) <input type="text"/>	badly
slow	(2) <input type="text"/>
(3) <input type="text"/>	beautifully
wonderful	(4) <input type="text"/>
Irregular	Irregular
good	(5) <input type="text"/>
(6) <input type="text"/>	fast

- 8 Copy and complete the table using the words in the box.

bad beautiful fast slowly  
well wonderfully

### i Crystal Clear Rules

Use adverbs of manner to describe how you do things. They usually go after the verb:  
*I dance **terribly**. I can't run **fast**.*

### i Crystal Clear Rules

Adverbs of frequency go before the main verb and after the verb *be* and auxiliary verbs.

## Adverbs of frequency

Adverbs of frequency	
0%	She <b>never</b> watches films.
	I <b>hardly ever</b> go to the cinema.
	She <b>sometimes</b> goes to the cinema.
	They <b>often</b> choose a film because of the actors.
	You <b>usually</b> watch films on your tablet.
100%	He is <b>always</b> on his computer.

- 9 Write the sentences with the verbs and adverbs of frequency in brackets.

Our class survey says that:

- Students ... (never / use) films to help with their homework.
- They ... (always / choose) a variety of films online.
- Their favourite types ... (usually / be) action films and comedy.
- Boys ... (often / go) to the cinema on Thursdays.
- Students ... (hardly ever / copy) DVDs because it's illegal.

- 10 Complete the dialogue with the correct form of the verbs in brackets.

Josh How often <sup>(1)</sup> ... you ... (watch) films?  
 Liz Oh, two or three times a week. <sup>(2)</sup> ... you ... (like) documentaries?  
 Josh No, I don't. I <sup>(3)</sup> ... (prefer) science-fiction. <sup>(4)</sup> ... you ... (like) science-fiction films?  
 Liz They're OK. <sup>(5)</sup> ... you ... (have got) a favourite film?  
 Josh I'm not sure. *Avatar* <sup>(6)</sup> ... (be) good.  
 Liz Who <sup>(7)</sup> ... (be) the director?  
 Josh James Cameron. He's also the director of *Titanic*.  
 How about you? What <sup>(8)</sup> ... (be) your favourite film?  
 Liz *The Ring*.  
 Josh Oh no! I <sup>(9)</sup> ... (not like) horror films.

- 11  1.09 Listen and check your answers.

## Crystal Clear Grammar

1 2 3 4 5 6 7 8 9





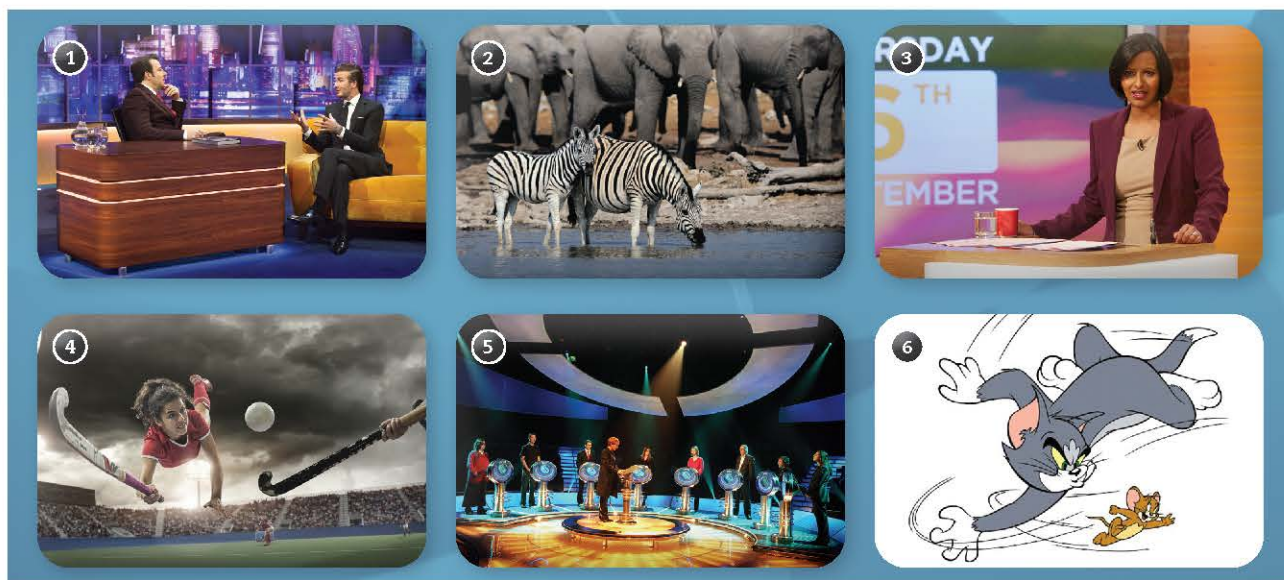
# Vocabulary

## TV programmes

- 1  Listen and repeat the words. How do you say them in your language?

cartoon • chat show • comedy • documentary • drama • game show • reality show • soap opera • sports programme • the news

- 2 Match pictures 1–6 with the programmes in exercise 1. Which programmes are not in the pictures?



- 3 Write sentences about your favourite TV programmes using the words in exercise 1.

*My favourite cartoon is ...*

- 4  In pairs, ask and answer questions about your favourite TV programmes.

What's your favourite cartoon?

It's .... What about you?

## Listening

- 5  Listen to the news report. Do teenagers watch more hours of TV than their parents?

- 6 Listen again. Write true or false in your notebook.

- 1 Parents usually watch TV for about three hours a day.
- 2 Teenagers prefer computers and phones to television.
- 3 Young people usually watch TV on their computers.
- 4 More than half of young teenagers have a computer in their bedroom.
- 5 Teenagers often sleep for only four hours.



# Speaking

## Talking about likes and dislikes / Talking about films

### Model Dialogue



Tim

What film do you want to see?

I can't stand them. What about *Dark Summer*? It's a *horror* film.

I don't mind science-fiction. What do you think of animated films?

Let's see *The Lego Movie*!

Suzie



I want to see *About Last Night*. I like *romantic comedies*.

I don't like horror films. They're awful. How about *Tomorrowland*? Do you like *science-fiction*?

I really like them. They're great.

Good idea.

1



Listen to the dialogue. Which film do Tim and Suzie decide to see?

2

Listen again and repeat the dialogue.

3

Write complete sentences. Use *really like* 😊😊, *like* 😊, *don't mind* 😊, *don't like* ☹️ or *can't stand* ☹️☹️.

I / 😊 / romantic comedies. *I don't mind romantic comedies.*

1 My friends / 😊😊 / horror films.

3 We / 😊 / going to the cinema.

2 My dad / ☹️☹️ / animated films.

4 My teacher / ☹️ / watching films on TV.

### Speaking Task

#### 1 Talk about films

Look at the film posters and choose a film.

#### 2 Prepare a dialogue

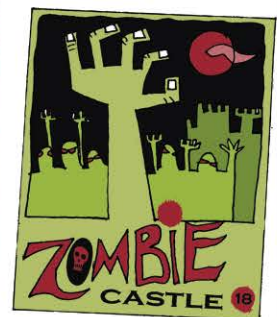
Look at the Model Dialogue and change the words in *blue*.

#### 3 Speak

In pairs, practise your dialogue.

What film do you want to see?

I want to see *Mr Funnyman*. I like comedies.



### Useful Language Talking about likes and dislikes

I like romantic comedies.

I can't stand them.

I don't like horror films. They're awful.

I don't mind science-fiction.

I really like them.

They're great.



## A review

1



Read the Model Text and listen. Then answer the questions in your notebook.

- 1 What is Sophie's favourite TV programme?
- 2 What type of programme is it?
- 3 What is it about?
- 4 Why does she like it?

### Model Text



My favourite TV programme is *The Big Bang Theory*, an American comedy programme. It's on television on Sundays, but I often watch the repeats online.

*The Big Bang Theory* is about two scientists called Sheldon and Leonard and a waitress called Penny. I really like this programme because the characters always do funny things. I recommend this programme because it has a lot of intelligent comedy.

Sophie, 14



2

Look at the Crystal Clear Tips. Find examples of 1–5 in the Model Text.



### Crystal Clear Tips

#### Capital letters and punctuation

Use capital letters:

- 1) at the beginning of all sentences
- 2) for the subject pronoun 'I'
- 3) for names and places
- 4) for countries, languages and nationalities
- 5) for days and months.

Punctuation includes full stops (.) and question marks (?).

3

Rewrite the sentences with capital letters and punctuation.

- 1 *eastenders* is a british soap opera
- 2 do you like sports programmes
- 3 my dad and i often watch a game show on saturdays
- 4 my favourite actor in the programme is jim parsons
- 5 what is your favourite TV programme

### Writing Task



#### 1 Plan

Make notes to write a review about your favourite TV programme and include:

Type of programme ... *is a Spanish drama ...*

When you watch it *I (often) watch it on ...*

What it's about *It's about ...*

Why you like it ... *because ...*

Why you recommend it ... *because ...*

#### 2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The programme, when you watch it

Paragraph 2 Characters, why you like them, give a recommendation

#### 3 Check

- ☒ present simple
- ☒ adverbs of frequency
- ☒ vocabulary for TV programmes
- ☒ capital letters and punctuation





## FILMAWARDS

The Academy Awards are the most famous film industry awards in the English-speaking world. They are for actors, directors, writers and other people in the film industry. The winners receive a gold statue called an Oscar.

The Academy Awards ceremony occurs once a year in late February or early March at a theatre in Hollywood, in the USA. The ceremony is always on television. Every year, thousands of people wait outside the theatre because they want to see their favourite actors. The actors often pose for photos and talk with the public.

The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold mask.



Oscar



BAFTA



1.14

Read and listen. Then answer the questions in your notebook.

- 1 What do the winners of the Academy Awards receive?
- 2 When is the Oscar ceremony?
- 3 What is the British equivalent of the Oscars?
- 4 What do the winners of the BAFTAs receive?

Is there a film awards ceremony in your country? What is it called?

### Pronunciation

/e/, /u:/ and /aɪ/

a



1.15

Read and listen to the words.

/e/	director	ceremony	every
/u:/	statue	who	blue
/aɪ/	writer	why	like

b Listen again and repeat.

# Unit 1 Language Reference

## Vocabulary Film types



action / horror / war



action / western



adventure / science-fiction / thriller



romantic comedy



adventure / fantasy



animated / comedy



musical

**TV programmes** cartoon chat show comedy documentary drama game show  
reality show soap opera sports programme the news

## Grammar Present simple

Affirmative	Negative	Interrogative	Short answers
I / You <b>love</b> films.	I / You <b>do not like</b> war films.	<b>Do</b> I / you like films?	Yes, I <b>do</b> .
He / She / It <b>loves</b> films.	He / She / It <b>does not like</b> films.	<b>Does</b> he / she / it like films?	No, she <b>doesn't</b> .
We / You / They <b>love</b> films.	We / You / They <b>do not like</b> films.	<b>Do</b> we / you / they like films?	Yes, we <b>do</b> .

## Question words

Question words		Adverbs of frequency		Adjective	Adverb
What's your name?	My name's David.	0%	never	Regular	Regular
Where are you from?	I'm from Seville.		hardly ever	bad	badly
When's your birthday?	It's in March.		sometimes	slow	slowly
Who's Lucy?	She's my cousin.		often	beautiful	beautifully
Why are you happy?	It's my birthday.		usually	wonderful	wonderfully
How often do you buy DVDs?	I never buy them.	100%	always	Irregular	Irregular
				good	well
				fast	fast

## Speaking Talking about likes and dislikes.

I **like** romantic comedies.  
I **don't like** horror films. They're awful.  
I **really like** them.

I **can't stand** them.  
I **don't mind** science-fiction.  
They're great.



# Unit 1 Progress Check

## Vocabulary Film types

- 1 Order the letters then write the film types in your notebook.

- 1 tedmiana
- 2 eenrstw
- 3 aafnsty
- 4 niotac
- 5 ehllrrt

## TV programmes

- 2 Write the types of TV programme.



## Grammar Present simple

- 3 Complete the sentences with the correct form of the verbs in brackets.

- 1 I ... (love) film awards ceremonies.
- 2 He ... (get) DVDs at the weekend.
- 3 My parents ... (not go) to the cinema.
- 4 He ... (not download) films.
- 5 ... you ... (watch) much TV during the week?

## Question words

- 4 Complete the questions with the words in the box.

how when where who why

- 1 ... do you watch TV, in the morning or in the evening?
- 2 ...'s your favourite actor?
- 3 ... do you like him / her?
- 4 ... often do you watch cartoons?
- 5 ... do you do your homework?

## Adverbs of frequency

- 5 Order the words to make sentences.

- 1 often / am / tired / on Mondays / I / .
- 2 the cinema / We / twice a month / go to / .
- 3 the internet / hardly ever / My dad / uses / .
- 4 goes / My uncle / always / at night / for a walk / .
- 5 watch / every day / I / sports programmes / .

## Adverbs of manner

- 6 Complete the sentences with the adverb form of the words in bold.

- 1 I'm a **good** football player. I play ... .
- 2 She's got a **beautiful** voice. She sings ... .
- 3 My pictures are **terrible**. I draw ... .
- 4 We're **brilliant** at dancing. We dance ... .
- 5 Mark is **bad** at exams. He often does ... at exams.

## Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- film types?
- TV programmes?
- present simple?
- question words?
- adverbs of frequency?
- adverbs of manner?

## Extra Practice

If you need extra practice, go to:

- Unit 1 Grammar Reference
- Unit 1 Vocabulary Reference
- Unit 1 Grammar Exercises
- Unit 1 Vocabulary Exercises

Crystal Clear  
Self-Check ✓



Extra Practice



# 2

# Outdoor survival

## Objectives

<b>Vocabulary</b>	Outdoor activities; feelings
<b>Grammar</b>	Present continuous for activities in progress; present simple and present continuous; present continuous for future arrangements; adjectives + ed + ing; prepositions of place
<b>Speaking</b>	Making plans
<b>Writing</b>	A blog entry; conjunctions

## Vocabulary

### Outdoor activities


- 1  1.16 Listen and repeat the words. Match them with pictures 1–10.

build • camp • chop • climb • cook • find • fish • hike • look for • sleep



- 2 Circle the correct words.

- 1 I sometimes **camp** / **find** in the mountains with my family.
- 2 We often **hike** / **fish** in the river for our food.
- 3 We usually **sleep** / **climb** in a big tent.
- 4 Sometimes, my mum and dad **build** / **chop** a shelter from wood.
- 5 In the morning, we **look for** / **cook** wild fruit for our breakfast.

- 3  1.17 Listen to Erik and John. What outdoor activities does John do?

- 4  In pairs, ask and answer questions about the outdoor activities you do.

Do you do any outdoor activities?

Yes, I hike and I climb mountains.





### Microblogging and a wiki page

1 Look at the photos and title. What do you think 'wild camping' means?

2  1.18 Read and listen to the texts. Check your answer to exercise 1.

## Wild Camping

• Home

• Videos

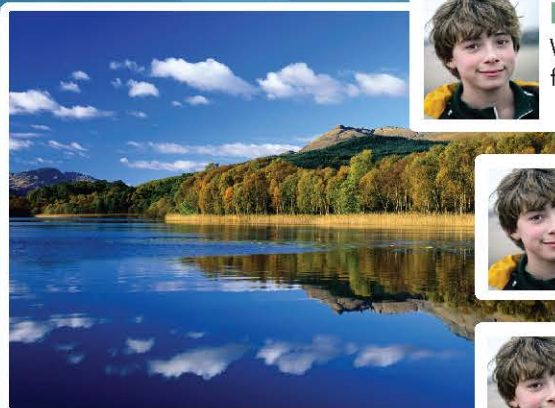
• Web map



Marco Adams @MarcoGAdams • 5 h

I'm with Ollie. We're hiking in Scotland. Awesome view!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 3 h

We're looking for a place to sleep. There's an old building a few miles away, but it's getting dark. The beach looks good!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 2 h

We're **putting up** the tent. The **waves** are crashing onto the beach - Ollie's worried!

Open Favourite Repost Reply



Marco Adams @MarcoGAdams • 1 h

Ollie's outside. I'm relaxing in my sleeping bag. Tomorrow, we're getting up with the sun. Good night!

Open Favourite Repost Reply



Wild camping is a popular outdoor activity in Britain. It means camping **without** the comforts of a campsite, like showers or shops.

Everyone can enjoy wild camping – you just need a sleeping bag, a tent and some warm clothes. It's also a good idea to learn some basic **survival skills**: how to build a shelter, find food or purify water. It's very important to respect the natural environment. Don't build fires or chop down trees and always take away your rubbish.

**Phoebe Smith** is an expert wild camper. She often tweets or blogs about her adventures and is the author of a book about wild camping called **Extreme Sleeps**. She goes camping in all weather. She usually sleeps in a tent, but she also camps in caves or old buildings. And when the weather is good, she sometimes sleeps outside under the stars.

### Crystal Clear Facts

You can go wild camping anywhere in Scotland. In the rest of Britain, you need permission first.

3 Read the texts again. Correct the information **underlined** in these sentences.

- 1 Marco and Ollie decide to camp in an old building.
- 2 Ollie is excited about the waves.
- 3 Tomorrow, Marco and Ollie are getting up late.
- 4 Only experts can go wild camping.
- 5 Phoebe Smith never sleeps in a tent.

4 Answer the questions in your notebook.

- 1 What survival skills does the text mention?
- 2 What 'dos' and 'don'ts' for wild camping does it mention?



## Present continuous for activities in progress

Affirmative	Negative	Interrogative	Short answers
I'm camping.	I'm not camping.	Am I camping ... ?	Yes, I am.
He / She / It's camping.	He / She / It isn't camping.	Is he / she / it camping ... ?	No, he isn't.
We / You / They're camping.	We / You / They aren't camping.	Are we / you / they camping ... ?	Yes, they are.

- 1 Complete the sentences with the present continuous form of the verbs in brackets.

- These young people ... (learn) how to sail.
- They ... (sleep) on the catamaran for a week.
- The instructor ... (demonstrate) the safety instructions.
- The cook ... (make) dinner in the kitchen.
- They ... (have) a fantastic time!



- 2 Complete the text with the present continuous affirmative and negative form of the verbs in brackets.

Zaida's  
BLOG

Home | Recent post

My name is Zaida and I <sup>(1)</sup> ... (write) my diary on a catamaran. I <sup>(2)</sup> ... (share) a cabin with Shannon and Kiera. At the moment, they <sup>(3)</sup> ... (not work) on the boat. My brother Mario is also here but today he <sup>(4)</sup> ... (not feel) well. He <sup>(5)</sup> ... (rest) on his bed. We <sup>(6)</sup> ... (try) lots of new activities. It's great!

Posted by Zaida, 16:32

- 3 Write complete questions in your notebook.

you / eating well?

*Are you eating well?*

- you / sleep in a bed?
- the sun / shine?
- Mario / make / new friends?
- Shannon and Kiera / have / a good time?
- you / swim / in the sea?

- 4 1.19 Listen to Zaida and her mum. Check your answers to exercise 3.

## Present simple and present continuous

### Present simple

What **does** she usually **do** on Fridays?

She usually **works**.

### Present continuous

What is she **doing** today?

She's **camping** with her friends.

- 5 Copy and complete the table using the time expressions in the box.

always   at the moment   every weekend  
never   now   once a week   on Mondays  
this week   today   usually

### Present simple

always

### Present continuous

## Prepositions of place





6 Circle the correct words.

Charlie and Leah are friends ...

- 1 but they usually **do** / **are doing** completely different things.
- 2 Charlie is sporty. He always **plays** / **is playing** sports.
- 3 Leah is very different. She **sings** / **is singing** in the choir once a week.
- 4 This week they **swap** / **are swapping** families.
- 5 Charlie **stays** / **is staying** with Leah's family at the moment and Charlie's parents **look after** / **are looking after** Leah.

7 Ask and answer the questions. Use the words below and the present simple or present continuous.

What / you / do / now?

*What are you doing now?*

- 1 What / sports / you / usually / do?
- 2 How often / you / go camping?
- 3 What / your teacher / do / at the moment?

9 Complete the dialogue with the correct form of the verbs in brackets.

- Tim What <sup>(1)</sup>... you ... (do) after school today?  
 Jon Well, I usually <sup>(2)</sup>... (go) to Scouts on Fridays.  
 Tim <sup>(3)</sup>... you ... (go) today?  
 Jon No, I'm not. They <sup>(4)</sup>... (camp) this weekend, but I <sup>(5)</sup>... (not go).  
 Tim We <sup>(6)</sup>... (go) fishing this afternoon. Do you want to come?  
 Jon Yeah, OK. What time?  
 Tim We <sup>(7)</sup>... (meet) at five o'clock by the river.  
 Jon Do I need to bring anything?  
 Tim No, you don't. My dad always <sup>(8)</sup>... (bring) the equipment.  
 Jon OK. See you then!

10



1.20

Listen and check your answers.

## Present continuous for future arrangements

### Present continuous for future arrangements

I'm playing tennis **tomorrow afternoon**.

You're sleeping on a boat **next week**.

He's camping in the forest **on Saturday**.

They aren't hiking **at the weekend**.

What are you doing **this evening**?

8 Look at Erik's diary. Complete his plans with the time expressions in the box in your notebook.

on Friday on Saturday morning  
 this afternoon tomorrow morning  
 on Saturday evening

Wednesday 15	Thursday 16	Friday 17	Saturday 18
	9 am: English exam		10 am: swimming with Dad
5 pm: basketball		7 pm: pizza with friends	7 pm: Jon's party!

- 1 I'm playing basketball ...
- 2 We're having an English exam ...
- 3 My friends are having pizza with me ...
- 4 My dad and I are going swimming ...
- 5 Jon is having a party ...

Crystal Clear  
**Grammar**

1 2 3 4 5 6 7 8 9



Grammar Reference

Unit 2

21

## Vocabulary

### -ed / -ing adjectives

1



Listen and repeat the words. How do you say them in your language?

annoyed / annoying • bored / boring • excited / exciting • frightened / frightening •  
interested / interesting • surprised / surprising • tired / tiring • worried / worrying

2

Look at the example and complete the rules with -ed or -ing.

The couple are frightened because the forest is frightening.

a) We use ... adjectives to describe how we feel.

b) We use ... adjectives to describe the thing or person that causes the feeling.

3

Circle the correct words.

1 John is bored / boring because the film is bored / boring.

2 The results of the experiments are very surprised / surprising. The scientists are worried / worrying.

3 I'm annoyed / annoying because my friend is late – again! It's very annoyed / annoying when people are always late.

4 We're tired / tiring because it's very late, but the documentary is really interested / interesting.

4

Write sentences about yourself using -ed / -ing adjectives.

## Listening

5

Read the information about a TV programme. What type of programme is it?

**Life with a Tribe** Channel 3 9 pm

Watch how Charlie Timms and his family are surviving, as they live and eat with a tribe in the African savannah in this new documentary series.



6



Listen to the interview with Charlie Timms.  
Write true or false in your notebook.

- 1 Charlie is getting up at the same time as always.
- 2 Today, he is making lunch for a lot of people.
- 3 He's feeling nervous because he doesn't like fishing.
- 4 At the moment, his children are resting.
- 5 His children are learning many new skills.

- 1 Why is Charlie getting up at 6 o'clock?
- 2 What is Charlie doing later?
- 3 What are in the river?
- 4 What are his children doing now?

7

Listen again and answer the questions.





# Speaking

## Making plans / Before a weekend trip

### Model Dialogue



**Irina**

Are you **camping** with the **school** **this weekend**?

Good idea! Are you free after school tomorrow?

Yes, that's fine. Where shall we meet?

OK. What time?

Great! See you then!

**David**



Yes, I'm really excited! Let's buy **the food** together.

Sorry, I'm playing football. What about on **Thursday afternoon**?

What about **in front of the supermarket**?

How about meeting **at half past four**?

- 1 Listen to the dialogue. Where are Irina and David going this weekend?

- 2 Listen again and repeat the dialogue.

- 3 Write the sentences in the correct order in your notebook.

- a) OK. What time?
- b) Sorry, I'm studying. What about tomorrow?
- c) Are you going on the school trip next week? 1
- d) How about meeting at half past nine?
- e) Yes! Let's buy a map together.
- f) Good idea! Are you free this afternoon?

### Speaking Task

#### 1 Talk about a weekend trip

Read the posters and choose a trip.

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

Are you going on the sailing weekend?

Yes, I'm really excited! Let's buy our shoes together.



### Useful Language Making plans

**Are you** camping with the school this weekend?  
**Good idea!** **Are you** free after school tomorrow?  
 Yes, that's fine. **Where** shall we meet?  
 OK. **What** time?

**Yes!** Let's buy our food **together**.  
**What about** on Thursday afternoon?  
**What about** in front of the supermarket?  
**How about** meeting at half past four?

# Writing

## A blog entry

1



Read the Model Text and listen. Then answer the questions in your notebook.

- 1 Where is Tommy?
- 2 What is he doing on the first day?
- 3 Who is he with?
- 4 Is everyone having a good time?



### Model Text



We're in Cornwall, in the southwest of England. Today we're hiking along the coast and I'm excited!

There are three of us in the group. The leader is Michael. He's a PE teacher. He often walks long distances. My dad is with us too. He loves climbing mountains. And finally, there's me. I don't usually like adventures, but I'm having a good time. My sister isn't here because she's studying. She's jealous!

Tonight we're camping outdoors and Michael and Dad are building the shelter. Everyone is happy!

Posted by Tommy, 10:45



2

Look at the Crystal Clear Tips. Find examples of *and*, *but* and *because* in the Model Text.

### i Crystal Clear Tips

#### Conjunctions

Use *and*, *but* and *because* to join sentences.

*We're hiking along the coast and I'm excited!*

*I don't normally like adventures, but I'm having a good time.*

*My sister isn't here because she's studying.*

3

Copy and complete the sentences with *and*, *because* or *but*.

They're looking for food ... they're hungry.

*They're looking for food because they're hungry.*

- 1 He likes fishing ... he doesn't like eating fish.
- 2 I'm chopping wood ... I'm building a fire later.
- 3 It's a fantastic day ... I'm happy.

### Writing Task



#### 1 Plan

Make notes for a blog entry and include:

**Location** *I'm in ...*

**Current activities** *At the moment, I'm / we're ...*

**Your companions** *There are ... of us in the group.*

**Your plans** *Tonight / Tomorrow, I'm / we're...*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1** Your location, what you are doing

**Paragraph 2** Your group

**Paragraph 3** Your plans, your feelings

#### 3 Check

- ☒ present continuous for activities in progress
- ☒ present continuous for future arrangements
- ☒ present simple
- ☒ vocabulary for outdoor activities and feelings
- ☒ conjunctions



## SUMMER CAMPS

Every year, more than 10 million young people go to one of the 12,000 summer camps across the USA. There are speciality camps where children learn specific skills. There are adventure camps where children sleep outdoors, hike in the mountains or swim in the sea. There are sports camps and even rock camps where young people learn to play musical instruments.

In the UK, Woodcraft Folk organizes summer camps during the school holidays. Thousands of teenagers called Venturers aged between 13 and 15 attend the camps. They learn practical survival skills such as building shelters and cooking outdoors. They also learn about the environment, world peace and global issues. The teens in this photo are making a fire. There are also games and competitions. This year, they're having a competition to design a new membership badge.



1.25

Read and listen. Then answer the questions.

- 1 How many people go to summer camps in the USA?
- 2 What different kinds of summer camps are there in the USA?
- 3 What do children learn about at the Woodcraft Folk camps?
- 4 What competition is Woodcraft Folk having this year?

What summer camps are there in your country?

### Pronunciation

/s/

a



1.26

Listen and repeat.

summer sleep swim survival

b



1.27

Listen to the sentence and repeat.

At some summer camps you can swim in the sea.



## Unit 2 Language Reference

### Vocabulary Outdoor activities



build



camp



chop



climb



cook



find



fish



hike



look for



sleep

**Feelings** angry bored embarrassed excited jealous nervous pleased sad scared  
surprised tired worried

### Grammar Present continuous for activities in progress

Affirmative	Negative	Interrogative	Short answers
I <b>am</b> camping tonight.	I <b>am not</b> camping tonight.	Am I camping tonight?	Yes, I <b>am</b> .
He / She / It <b>is</b> camping tonight.	He / She / It <b>is not</b> camping tonight.	Is he / she / it camping tonight?	No, she <b>isn't</b> .
We / You / They <b>are</b> camping tonight.	We / You / They <b>are not</b> camping tonight.	Are we / you / they camping tonight?	Yes, we <b>are</b> .

### Present simple and present continuous

<b>Present simple</b>	My friend usually <b>sleeps</b> in a bed.
<b>Present continuous</b>	She <b>is sleeping</b> in a tent now.

### Present continuous for future arrangements

You're sleeping on a boat **next week**.

What are you doing **this evening**?

### Speaking Making plans

**Are you** camping with the school this weekend?

Good idea! **Are you free** after school tomorrow?

Yes, that's fine. **Where shall we** meet?

OK. What time?

**Let's** buy our food **together**.

**What about** on Thursday afternoon?

What about in front of the supermarket?

**How about** meeting at half past four?



## Unit 2 Progress Check

### Vocabulary Outdoor activities

- 1 Match 1–5 with a–e to make outdoor activities. Write them in your notebook.

- |         |                     |
|---------|---------------------|
| 1 build | a) food             |
| 2 chop  | b) wood             |
| 3 climb | c) trees            |
| 4 hike  | d) in the mountains |
| 5 cook  | e) shelters         |

### -ed / -ing adjectives

- 2 Complete the sentences with the correct form of the words in brackets.1

- 1 They are very late. I am ... (worry).
- 2 The film was really ... (bore).
- 3 Were you ... (surprise) when you saw me?
- 4 I'm reading a really ... (interest) book.
- 5 Jackie was very ... (annoy) when Ruth arrived late again.

### Grammar Present continuous for activities in progress

- 3 Complete with the correct form of the verbs in brackets in your notebook.

- 1 He ... (climb) trees.
- 2 They ... (not build) a camp.
- 3 ... she ... (fish) today?
- 4 I ... (not chop) wood now.
- 5 We ... (sleep) outdoors tonight.

### Present simple and present continuous

- 4 Circle the correct words.

- 1 My cousin lives / is usually living in New York.
- 2 At the moment he stays / is staying with us.
- 3 In New York he plays / is playing basketball every day.
- 4 He doesn't play / isn't playing basketball today.
- 5 We fish / are fishing in the river now.

### Present continuous for future arrangements

- 5 Complete with the correct form of the verbs in brackets.

- 1 I ... (eat) pizza for dinner today.
- 2 We ... (have) a maths test tomorrow.
- 3 ... they ... (hike) on Saturday?
- 4 My teacher ... (not work) next week.
- 5 I ... (study) history next month.

### Prepositions of place

- 6 Complete the sentences with the correct preposition.

- 1 I have a meeting ... London.
- 2 The prices are ... this menu.
- 3 The library is ... the bank and the museum.
- 4 Our school is ... the park.
- 5 There's a small garden ... the house, and a big garden ... it.
- 6 The cat isn't ... the chair. It's ... the chair!





### Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- outdoor activities?
- ed / ing?
- present continuous?
- present continuous for future arrangements?
- present simple and present continuous?
- prepositions of place?

### Extra Practice

If you need extra practice, go to:

-  Unit 2 Grammar Reference
-  Unit 2 Vocabulary Reference
-  Unit 2 Grammar Exercises
-  Unit 2 Vocabulary Exercises

Crystal Clear  
**Self-Check** ✓



# 3

## Historical events

### Objectives

<b>Vocabulary</b>	Travel verbs; natural disasters
<b>Grammar</b>	Past simple; past time expressions; <i>be</i> : past simple; <i>could</i> / <i>couldn't</i>
<b>Speaking</b>	Asking for information
<b>Writing</b>	A biography; time prepositions

### Vocabulary

#### Travel verbs

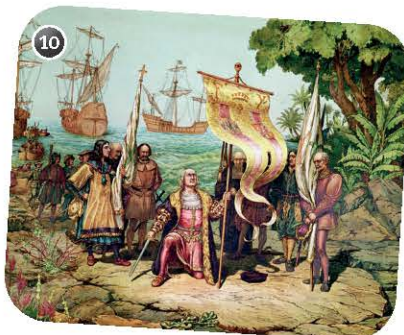
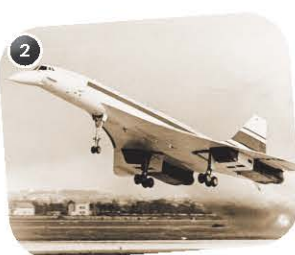
1



1.28

Listen and repeat the words. Match them with pictures 1–11.

arrive • discover • drive • explore • fly • land • leave • ride • sail • take off • travel



2

Complete the phrases with the verbs in exercise 1. Use as many as possible.

*discover, explore* a new country

- 1 ... a new planet
- 2 ... in a balloon
- 3 ... across an ocean
- 4 ... around the world
- 5 ... an elephant

3



1.29

Listen to Ali and James. Which journey do they want to do?

4



In pairs, ask and answer questions about a journey.

Which journey do you want to do?

I want to sail around the world.





# Food origins

A lot of food started its life in very different countries. European explorers took apples and onions to America in the 16th century. They brought potatoes, tomatoes and chocolate back to Europe. Rice began its journey to Europe in China. But what about other favourites?

**Persians** grew sugar and in the 7th century they were the first people to use it to cook biscuits. After the Arabs invaded Persia, they took biscuits to the rest of their empire, including Spain. Later, Spanish **traders** took biscuits to northern Europe, and when the English and Spanish sailed to North America, they made them there. These are the origins of the American cookie.

**Many people** think that Marco Polo discovered pasta in China, but this isn't true. In the 1st century, the Greeks ate a type of lasagne. But the Arabs were responsible for modern pasta because they introduced **wheat flour** to Sicily. Pasta, as we know it, was created in Italy in the 13th or 14th century.

**Ice desserts** were popular a long time ago. The Persians (400BC) and the Chinese (200BC) enjoyed snow and ice with fruit and honey. Marco Polo discovered a technique for making ice desserts in China and transported it to Italy. The first ice cream made with milk and cream appeared in 1718 in England!



1 Which countries do you think this food originally comes from?

- a) biscuits      b) pasta      c) ice cream

2  1.30 Read and listen. Check your answers to exercise 1.

3 Read the text again. Answer the questions.

- 1 What did European explorers take to America?
- 2 What did explorers bring to Europe?
- 3 What did the Persians cook before the Europeans?
- 4 Why were the Arabs responsible for modern pasta?
- 5 What did Marco Polo discover?

4 Complete the sentences with the words in the box.

biscuits    fruit    pasta    tomatoes

- 1 Originally, ... were from America.
- 2 You need wheat flour to make modern ...
- 3 There were ... in Spain before other countries in the north of Europe.
- 4 They put ... in the snow to make a dessert.

**i Crystal Clear Facts**

Cookie comes from *kokje*, which is the Dutch word for 'little cake'.



## Past simple

	Affirmative	Negative	Interrogative
Regular	I cooked He / She / It cooked We / You / They cooked	I didn't cook He / She / It didn't cook We / You / They didn't cook	Did I cook ... ? Did he / she / it cook ... ? Did we / you / they cook ... ?
Irregular	I began He / She / It began We / You / They began	I didn't begin He / She / It didn't begin We / You / They didn't begin	Did I begin ... ? Did he / she / it begin ... ? Did we / you / they begin ... ?

### 1 Complete the sentences with the past simple form of the verbs in brackets.

- We ... (sail) across the English Channel last summer.
- The aeroplane ... (land) on time.
- They ... (travel) by train to Valencia.
- Magellan ... (try) to sail around the world but he ... (die) in the Philippines.

### 2 Complete the text with the past simple affirmative form of the verbs in brackets.



#### The history of the potato

Europeans first *discovered* (discover) potatoes in Peru. Sailors <sup>(1)</sup>... (take) the potatoes on their ships. They <sup>(2)</sup>... (eat) them as they <sup>(3)</sup>... (sail) across the ocean. They <sup>(4)</sup>... (bring) the potatoes to Europe. Potatoes <sup>(5)</sup>... (become) very popular in Ireland.

### 3 Rewrite the sentences and correct the historical facts.

- Columbus sailed the Pacific in 1492. (Atlantic)  
*Columbus didn't sail the Pacific in 1492.*  
*He sailed the Atlantic in 1492.*
- Captain Cook explored Alaska. (Australia)
  - European explorers took elephants to the Americas. (horses)
  - Alexander the Great rode an elephant. (horse)
  - Neil Armstrong landed on the moon in October, 1969. (July)

### 4 Write questions with the past simple.

- how many ships / Christopher Columbus / have?
- when / they / discover / Pompeii?
- where / Marco Polo / go?
- when / Hillary / climb Everest?

### 5 Order the words to make questions. Then answer the questions so they are true for you.

- you / What / yesterday / eat / did / ?
- Did / use / you / last night / a computer / ?
- speak / English / Did / you / five years ago / ?

### i Crystal Clear Rules

We use time expressions with the past simple: *last night, on Monday, yesterday, in 2009, two years ago.*



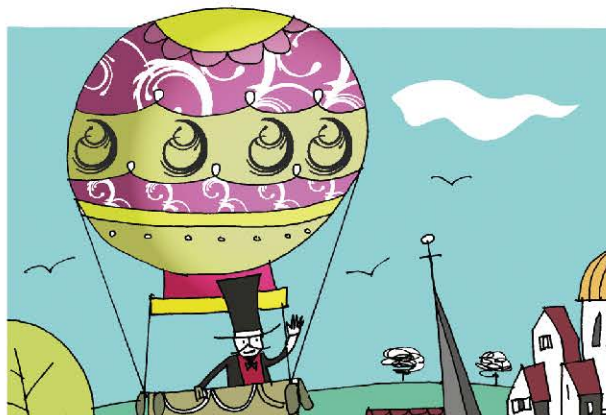
## be: past simple

Affirmative	Negative	Interrogative	Short answers
I was	I wasn't	Was I ... ?	Yes, I was.
He / She / It was	He / She / It wasn't	Was he / she / it ... ?	No, he wasn't.
We / You / They were	We / You / They weren't	Were we / you / they ... ?	Yes, they were.

- 6 Complete the sentences with the past simple affirmative or negative form of **be**.

*Around the World in Eighty Days* is a story about a man's journey around the world.

- The man's name ... Phileas Fogg. (be)
- Phileas ... alone on his journey. (not be)
- They ... in many countries in the story. (not be)
- They ... in hot-air balloons, ships and trains in the story. (be)
- It ... Saturday when they arrived home. They finished their journey exactly on time! (be)



- 7 Complete the sentences with **could** or **couldn't** and the verbs in brackets.

- My sister ... (ride) a bike when she was three. She was great!
- We ... (speak) English five years ago but we can now.
- I ... (go) to the cinema because I wasn't at school.
- In 1770, Captain Cook ... (travel) by car.

### i Crystal Clear Rules

We use **could** / **couldn't** to talk about ability and possibility in the past.

*In the 16th century, you **could** sail across the Atlantic but you **couldn't** fly.*

- 8 Circle the correct words.

- Mum What <sup>(1)</sup>do you do / are you doing, Laura?
- Laura I <sup>(2)</sup>do / 'm doing my history homework.
- Mum I <sup>(3)</sup>love / 'm loving history. Do you want some help?
- Laura Oh, yes please. I <sup>(4)</sup>write / 'm writing about Queen Victoria, but I've got a question. Where <sup>(5)</sup>did / does she live?
- Mum I <sup>(6)</sup>wasn't / weren't alive then! We could <sup>(7)</sup>check / checking on the internet!
- Laura OK. Where's your laptop?
- Mum Oh no! I <sup>(8)</sup>leave / left it at work.
- Laura Oh, Mum!

## Crystal Clear Grammar

1 2 3 4 5 6 7 8 9

9



1.31

Listen and check your answers.



Grammar Reference

Unit 3

31



# Vocabulary

## Natural disasters

1



Listen and repeat the words. How do you say them in your language?

drought • earthquake • famine • fire • floods • hurricane • landslide • tornado • tsunami • volcanic eruption

2

Match pictures 1–6 with the natural disasters in exercise 1. Which disasters are not in the pictures?



3

Circle the correct words.

- 1 There was a potato **famine** / **landslide** in Ireland from 1845 to 1852. People had nothing to eat and about one million people died.
- 2 In 2007, there were **hurricanes** / **floods** in the south of England. The water was 90 cm high.
- 3 In 1988, there was a terrible **tsunami** / **fire** in Lisbon, the capital of Portugal. Many houses and shops burned down.
- 4 There was a huge **volcanic eruption** / **earthquake** in Iceland in 2010 and many planes couldn't fly because of the cloud of volcanic ash.
- 5 **Tornados** / **Droughts** are a problem in many countries where there isn't much rain. The longest was in the Atacama Desert in Chile. It began in 1571 and finished in 1971.

## Listening

4



Listen to a description of two famous natural disasters. Answer the questions.

- 1 What four types of natural disaster are mentioned?
- 2 Where did they occur?

5

Listen again and complete the sentences with words from the description.

- 1 Mount Vesuvius erupted nearly ... years ago.
- 2 A Spanish engineer ... Pompeii in 1747.
- 3 The volcanic ash preserved Pompeian life as it was in AD...
- 4 Immediately after the Lisbon earthquake, there was a ...
- 5 Buildings burned and disappeared into the ...
- 6 They rebuilt the city with buildings that could resist ...





# Speaking

## Asking for information / At the library

### Model Dialogue



**Librarian**

Hi! Can I help you?

What information do you need?

Look at the books in the **history section**. You can also use the internet.

10 minutes later

Did you find any information on **Captain Scott**?

**Mia**



Yes. I'm looking for information about **explorers**.

I want to find out about **Captain Scott**.

Great, thanks!

Yes, I did. The books were very useful. Thanks.

1



Listen to the dialogue.  
Where can Mia find the information she needs?

2

Listen again and repeat the dialogue.

3

Write the sentences in the correct order.

- There are some books in the art section. You can also use the internet.
- I want to find out about Picasso.
- Yes, I did. The internet was very useful.
- What type of information do you need?
- I'm looking for information for my art and design project. **1**
- Did you find any information on Picasso?

### Speaking Task



#### 1 Talk about getting information

Look at the homework diary below and decide what information you need.

Wednesday 12<sup>th</sup>

*Geology: volcanoes*

Thursday 13<sup>th</sup>

*English literature: Shakespeare*

Friday 14<sup>th</sup>

*Music: flamenco singers*

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

Can I help you?

I'm looking for information about **volcanoes**.

### Useful Language Asking for information

Can I help you?

What type of information do you need?

Look at the **books** in the **history section**.

Yes. I'm **looking for** information about **explorers**.

I **want to find out** about **Captain Scott**.

## Writing

### A biography

1



Read the Model Text and listen. Then answer the questions in your notebook.

- 1 What was Leonardo da Vinci's job?
- 2 Where was he born?
- 3 What famous works did he paint?

#### Model Text



Leonardo da Vinci was a painter, a sculptor and an inventor. He was born in Vinci, near Florence, on 15th April 1452.

He didn't go to school, but he studied maths, Latin and geometry at home. He was also interested in science and anatomy. He was very good at art. When he was 14, he started to work for a famous painter and learnt techniques with him.

In 1482, he went to live in Milan. From this time on, Leonardo painted his most famous works, for example, *The Last Supper*. He painted *The Mona Lisa* in about 1505. He also invented things. For example, he designed a flying machine similar to the modern helicopter.



2

Look at the Crystal Clear Tips. Find examples of time prepositions in the Model Text.

#### i Crystal Clear Tips

##### Time prepositions

Use *on* before days and dates:

*Leonardo was born on 15th April.*

Use *at* before times:

*He was born at 10.30 pm.*

Use *in* before months and years:

*Leonardo died in May 1519.*

3

Complete the sentences with *on*, *at* or *in* in your notebook.

- 1 The British explorer Captain James Cook was born ... 1728.
- 2 He married Elizabeth Batts ... 21st December 1762.
- 3 His first expedition began ... 1768.  
He sailed from England to Australia.
- 4 He first saw Australia ... 19th April ... 6 am.
- 5 He died ... St Valentine's Day 1779 in Hawaii.

#### Writing Task



##### 1 Plan

Choose a famous person. Make notes to write a biography and include:

**Name, occupation, date and place of birth ...**

*He / She was a ... He / She was born in ...*

**Education and work** *He / She studied ...*

*He / She worked ...*

**Life and achievements** *He / She painted / discovered / invented ...*

##### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1** Name, occupation, date and place of birth

**Paragraph 2** Education and work

**Paragraph 3** Life and achievements

##### 3 Check

- ☒ past simple
- ☒ *was / were*
- ☒ verbs of discovery
- ☒ vocabulary for time prepositions





## EXPLORERS

On 29th May 1953, Edmund Hillary and Tenzing Norgay became the first men to climb to the top of Mount Everest. They took some photos, and buried some sweets and biscuits in the snow for the gods. They began their descent after 15 minutes because they didn't have much oxygen.

Edmund Hillary was a mountaineer and explorer from New Zealand. When he was at secondary school, he climbed Mount Ollivier (1,933m) in New Zealand. After Everest, Hillary made several expeditions to the Antarctic. He died in 2008.

Tenzing Norgay was a mountain guide from Nepal. He made his first expedition to Everest when he was 19. He died in 1986.



1.36

Read and listen. Then answer the questions.

- 1 Why are Edmund and Tenzing famous?
- 2 How long were they at the top of Mount Everest?
- 3 Who were the two men?
- 4 Where were they from?

What famous explorers come from your country?

### Pronunciation

/ʊ/, /ɔ:/ and /eɪ/

a



1.37

Read and listen to the words.

/ʊ/	took	looked
/ɔ:/	more	saw
/eɪ/	May	made

b Listen again and repeat.



## Unit 3 Language Reference

### Vocabulary Travel verbs



arrive



discover



drive



explore



fly



land



leave



ride



sail



take off



travel

**Natural disasters** drought earthquake famine fire floods hurricane landslide  
tornado tsunami volcanic eruption

### Grammar Past simple

	Affirmative	Negative	Interrogative
<b>Regular</b>	I cooked dinner. He / She / It cooked dinner. We / You / They cooked dinner.	I <b>did not</b> cook dinner. He / She / It <b>did not</b> cook dinner. We / You / They <b>did not</b> cook dinner.	<b>Did</b> I cook dinner? <b>Did</b> he / she / it <b>cook</b> dinner? <b>Did</b> we / you / they <b>cook</b> dinner?
<b>Irregular</b>	I <b>began</b> to talk. He / She / It <b>began</b> to talk. We / You / They <b>began</b> to talk.	I <b>did not</b> begin to talk. He / She / It <b>did not</b> begin to talk. We / You / They <b>did not</b> begin to talk.	<b>Did</b> I begin to talk? <b>Did</b> he / she / it <b>begin</b> to talk? <b>Did</b> we / you / they <b>begin</b> to talk?

### be: past simple

Affirmative	Negative	Interrogative	Short answers
I <b>was</b> at home.	I <b>was not</b> at home.	<b>Was</b> I at home?	Yes, I <b>was</b> .
He / She / It <b>was</b> at home.	He / She / It <b>was not</b> at home.	<b>Was</b> he / she / it at home?	No, he <b>wasn't</b> .
We / You / They <b>were</b> at home.	We / You / They <b>were not</b> at home.	<b>Were</b> we / you / they at home?	Yes, they <b>were</b> .

### Speaking Asking for information

Hi! Can I help you?

Yes. I'm looking for information about explorers.

What type of information do you need?

I want to find out about Captain Scott.

Look at the books in the history section.



## Unit 3 Progress Check

### Vocabulary Travel verbs

1 Circle the correct words.

- 1 Columbus **sailed / arrived** in a ship across the ocean.
- 2 Amelia Earhart was the first woman to **ride / fly** solo across the Atlantic in 1932.
- 3 Neil Armstrong **discovered / landed** on the moon in 1969.
- 4 The Concorde first **took off / drove** in 1976.
- 5 Robots are **exploring / travelling** Mars at the moment.

### Natural disasters

2 Look at the pictures and write the correct words in your notebook.

fire drought earthquake  
tornado floods



### Grammar Past simple

3 Complete the text with the past simple form of the verbs in brackets.

I <sup>(1)</sup>... (arrive) home yesterday at 4 pm.  
I <sup>(2)</sup>... (be) alone in the house so I <sup>(3)</sup>... (sit) down on the sofa with a book – a biography about Captain Cook. I <sup>(4)</sup>... (begin) to read and I <sup>(5)</sup>... (read) it for seven hours!

4 Order the words to make questions. Then answer the questions.

- 1 study / Did / you / history / at the weekend / ?
- 2 your dad / did / buy / his first car / When / ?
- 3 you / English / study / Did / at primary school / ?
- 4 Did / three months ago / you / Lisbon / visit / ?
- 5 you / arrive / What time / home / did / last night / ?

### could / couldn't

5 Complete the sentences with *could* or *couldn't* and the verb in brackets in your notebook.

- 1 He ... (hear) the mobile. It was on silent.
- 2 We ... (say) the alphabet when we were ten.
- 3 I ... (go) to the party. I was ill.
- 4 You ... (write) your name when you were six.
- 5 She ... (make) lunch. There was no electricity.

Crystal Clear  
Self-Check ✓

### Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- travel verbs?
- natural disasters?
- past simple: regular and irregular verbs?
- past time expressions?
- *be*: past simple?
- *could* / *couldn't*?

### Extra Practice

If you need extra practice, go to:

- Unit 3 Grammar Reference
- Unit 3 Vocabulary Reference
- Unit 3 Grammar Exercises
- Unit 3 Vocabulary Exercises



Extra Practice



# Revision Units 1–3

## Vocabulary

- Film types
- TV programmes
- Outdoor activities

- Feelings
- Travel verbs
- Natural disasters

Work with a partner to complete the sentences in your notebooks. Who finishes first?

**START**



You feel s... when you watch a horror film.



She is c... wood.



This is a t...



I r... horses.



The opposite of *excited* is b...



A film that makes you laugh. It's a c...



Which 'h' is a walk in the countryside?



S... programmes show football and cycling on TV.



To s... means to travel by boat.

**FINISH**



Which 'c' do you do with a tent?



## Grammar

- Present simple
- Present simple and present continuous
- Past simple
- Question forms
- Adverbs of manner
- Adverbs of frequency
- Present continuous for future arrangements
- be: past simple
- Past time expressions
- could / couldn't

### Present simple

- 1 Complete the sentences with the present simple form of the verbs in the box.



be have got live paint produce visit

- 1 Jacob ... in Bristol, in the west of England.
- 2 There ... a lot of street art in Bristol.
- 3 Artists ... images on walls, buildings and pavements.
- 4 People often ... Bristol to see the street art.
- 5 Jacob ... a favourite street artist. His name is Banksy.
- 6 Banksy ... street art all over the world.

### Present simple and present continuous

- 2 Complete the text with the present simple or present continuous form of the verbs in brackets.

My dad <sup>(1)</sup>... (work) for an art gallery. At the moment, my dad and I <sup>(2)</sup>... (look) at Kieron Williamson's paintings. Kieron <sup>(3)</sup>... (be) only 11 years old. He <sup>(4)</sup>... (not draw) today because he's at school. He <sup>(5)</sup>... (not go) to a special school. Kieron's a normal schoolboy and he <sup>(6)</sup>... (love) playing football with his friends.

### Past simple

- 3 Complete the text with the correct form of the verbs in brackets.



The artist Frida Kahlo was born in Mexico in 1907. In 1925, Frida <sup>(1)</sup>... (be) in a terrible bus accident. She <sup>(2)</sup>... (break) a lot of bones. She <sup>(3)</sup>... (spend) many months in hospital.

While she was there, she <sup>(4)</sup>... (start) painting. After many years, she <sup>(5)</sup>... (became) a famous artist. In 1929, she <sup>(6)</sup>... (marry) another Mexican artist, Diego Rivera. She <sup>(7)</sup>... (die) in 1954. She <sup>(8)</sup>... (not have) a long life.

### Question forms

- 4 Order the words to make questions. Then write true answers for you.

- 1 they / Did / play tennis / ?
- 2 like / Do / you / art / ?
- 3 draw pictures / do / you / How often / ?
- 4 your friends / What / do yesterday / did / ?
- 5 in bed / you / at 10 pm last night / Were / ?

### Grammar check

- 5 Circle the correct words.

- 1 We go never / never go camping.
- 2 They are watching / watch the film later.
- 3 We could / couldn't hear the film. It was too noisy in the cinema.
- 4 We bought our boots past week / last week.
- 5 Is there / Are there a book on the table?



# Cultural Awareness: Media



1 How much do you know about media in Britain? Do the quiz.

- 1 In 2012, approximately how many newspapers were sold in the UK every day?
  - a over 20 million
  - b over five million
  - c over two billion
- 2 How many copies of *The Times* are sold every day?
  - a 400,000
  - b 400
  - c 40,000
- 3 What do over 75% of British households have?
  - a mobile phones
  - b websites
  - c personal computers
- 4 What does BBC stand for?
  - a British Baking Competition
  - b British Badminton Channel
  - c British Broadcasting Corporation
- 5 When was the BBC founded?
  - a 1927
  - b 1936
  - c 1930
- 6 Everyone who owns a TV must buy a ...
  - a computer
  - b licence
  - c DVD player



## WATCH

2 Watch the documentary about media and answer the questions.

- 1 How many newspapers were sold in the UK in 2012?
- 2 What year was *The Times* first published?
- 3 What is the difference between the BBC and other TV and radio channels?





# Digital Competence: A digital wall



Read the task and look at the example wall. Find an example of:

- |  |                              |
|--|------------------------------|
| a fact about the history of television | a photo of an old television |
| a video clip showing old adverts       | a link to another page       |

The first TV commercial appeared in the USA in 1941.

[Watch the video!](#)

Ana, today

My favourite programme is *The Simpsons*! Click on this [clip](#), Homer goes to the gym – it's really funny!

David, 2 days ago

Many people helped to invent the television – it wasn't just one person. Paul Gottlieb Nipkow, John Logie Baird and Charles Francis Jenkins all helped.

Ana, 2 days ago

On 25th March 1925, the Scottish inventor John Logie Baird gave the first public demonstration of the television. It was in a shop in London!

David, 4 days ago

The first televisions were black and white. Colour television arrived in 1953.

Ana, 4 days ago

**DID YOU KNOW**

BBC stands for British Broadcasting Corporation. There are no adverts on BBC channels.

Miguel, 4 days ago

**TASK** Create a digital wall. Follow the steps below.

## Step 1

Choose a topic: television, radio or magazines.

## Step 2

Find information, videos and photos about your topic.

## Step 3

Put the information on your wall. Make it look attractive.

## Step 4

Show your wall to your classmates. Ask them to add information!

## Step 5

Read your classmates' walls and add your information. Who has the best wall?





# 4

## Tales from the past

### Objectives

<b>Vocabulary</b>	Character adjectives; verbs of movement
<b>Grammar</b>	Past continuous; past simple and past continuous; <i>when / while</i>
<b>Speaking</b>	Talking about the past
<b>Writing</b>	A narrative; time connectors

### Vocabulary

#### Character adjectives

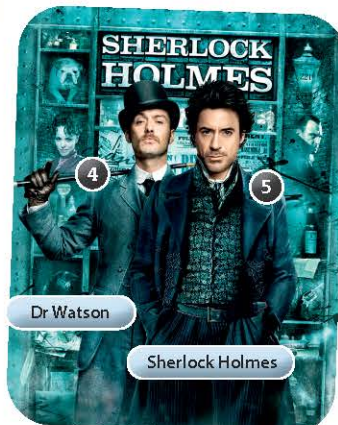
1



1.38

Listen and repeat the words. Match them with characters 1–6 in the pictures.

brave • cheerful • cruel • friendly • funny • kind • lazy • loyal • selfish • shy • stubborn • wise



2

Look at the characters in the pictures and circle the correct adjectives.

1 Ravenna was **cruel** / friendly.

4 Sherlock Holmes was **selfish** / wise.

2 Snow White was **friendly** / stubborn.

5 Robin Hood was **kind** / selfish.

3 King Arthur was **lazy** / brave.

6 Doctor Watson was **loyal** / cruel.

3



1.39

Listen to Jack and Ellie. What does Ellie say about her first friend and her first teacher?

4



In pairs, ask and answer questions about the people in the box.

your first friend    your first teacher

Who was your first friend?

My first friend was Elvira.

What was she like?

She was cheerful and funny.





### Book summaries

## FACT or FICTION?

### 1 Queen Boudicca

In AD 60, Queen Boudicca was *ruling* the east of England when the Romans attacked her people. Boudicca hated the Romans and she attacked them in London while the Roman governor was fighting in Wales. The Romans were **afraid** of Boudicca because she was very brave. In the end, they defeated her army but legend says that Boudicca killed herself.



### 2 The legend of Gelert

A Welsh prince had a dog called Gelert. The dog was very loyal and he often looked after the prince's baby. One day, the prince returned home after a **hunt**. Gelert was sitting outside, covered in blood, but the prince couldn't see his baby. He was furious and he killed Gelert immediately. Then he heard his baby crying. The baby was fine but it was lying next to a dead wolf. Then the prince understood. Gelert killed the wolf to save the prince's baby.

### 3 Robin Hood

Robin Hood was a popular hero. He lived with his friends in Sherwood Forest in the time of King John. John was a cruel and lazy king. He ruled England while his brother, King Richard, was fighting in the **Crusades**. Legend says that Robin and his men robbed the rich aristocrats and gave the money to the poor. But is Robin Hood fact or fiction? Nobody knows.

### i Crystal Clear Facts

In Sherwood Forest, you can visit an 800-year-old tree. Legend says that Robin Hood and his men hid from King John's soldiers in this tree.

1



1.40

Read and listen. Match paragraphs 1–3 with pictures a–c.

2

Read the text again. Write true or false in your notebook. Copy the sentences with the information.

- 1 Queen Boudicca was living in London.
- 2 The Roman army lost against Boudicca's army.
- 3 Gelert saved the prince's baby.
- 4 The prince killed the wolf.
- 5 Robin Hood was kind to the rich.

3

Answer the questions in your notebook.

- 1 What was the Roman governor doing when Boudicca attacked?
- 2 Why were the Romans frightened of Boudicca?
- 3 Why did Gelert kill the wolf?
- 4 Where did Robin Hood live?
- 5 How did Robin Hood help the poor?



## Past continuous

Affirmative	Negative	Interrogative	Short answers
I <b>was</b> walking.	I <b>wasn't</b> walking.	<b>Was</b> I walking ... ?	Yes, I <b>was</b> .
You <b>were</b> walking.	You <b>weren't</b> walking.	<b>Were</b> you walking ... ?	No, you <b>weren't</b> .
He / She / It <b>was</b> walking.	He / She / It <b>wasn't</b> walking.	<b>Was</b> he / she / it walking ... ?	Yes, he <b>was</b> .
We <b>were</b> walking.	We <b>weren't</b> walking.	<b>Were</b> we walking ... ?	No, we <b>weren't</b> .
You <b>were</b> walking.	You <b>weren't</b> walking.	<b>Were</b> you walking ... ?	Yes, you <b>were</b> .
They <b>were</b> walking.	They <b>weren't</b> walking.	<b>Were</b> they walking ... ?	No, they <b>weren't</b> .

- 1 Complete the sentences with the past continuous affirmative form of the verbs in brackets.

More sightings of the Loch Ness Monster!



- 1 Penny Allen ... (walk) near Loch Ness.
- 2 She ... (talk) to a friend.
- 3 It ... (rain).
- 4 A shy creature ... (move) in the water.
- 5 The creature ... (swim) north.

- 2 Write complete sentences. Use the past continuous negative.

- 1 I / have / lunch at two o'clock.
- 2 We / read / about legends in class.
- 3 My parents / drive / home last night.
- 4 You / swim / at the weekend.
- 5 My sister / play / with her friends.

- 3 Look at the picture and write questions. Then write short answers.



the group leader / talk?

*Was the group leader talking? Yes, she was.*

- 1 the parents / listen?
- 2 the ghost / smile?
- 3 the boy / talk on his phone?
- 4 the girl / look at the ghost?
- 5 the ghost / fly?

## Past simple and past continuous

### Past simple and past continuous

They **were dancing** when a musician **arrived**.

While I **was swimming** in the lake, I **saw** a strange creature.

- 4 In pairs, ask and answer questions using the words in the box.

at 9 am   at midday   at midnight  
when the school bell rang   at 7 pm

What were you doing at 9 am?

I was sitting in my English class?



5 Copy and complete the sentences with **when** or **while**.

- 1 I was watching TV ... the phone rang.
- 2 My brother arrived home ... I was doing my homework.
- 3 What were you doing ... you heard the news?
- 4 They had an accident ... they were driving home.
- 5 He wasn't looking ... he crossed the road.

**i Crystal Clear Rules**

We use **when** before the past simple and **while** before the past continuous:

*We were sitting on the ground **when** we saw the snake.*

*We saw the snake **while** we were sitting on the ground.*

6 Circle the correct words.

**Missing: Giant snake!**

A worker at Google's New York office <sup>(1)</sup>**took** / **was taking** an enormous snake to work. He <sup>(2)</sup>**left** / **was leaving** the snake near his desk while he <sup>(3)</sup>**worked** / **was working** in a different room. The snake <sup>(4)</sup>**escaped** / **was escaping** while the man <sup>(5)</sup>**didn't look** / **wasn't looking**. In the end, workers <sup>(6)</sup>**found** / **were finding** the snake while they <sup>(7)</sup>**cleaned** / **were cleaning** the offices. When they <sup>(8)</sup>**found** / **were finding** the snake, it <sup>(9)</sup>**slept** / **was sleeping**.

7 Answer the questions with the past continuous or past simple.

- 1 What were you doing when the teacher arrived?
- 2 Who did you see while you were going to school this morning?
- 3 What were your parents doing when you finished school yesterday?
- 4 What did you buy when you were shopping?

8 In pairs, ask and answer the questions in exercise 7.

What were you doing when the teacher arrived?

I was talking to my friend.

9 Complete the dialogue with the correct form of the verbs in brackets.

- Lily You look happy. How <sup>(1)</sup>... (be) your holiday?  
 Oliver Great! We <sup>(2)</sup>... (have) a brilliant time.  
 Lily Really? <sup>(3)</sup>... you ... (go) anywhere interesting?  
 Oliver Yes, Ireland.  
 Lily Awesome! Where <sup>(4)</sup>... you ... (stay)?  
 Oliver We <sup>(5)</sup>... (stay) in a hotel.  
 Lily <sup>(6)</sup>... you ... (see) anything interesting?  
 Oliver Yes! While we <sup>(7)</sup>... (walk) on the beach, we <sup>(8)</sup>... (see) the actor, Cillian Murphy.  
 Lily Really? What <sup>(9)</sup>... he ... (do)?  
 Oliver He <sup>(10)</sup>... (swim) in the sea.  
 Lily That's amazing!

**Crystal Clear Grammar**



10 Listen and check your answers.



1.41



Grammar Reference

Unit 4

45

# Vocabulary

## Verbs of movement

1

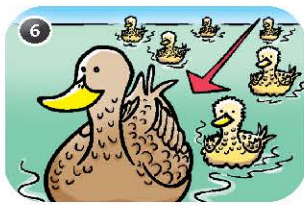


Listen and repeat the words. How do you say them in your language?

carry • cross • drop • fall • follow • jump • lead • lift • move • pull • push • sit • stand

2

Match pictures 1–8 with the verbs of movement in exercise 1. Which verbs are not in the pictures?



3

Circle the correct words.

- 1 A Serbian woman **fell** / **pushed** 10,160 m without a parachute and survived.
- 2 An Iranian man **lifted** / **dropped** 472.5 kg at the 2004 Olympics.
- 3 A man from Sri Lanka **stood** / **lifted** on one foot for 76 hours.
- 4 An American woman **crossed** / **carried** the Atlantic alone in a small rowing boat.
- 5 In 2008, a Cuban athlete **jumped** / **pulled** 2.45 metres. It was a world record!
- 6 My grandpa's lorry **weighted** / **lifted** 10 tons!
- 7 His old classroom **was** / **were** 55 square metres.

## Listening

4



Listen to the conversation. Then answer the questions.

- 1 When is April Fool's Day?
- 2 What is April Fool's Day?

5

Listen again and circle the correct answers.

- 1 In 1957, a TV channel showed a report about ☐ in Switzerland.
  - a) spaghetti farmers
  - b) spaghetti eaters
- 2 In the report, the farmers were ☐.
  - a) putting spaghetti in the trees
  - b) pulling spaghetti from the trees
- 3 People phoned the TV channel because ☐.
  - a) they didn't believe the story
  - b) they believed the story.
- 4 When the scientists found the body of the Loch Ness monster, it was ☐.
  - a) floating in the water
  - b) swimming across the lake
- 5 People ☐ that the body was really a seal.
  - a) believed
  - b) discovered





# Speaking

## Talking about the past / Talking about the weekend

### Model Dialogue



**Mark**

How was your weekend?

Did you go anywhere interesting?

What did you do there?

No way! What was she doing?

**Zack**



It was great!

Yes, I went to **London** with **Tim**.

We went to **Covent Garden**. And guess what? We saw **Kristen Stewart**.

She was **crossing the street**.

1



Listen to the dialogue. What did Zack do at the weekend?

2

Listen again and repeat the dialogue.

3

Match the answers with the questions in the Model Dialogue.

- 1 We went to a show. And guess what? We saw Scarlett Johansson.
- 2 It was great!
- 3 Yes, I went to London with my parents.
- 4 She was sitting in front of us.

### Speaking Task

#### 1 Talk about the weekend

Read the information and decide what you did last weekend.



- Barcelona
- with my school
- the Sagrada Família
- Messi
- sitting in a café



- Granada
- with my friends
- the Alhambra
- Inma Cuesta
- talking on the phone

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

How was your weekend?

It was great!

### Useful Language Talking about the past

Did you go anywhere interesting? Yes, I went to London with my brother.

What did you do there? We went to Covent Garden. We saw Kristen Stewart.

No way! What was she doing? She was crossing the street.

# Writing

## A narrative

1



Read the Model Text and listen. Put pictures a–d in the correct order.

### Model Text



#### Mystery in the park

One day, I was doing my homework when the telephone rang. I heard a funny voice. It said there was £300 in a box behind a tree with a red 'X' in the park. Then I phoned my best friend, Lia, because I wasn't feeling very brave. We decided to go to the park.

Later, when we met at the park, it was raining. While we were looking for the tree, our friend Tom appeared.

In the end, we found the tree and the box. I lifted the box and opened it. Inside there was a piece of paper which said 'April Fool!' Tom started laughing. I still don't know who played the joke.



2

Look at the Crystal Clear Tips. How do you say the time expressions in your language?

### i Crystal Clear Tips

#### Time connectors

Use time connectors to put a sequence of events in order.

One day, I was doing my homework ...

Then I phoned my best friend ...

Later, when we met ...

In the end, we found the tree ...

3

Write complete sentences. Use the past simple and the past continuous.

- 1 One day, I ... (sit) in the kitchen when there ... (be) a noise at the door.
- 2 Then I ... (jump up) and I ... (open) the door. There ... (be) nobody there.
- 3 Later, the telephone ... (ring). When I ... (pick up) the telephone nobody ... (answer).
- 4 I ... (feel) scared when I ... (see) my friend through the window.
- 5 In the end, it ... (be) a joke.

### Writing Task



#### 1 Plan

Make notes for a narrative story and include:

The beginning *One day, I was ...-ing when ...*

What happened *I heard ... / There was ...*

*Then I ...*

What happened after that *Later, we ...*

The result *In the end, we ...*

#### 2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 What you were doing? What happened?

Paragraph 2 What happened after that?

Paragraph 3 The result

#### 3 Check

- ☒ past simple
- ☒ past continuous
- ☒ *when* and *while*
- ☒ vocabulary for character adjectives and verbs of movement
- ☒ time connectors

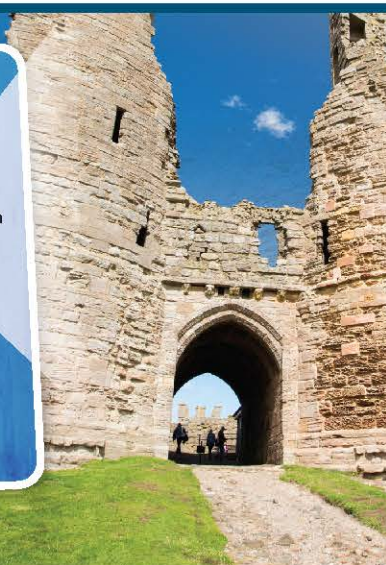


## CASTLES AND LEGENDS

A brave knight was resting in the ruins of Dunstanburgh Castle when a ghost appeared. The knight followed the ghost into a room where a beautiful woman and 100 knights were sleeping.


There were also two snakes. One of the snakes was carrying a sword and the other a horn. The ghost said, 'If you want to wake the woman, you must use the sword or the horn. You decide.' The knight took the horn and blew. Suddenly, the sleeping knights jumped up and attacked him.

Later, when the knight opened his eyes, he was lying under the castle gates. He spent the rest of his life looking for the sleeping woman but, in the end, he never found her. They say that on dark nights, you sometimes see the ghost of the knight looking for the sleeping woman.




### Pronunciation

**strong and weak forms:**  
/wɒz/ **or** /wəz/

a  1.47 Listen and repeat. Can you hear the difference?

/wɒz/    /wəz/

b  1.48 Listen and repeat. Can you hear /wɒz/ or /wəz/ in the underlined words?

- 1 Was the knight sleeping?
- 2 No, he wasn't. He was resting.



Read and listen. Then answer the questions.

- 1 What was the knight doing when the ghost appeared?
- 2 Where did the knight follow the ghost?
- 3 What were the snakes carrying?
- 4 What did the sleeping knights do to the knight?
- 5 Where was the knight when he woke up?

What famous castles are there in your country?



## Unit 4 Language Reference

### Vocabulary

#### Character adjectives

brave cheerful cruel friendly funny kind lazy loyal  
selfish shy stubborn wise

#### Verbs of movement



carry



cross



drop



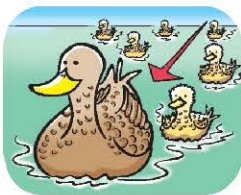
fall



follow



jump



lead



lift



move



pull



push



sit



stand

### Grammar

#### Past continuous

Affirmative	Negative	Interrogative	Short answers
I <b>was walking</b> home.	I <b>was not</b> walking home.	<b>Was</b> I walking home?	Yes, I <b>was</b> .
He / She / It <b>was walking</b> home.	He / She / It <b>was not</b> walking home.	<b>Was</b> he / she / it walking home?	No, he <b>wasn't</b> .
We / You / They <b>were walking</b> home.	We / You / They <b>were not</b> walking home.	<b>Were</b> we / you / they walking home?	Yes, they <b>were</b> .

#### Past continuous and past simple

They **were dancing** when a musician **arrived**.

While I **was swimming**, I **saw** a strange creature.

### Speaking

#### Talking about the past

Did you go anywhere interesting?

What did you do there?

No way! What was she doing?

Yes, I **went** to London with Tim.

We went to Covent Garden. And guess what? We **saw** Kristen Stewart.

She **was crossing** the street.

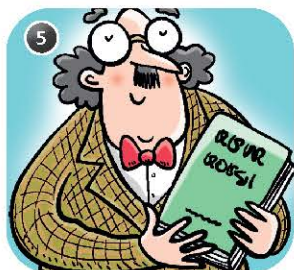


## Unit 4 Progress Check

### Vocabulary Character adjectives

- 1 Match the character adjectives with pictures 1–5.

cheerful cruel lazy shy wise



### Verbs of movement

- 2 Order the letters and write the verbs of movement in your notebook.

- |          |         |
|----------|---------|
| 1 woflol | 4 spuh  |
| 2 lpul   | 5 srcso |
| 3 datsn  |         |

### Grammar Past continuous

- 3 Complete the sentences with the past continuous affirmative or negative form of the verbs in brackets.

Last night at 10 pm ...

- I ... (sleeping).
- my brother ... (not read) a book.
- it ... (rain).
- my parents ... (not watch) TV.
- a ghost ... (move) around the house!

- 4 Order the words to make questions.

Yesterday at 6 pm ...

- doing / Were / you / your homework / ?
- working / in the office / Was / your mum / ?
- your friends / running / a marathon / Were / ?
- your teacher / Was / sitting / in the classroom / ?
- Was / having / breakfast / your best friend / ?

### Past simple and past continuous

- 5 Complete the sentences with the correct form of the verbs in brackets. Then rewrite the sentences using *while*.

- When the teacher arrived, they ... (throw) paper.
- I was sitting on a bus when I ... (lose) my camera.
- He ... (try) to reach the biscuits when he fell.
- My mum was holding the baby when he ... (smile) for the first time.
- When I saw Rachel, she ... (pull) her suitcase.

Crystal Clear  
Self-Check ✓

### Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- character adjectives?
- verbs of movement?
- past continuous?
- past simple and past continuous?

### Extra Practice

If you need extra practice, go to:

- Unit 4 Grammar Reference
- Unit 4 Vocabulary Reference
- Unit 4 Grammar Exercises
- Unit 4 Vocabulary Exercises



Extra Practice



# 5

## Personal possessions

### Objectives

<b>Vocabulary</b>	Money; computer equipment
<b>Grammar</b>	Comparatives, superlatives; expressions of quantity
<b>Speaking</b>	Buying and selling
<b>Writing</b>	A description; adjective word order

### Vocabulary

#### Money

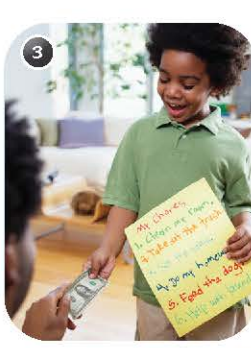
1



1.49

Listen and repeat the words. Match them with pictures 1–10.

borrow • buy • earn • lend • pay (for) • save • sell • spend • swap • win



2

Circle the correct words.

- 1 My sister **saves** / **spends** her money on clothes and magazines.
- 2 She usually **wins** / **buys** clothes when she goes shopping.
- 3 My brother **swapped** / **paid for** his computer for a smartphone.
- 4 I want a part-time job to **earn** / **buy** some extra money.
- 5 My brother has a job. He sometimes **borrow** / **lend** me money.

3



1.50

Listen to Luke and Katie. What does Katie spend her money on? What does she lend to her friends?

4



In pairs, ask and answer the questions in exercise 3.

What do you spend your money on?

I often buy clothes and games.

What do you lend to your friends?

I lend them books and clothes.





### Consumer advice leaflet

## HOW TO ... SAVE MONEY



**A** Would you like to save €10,000 by your 30th birthday? Well, you need to save €11.32 a week from the age of 13 or €19.24 a week from the age of 20 or €38.47 a week from the age of 25. Just do the maths. It's more intelligent to save money early. So, how can you start saving money?

**B** Imagine you want a better phone. The latest model is very expensive and you haven't got much money. Why don't you swap your old phone and your games console for a better phone? There are a lot of online systems for swapping. Many also sell **second-hand** phones and other technology; they're usually much cheaper than new products in the shops.

**C** Try to get a **part-time** job at the weekend. You can earn a few euros a week if you walk your neighbours' dogs or wash their cars, and a few euros an hour if you look after their children. Then you don't need to borrow money from your family!

**D** Before you spend money on something new, think about it. Do you really need the most **powerful** computer in the shop? Or the best camera? If the answer is no, don't buy it!



1



1.51

**Read and listen. Match headings 1–4 with paragraphs A–D in your notebook.**

- |                        |                  |
|------------------------|------------------|
| 1 Do I really need it? | 3 New for old    |
| 2 Don't borrow money   | 4 Save money now |

2

**Read the text again. Circle the correct answers.**

- 1 To have €10,000 you need to save €11.32 a week a week from ...
 

a) the age of 13	b) the age of 25
------------------	------------------
- 2 Many ... sell second-hand games.
 

a) friends	b) websites
------------	-------------
- 3 To save a lot of money it is best to ...
 

a) borrow it	b) get a part-time job
--------------	------------------------
- 4 The article advises you to ...
 

a) think before you buy	b) buy and then think
-------------------------	-----------------------

3

**Answer the questions in your notebook.**

- 1 How can you get a lot of money by your 30th birthday?
- 2 How can you get a new phone if you haven't got much money?
- 3 Why is it a good idea to buy second-hand products?
- 4 What part-time jobs can you get to earn more money?
- 5 Is it a good idea to buy something that you don't really need?



### Crystal Clear Facts

A teenager's average pocket money in the UK is about £6.50 a week.

# Grammar

## Comparatives

### Short adjectives

A phone is **smaller** than a TV.

My camera is **bigger** than my phone.

My phone is **easier** to use than my mum's.

### Long adjectives

This mobile is **more expensive** than that camera.

### Irregular adjectives


good → better, bad → worse,  
far → farther / further

- 1 How do you say adjectives 1–10 in your language? Write the comparative and superlative forms in your notebook.

- |             |                |
|-------------|----------------|
| 1 heavy     | 6 fat          |
| 2 beautiful | 7 young        |
| 3 new       | 8 difficult    |
| 4 large     | 9 old          |
| 5 rich      | 10 intelligent |

- 2 Complete the sentences with the comparative form of the adjectives in brackets.

- Second-hand products are ... (cheap) than new ones.
- Gold is ... (expensive) than silver.
- A €1 coin is ... (big) than a £1 coin.
- Elon Musk is ... (rich) than most people.
- Buckingham Palace is ... (old) than Big Ben.

- 3  Compare two buildings in your town.

The football stadium is **bigger** than the library.

## (not) as ... as

New York is **as famous as** London.

The historic centre of Córdoba is **not as old as** the Great Pyramid.



### Crystal Clear Rules

As ... as is used to show that two things are the same.

Not as ... as is used to show that two things are different

## Superlatives

### Short adjectives

This laptop is **the smallest** in the shop.

My camera is **the biggest**.

My phone is **the easiest** to use.

### Long adjectives

This mobile is **the most expensive** in the world.

### Irregular adjectives

good → the best, bad → the worst,  
far → the farthest / the furthest

- 4 Complete the sentences using the information in the table and the words in brackets.



	The Empire State Building	The Eiffel Tower
year completed	1931	1889
height	381 metres	324 metres
entry cost	\$27 dollars (about €20)	15€
opening time	8 am	9 am
number of visitors a year	3.5 million	6 million
famous	***	***

The Empire State Building isn't as old as the Eiffel Tower. (be / old)

- The Eiffel Tower ... the Empire State Building. (be / tall)
- The Eiffel Tower's opening time ... as the Empire State Building's. (be / expensive)
- The Empire State Building ... the Eiffel Tower. (be / early).
- The Empire State Building ... the Eiffel Tower. (be / famous).
- The Empire State Building ... the Eiffel Tower. (be / popular)



## Expressions of quantity: *a / an, some, any, much, many, a lot of*

	Singular countable nouns	Plural countable nouns	Uncountable nouns
<b>Affirmative</b>	There's <b>a</b> computer. There's <b>an</b> exciting game.	There are <b>some / a lot of</b> games.	There is <b>some / a lot of</b> money.
<b>Negative</b>	There isn't <b>a</b> computer. There isn't <b>an</b> exciting game.	There aren't <b>any / many</b> computers.	There isn't <b>any / much</b> money.
<b>Interrogative</b>	Is there <b>a</b> computer? Is there <b>an</b> exciting game?	Are there <b>any</b> toys? <b>How many</b> toys are there?	Is there <b>any</b> money? <b>How much</b> money is there?

### 7 Complete the sentences with *a/an, some* or *any*.

I've got <sup>(1)</sup>  old computer and <sup>(2)</sup>  computer games. It hasn't got <sup>(3)</sup>  webcam and the printer hasn't got <sup>(4)</sup>  ink. I have <sup>(5)</sup>  money, but I can't pay for new material. Have you got <sup>(6)</sup>  old things in your room?

### **i** Crystal Clear Rules

We use *a* and *an* with singular countable nouns and *some* in affirmative sentences with uncountable nouns and plural countable nouns. We use *any* in negative sentences and questions.

### 8 Circle the correct words.

- How **much** / **many** money does the second-hand tablet cost?
- How **much** / **many** apps are on it?
- It's got **much** / **a lot of** games.
- It hasn't got **much** / **many** memory.
- And it hasn't got **much** / **many** free GBs.

### 9 Complete the dialogue with the correct form of the verbs in brackets.

- Joe Excuse me, how much <sup>(1)</sup>... (be) this T-shirt?  
 Assistant It <sup>(2)</sup>... (be) £8.99.  
 Layla That looks great, Joe, and it's cheap. I <sup>(3)</sup>... (buy) a similar T-shirt last week and it <sup>(4)</sup>... (be) more expensive. How much <sup>(5)</sup>... (be) these earrings?  
 Assistant They <sup>(6)</sup>... (cost) £6.  
 Joe Let's buy the T-shirt and the earrings. I'm paying!  
 Layla But Joe, that's a lot of money!  
 Joe It <sup>(7)</sup>... (be) your birthday last week and I <sup>(8)</sup>... (forget).  
 Layla Oh, OK. Thanks, Joe!

## Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



10



1.52

Listen and check your answers.



Grammar Reference

Unit 5

55

# Vocabulary

## Computer equipment

- 1  1.53 Listen and repeat the words. How do you say them in your language?

desktop • flash drive • keyboard • laptop • memory card • mouse • printer • scanner • screen • speakers • webcam

- 2 Match pictures 1–6 with the computer equipment in exercise 1. Which items of equipment are not in the pictures?



- 3 Complete the definitions with words from exercise 1.

- 1 A ... is a computer that sits on a table or desk.
- 2 You move the ... to do things on the computer screen.
- 3 A ... is a camera which is connected to a computer.
- 4 You use a ... to type information into the computer.
- 5 If you want to read your essay on paper, you need a ...

- 4  In pairs, answer the questions.

- 1 Have you got a laptop or a desktop?
- 2 Do you use computers at school? In which subjects?
- 3 What is the most useful piece of computer equipment?



## Listening

- 5  1.54 Listen to the advertisement and choose the correct description.

At My Online Swap Shop website, you can...

- a) sell your possessions for money.
- b) swap your possessions for other things.
- c) lend and borrow things.

- 6 Listen again. Write true or false in your notebook.

- 1 First, you need to give your details to the website.
- 2 You don't need to take a photo of your possessions.
- 3 The website gives you points for your possessions.
- 4 The memory card gets more points than the speakers.
- 5 You pay for things with a credit card.





# Speaking

## Buying and selling / Going shopping

### Model Dialogue



Zoe

This **webcam** is great. How much is it?

Oh. Have you got anything **cheaper**?

How much are they?

And how much does this mouse cost?

OK, the mouse, please. Here's £15.

Shop assistant



It's **£40**.

How about these **speakers**?

They're **£30**.

It costs **£12**.

Thanks. Here's **£3 change**.

1



Listen to the dialogue. What does Zoe buy?

2

Listen again and repeat the dialogue.

3

Order the words to make sentences in your notebook.

1 it / How / is / much / ?

2 cheaper / got / anything / Have / you / ?

3 are / these shoes / How / much / ?

4 They / £15 / are / .

5 please / bracelet / have / I'll / a / .

### Speaking Task

#### 1 Talk about buying and selling

Read the information and decide what you want to buy.



#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

This **webcam** is great.  
How much is it?

It's **£40**.

#### Useful Language Going shopping

This webcam is great. How much is it?

And how much does this mouse cost?

OK, this mouse, please. Here's £15.

It's £40.

It costs £12.

Thanks. Here's £3 change.

# Writing

## A description

1



Read the Model Text and listen. Then answer the questions.

- 1 How heavy is Jessica's laptop?
- 2 Who gave it to Jessica?
- 3 What does Jessica do with her laptop?

### Model Text



#### My favourite thing

I've got a beautiful, small grey laptop. It isn't heavy – it only weighs 2 kg – and it's got an 11-inch screen. It came with a lovely blue bag.

My mum gave it to me three months ago for my 14th birthday.

I use it a lot. I do my homework on it. In my free time I often play games, I sometimes listen to music and I chat with my friends on it all the time. It's great! It's my favourite present.



2

Look at the Crystal Clear Tips. Find examples of adjective word order in the Model Text.



### Crystal Clear Tips

#### Adjective word order

Use adjectives to make your descriptions more interesting.

With two or more adjectives together, use this order.

*A beautiful, small grey laptop*

3

Look at the example in the Crystal Clear Tips. Then copy and complete the table with the words in the box.

beautiful grey new small

Opinion	Size	Age	Colour	Noun
lovely	big	old	red	phone
1	2	3	4	watch

4

Rewrite the sentences with the adjectives in brackets.

- 1 I've got a black smartphone. (brilliant)
- 2 I bought a new T-shirt two days ago. (purple)
- 3 The black bag was the cheapest in the shop. (small)
- 4 I love my cousin's blue earrings. (antique)

### Writing Task



#### 1 Plan

Choose your favourite object. Make notes and include:

**Appearance** *I've got a new red ...*

**How you got it** *It was a present from ...*

**How you use it and your opinion**  
*I use it to ... / I like / love it because ...*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1** Description

**Paragraph 2** How you got it

**Paragraph 3** What you do with it and why you like it

#### 3 Check

- ☒ past simple
- ☒ comparatives and superlatives
- ☒ vocabulary for money and computer equipment
- ☒ adjectives



## CHARITY SHOPS



Some people in the UK don't throw out any of their unwanted things. They sell or swap them on the internet or they donate them to charity. The most popular second-hand items are clothes, books, CDs and computer games.

Some charity organizations, like Oxfam and Cancer Research UK, have their own second-hand shops. Volunteers work in these shops. Charities don't pay volunteers any money. The shops receive second-hand items from members of the public and then sell them to make money for the charity.

People spend money in charity shops for many reasons. For example, you can save a lot of money because charity shops are cheaper than normal shops. You often find more interesting things too. Also, it is a way for people to give some money to their favourite charities.



1.57

Read and listen. Then answer the questions.

- 1 What do many people in the UK do with their unwanted things?
- 2 What is a charity shop?
- 3 Why do people buy second-hand things?

Are there second-hand shops in your country?

### Pronunciation

#### Comparative -er endings /ə/

a



1.58

Listen and repeat.

cheaper computer newer smaller

b



1.59

Listen to the sentences and repeat.

- 1 People donate computer games to charity.
- 2 Charity shops are cheaper.



## Unit 5 Language Reference

### Vocabulary Money



borrow



buy



earn



lend



pay (for)



save



sell



spend



swap



win

**Computer equipment** desktop flash drive keyboard laptop memory card mouse  
printer scanner screen speakers webcam

### Grammar Comparatives

#### Short adjectives

A phone is **smaller** than a TV.

My camera is **bigger** than my phone.

My phone is **easier** to use than my mum's.

#### Long adjectives

This mobile is **more expensive** than that camera.

#### Irregular adjectives

good → better, bad → worse,  
far → farther / further

### Superlatives

#### Short adjectives

This laptop is **the smallest** in the shop.

My camera is **the biggest**.

My phone is **the easiest** to use.

#### Long adjectives

This mobile is **the most expensive** in the world.

#### Irregular adjectives

good → the best, bad → the worst,  
far → the farthest / the furthest

### Expressions of quantity: a / an, some, any, much, many, a lot of

	Singular countable nouns	Plural countable nouns	Uncountable nouns
<b>Affirmative</b>	There is <b>a</b> computer. There is <b>an</b> exciting game.	There are <b>some / a lot of</b> games.	There is <b>some / a lot of</b> money.
<b>Negative</b>	There is not <b>a</b> computer. There is not <b>an</b> exciting game.	There are not <b>any / many</b> computers.	There is not <b>any / much</b> money.
<b>Interrogative</b>	Is there <b>a</b> computer? Is there <b>an</b> exciting game?	Are there <b>any</b> toys? <b>How many</b> toys are there?	Is there <b>any</b> money? <b>How much</b> money is there?

### Speaking Buying and selling

This webcam is great. **How much** is it?

It's £40.

And how much does this mouse cost?

**It costs** £12.

OK, this mouse, please. **Here's** £15.

Thanks. Here's **£3 change**.



# Unit 5 Progress Check

## Vocabulary Money

1 Complete the words in your notebook.

1 b ■ rr ■ ■

2 ■ ■ ap

3 s ■ ■ n ■

4 s ■ ■ e

5 e ■ r ■

## Computer equipment

2 Write the parts of the desktop.



## Grammar Comparatives

3 Write sentences with the comparative form of the adjectives.

	Weight	Price	Speed
laptop	2.68 kg	€300	✓
desktop	12 kg	€350	✓ ✓

1 heavy

4 fast

2 expensive

5 slow

3 cheap

## Superlatives

4 Write complete sentences using the superlative form of the adjectives in brackets.

1 Ben Nevis is (high) mountain in the UK.

2 Russia is (big) country in the world.

3 Waterloo is (busy) tube station in London.

4 Caviar is (expensive) food in the world.

5 Tokyo is (large) city in the world.

## Expressions of quantity

5 Circle the correct words.

1 I've got an / a unwanted laptop.

2 It hasn't got many / much memory.

3 It's got a lot of / any accessories, such as a mouse and a webcam.

4 I've also got some / any DVDs and CDs.

5 I haven't got many / much games.

Crystal Clear  
Self-Check ✓

## Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- money?
- computer equipment?
- comparatives?
- superlatives?
- (not) as ... as ?
- expressions of quantity?

## Extra Practice

If you need extra practice, go to:

- Unit 5 Grammar Reference
- Unit 5 Vocabulary Reference
- Unit 5 Grammar Exercises
- Unit 5 Vocabulary Exercises



# 6

# Good citizens

## Objectives

<b>Vocabulary</b>	Jobs; health problems and first aid
<b>Grammar</b>	<i>be going to; should / shouldn't; must / mustn't / have to</i>
<b>Speaking</b>	Giving opinions
<b>Writing</b>	A description of a person; <i>too</i> and <i>also</i>

## Vocabulary

### Jobs

1



Listen and repeat the words. Match them with pictures 1–12.

actor • architect • electrician • engineer • lifeguard • mechanic • nurse • police officer • sportsperson • surgeon • teacher • vet



2

Complete 1–5 with jobs from exercise 1.

... designs buildings.

*An architect* designs buildings.

1 ... works with animals.

2 ... repairs vehicles and machines.

3 ... designs machines and roads.

4 ... plays professional sport.

5 ... installs electrical equipment.

3

Match the jobs from exercise 1 with these places.

a hospital a school a theatre a police station  
a swimming pool an office a house

4



Listen to Charlotte and Rob.  
Which jobs do they talk about?  
What job does Rob want to do?  
Why?

5



In pairs, ask and answer questions about the jobs in exercise 1.

Do you want to be an architect?

No, I want to be an electrician.





### A blog post

## The global water crisis

Matt'sBlog

Post

Images

Contact

About

Posted by Matt, 20 May, 18:03

Today I'm going to write about the global water crisis.

About 70% of the Earth is covered with water. That's a lot, right? Wrong. Only 2.5% of the Earth's water is fresh. Most of the fresh water is ice, snow or deep underground, so we can't use it. Also, the world's population is growing. We consume three times more fresh water today than 50 years ago.

World Water Day is a global event. Each year, it focuses on international water cooperation. But there's a lot we can do at home to save water.

- In my family, we're going to keep our drinking water in the fridge. A lot of people turn on the tap and wait for the water to be cold. You shouldn't do this because it wastes water.
- You shouldn't wash your car at home. It saves money, but not water. My sister is going to start washing her car at a carwash that recycles water.
- I'm going to only wash clothes when necessary and in cold water. It saves water and electricity.
- We should also recycle our unwanted clothes. You need more than 2,500 litres of water to produce one T-shirt. Give your clothes a second life and save water.



Search

+ May

+ April

+ March

Comments



1



2.03

Read and listen to the text. Write true or false in your notebook. Copy the sentences with the information.

- 1 70% of the Earth is covered with fresh water.
- 2 We use more water now than 50 years ago.
- 3 It is better to drink cold water from the tap.
- 4 Washing your car at home doesn't save water.
- 5 It is cheaper to wash your clothes in hot water.

2

Read the text again. Answer the questions.

- 1 How much of the Earth's water is fresh?
- 2 Why is a lot of the Earth's fresh water inaccessible?
- 3 Why shouldn't you wash your car at home?
- 4 Why should you recycle unwanted clothes?

3

What are these people going to do to save water?

Matt's family   Matt's sister   Matt



### Crystal Clear Facts

A five-minute shower uses more water than many people use in an entire day in the developing world.

# Grammar

## be going to

Affirmative	Negative	Interrogative	Short answers
I'm going to be	I'm not going to be	Am I going to be ... ?	Yes, I am.
He / She / It's going to be	He / She / It isn't going to be	Is he / she / it going to be ... ?	No, he isn't.
We / You / They're going to be	We / You / They aren't going to be	Are we / you / they going to be ... ?	Yes, we are.

**1** Complete the sentences with the affirmative form of *be going to* and the verbs in brackets.

- I ... (study) to be a nurse.
- My sister ... (leave) school in June.
- They ... (live) in London.
- He ... (visit) his grandparents in November.
- We ... (watch) a film later.

**2** Complete the sentences with the negative form of *be going to* and the verbs in brackets.

- He ... (be) a famous actor.
- I ... (study) Russian.
- They ... (watch) the tennis match on TV.
- We ... (work) with animals.
- You ... (meet) your friends at eight o'clock.

**3** Write questions with *be going to*. Use the words in the box.



be famous    discover something  
help a charity    write a book  
learn another language    be rich

## should / shouldn't

Affirmative	Negative	Interrogative	Short answers
I should go	I shouldn't go	Should I go ... ?	Yes, I should.
You should go	You shouldn't go	Should you go ... ?	No, you shouldn't.
He / She / It should go	He / She / It shouldn't go	Should he / she / it go ... ?	Yes, he should.
We / You / They should go	We / You / They shouldn't go	Should we / you / they go ... ?	Yes, we should.

**4** Complete the sentences with *should* or *shouldn't* and the verbs in brackets.

- They love animals. They ... (be) vets.
- He hates blood. He ... (be) a surgeon!
- You're not very patient. You ... (be) a teacher.
- She's good at maths and design. She ... (be) an architect.
- I'm a great swimmer and I love helping people. I ... (be) a lifeguard.





5 Write complete questions in your notebook.

I've got a terrible cold. (stay at home / go to school?)

*Should I stay at home or should I go to school?*

- 1 I always feel uncomfortable on buses. (sit at the front / sit at the back?)
- 2 My brother has got an exam tomorrow. (stay at home and study / go to a party?)
- 3 It's my mum's birthday. (buy her a present / make her dinner?)
- 4 My friends want to learn a new language. (study Chinese / study German?)
- 5 We want to try a new activity. (try surfing / try rock climbing?)

6 Ask and answer the questions in exercise 5.

I've got a terrible cold. Should I stay at home or should I go to school?

You should stay at home.

**i Crystal Clear Rules**

We use *must* / *have to* / *to* to express obligation and *mustn't* to express prohibition.

You **have to** wear the uniform.

You **must** phone the rescue service.

You **mustn't** move the injured person.

**must / mustn't / have to**

7 Complete the rules with *must*, *mustn't*, *have to* or *don't have to*.

**Swimming Pool Rules**

You <sup>(1)</sup>... have a shower first.

You <sup>(2)</sup>... wear a swimming cap.

Beginners <sup>(3)</sup>... swim in the small pool, not in the big pool.

You <sup>(4)</sup>... jump into the small pool: that's dangerous.

And remember, you <sup>(5)</sup>... go in the water if you feel unwell or immediately after eating.

Contact the lifeguards for more information.

You ... go swimming every day, but you ... do the exercises regularly.



8 Complete the dialogue with the correct form of the verbs in brackets.

Mum What <sup>(1)</sup>... (be) wrong, Leah?

Leah I <sup>(2)</sup>... (run) home when I <sup>(3)</sup>... (fall).

Mum Oh dear. <sup>(4)</sup>... your leg ... (hurt)?

Leah Yes, and I <sup>(5)</sup>... (play) football tomorrow. What <sup>(6)</sup>... I ... (should / do)?

Mum You <sup>(7)</sup>... (should / put) some ice on it. Can you <sup>(8)</sup>... (move) it?

Leah No, not really.

Mum Let's phone the doctor.

Leah OK. <sup>(9)</sup>... you ... (have got) the number?

Mum Yes, here it is.

Leah Thanks, Mum.

**Crystal Clear Grammar**

1 2 3 4 5 6 7 8 9

9 Listen and check your answers.

2.04



## Vocabulary

### Health problems and first aid

1



2.05

Listen and repeat the words. How do you say them in your language?

broken arm • cold • cough • cut • earache • headache • insect bite • (feel) sick • sore throat • stomach ache • temperature

2

Match the words in exercise 1 with pictures 1–6. Which health problems are not in the pictures?



3

Circle the correct words.

- 1 A **cough** / **headache** is a pain in your head.
- 2 He's got a **cold** / **broken arm** because he played in the snow without a coat.
- 3 She's got a **sick** / **stomach ache** because she ate a lot.
- 4 I've got a **sore throat** / **headache** because I was shouting a lot yesterday.
- 5 You must use a thermometer to check your **earache** / **temperature**.

4

Answer the questions. Use the words in the box.

drink hot milk   have a sweet  
lie down   put on a plaster  
ask my parents for medicine

What do you do when you have ...  
a sore throat?

*I drink hot milk.*

- 1 a cough?
- 2 a cut?
- 3 a temperature?

## Listening

5



2.06

Listen to the interview. Answer the questions.

- 1 What is Dave Morris's job?
- 2 What does he do in his free time?

6

Listen again. Match the health problems with Dave Morris's advice (1–5) in your notebook.

tiredness   a broken leg   an insect bite   a temperature

- 1 You mustn't move them.
- 2 You should stop and rest.
- 3 You should keep them warm.
- 4 You should contact a doctor.
- 5 You should use cold water or cream.





# Speaking

## Giving opinions / Talking about jobs

### Model Dialogue



**William**

I'm going to be a **fire fighter**. I think it's a fantastic job.

Why do you think it's boring?

Yes, that's true but ...

Well, I would prefer to be a fire fighter. What about you?

**Rebecca**



In my opinion, it's **exciting** but I imagine it's **boring** sometimes.

They must wait in the **fire station** a lot.

You should be a **police officer**. They're always **busy**.

I'm not sure.

1



Listen to the dialogue. What job does William want to do?

2

Listen again and repeat the dialogue.

3

Order the words to make sentences.

- 1 prefer / to be a nurse / would / I / .
- 2 dangerous / imagine / I / it's / .
- 3 it's / opinion, / In / interesting / my / .
- 4 think / actor / I / working as an / is fun / .

### Speaking Task



#### 1 Talk about preferences

Look at the adjectives and choose a job.

boring creative dangerous  
exciting interesting quiet  
relaxing repetitive varied



paramedic



pilot



carpenter

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

I'm going to be a pilot. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's dangerous sometimes.

### Useful Language Giving opinions

I'm going to be a fire fighter. I think it's a fantastic job.

Well, I would prefer to be a fire fighter. What about you?

In my opinion, it's exciting but I imagine it's boring sometimes.

I'm not sure.

# Writing

## A description of a person

1



2.03

Read the Model Text and listen. Who is Hayley's hero? Why?

### Model Text



#### My local hero

Last year my grandmother was in hospital. She had terrible headaches and a bad cough too. The doctors told her, 'You should change your lifestyle! You should eat better food and do more exercise.' She began to eat healthier foods and she also started to do sport.

Now she's a different person. This year she's going to make the hospital more interesting for the patients. She's going to volunteer in the local hospital. She's going to play games with the children and she's also going to talk to the adults. Next month she's going to run a half marathon to collect money for the hospital.

I think she's incredible.



2

Look at the Crystal Clear Tips. How do you say the sentences in your language?



### Crystal Clear Tips

#### too and also

Use *too* and *also* to add new information and make your writing more interesting.

*She had a bad cough too.*

*She also started to do sport.*

3

Rewrite the sentences using the words in brackets.

She had a headache. She had a temperature. (too)

*She had a headache and a temperature too.*

1 We're going to run a marathon. We're going to climb Teide. (also)

2 He cleaned the kitchen. He washed the floors. (too)

3 They're going to look after children.

They're going to look after animals. (too)

4 My uncle is friendly. He is kind. (also)

### Writing Task



#### 1 Plan

Choose your hero. Make notes and include:

**Who your hero is** *A few years ago, my grandmother ...*

**Why he / she is your hero** *She began a healthier diet ...*

**Your hero's plans** *Next month / week, he / she is going to ...*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1** The name of your hero, the reasons why he / she is your hero

**Paragraph 2** Your hero's plans

**Paragraph 3** Your opinion of your hero

#### 3 Check

☒ *be going to*

☒ *should / shouldn't*

☒ vocabulary for jobs and health problems and first aid

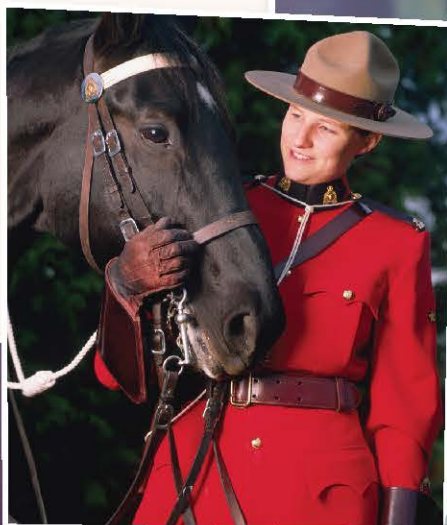
☒ *also* and *too*



## THE POLICE

Police officers in the UK are sometimes called 'Bobbies'. They wear a dark blue uniform with a white shirt, a black tie and a famous helmet. Police officers who are 'on the beat' must wear this helmet. On the beat means they work in the street, either on foot or on a bike. When they are in a police car, they wear a cap. Unlike police in most other countries, British officers do not usually carry guns.

Probably the most distinctive police uniform in the English-speaking world belongs to the Royal Canadian Mounted Police, also known as the 'Mounties'. They are the national police force of Canada and their uniform for special occasions is called the Red Serge. This is a red jacket, wide brown trousers and a famous brown hat. Mounties often ride horses.



2.09

Read and listen. Then answer the questions.

- 1 What are the police in the UK sometimes called?
- 2 What do they wear?
- 3 What does 'on the beat' mean?
- 4 What is the name of the uniform that Mounties wear?

How many different police forces are there in your country? Do they wear any distinctive uniforms?

### Pronunciation

#### Sentence stress: *be going to*

a



2.10

Read and listen. Why are some words underlined?

I'm going to be a police officer.

b



2.11

Read, listen and repeat.

- 1 Are you going to be rich and famous?
- 2 Nick's going to live in London.



## Unit 6 Language Reference

### Vocabulary Jobs



actor



architect



electrician



engineer



lifeguard



mechanic



nurse



police officer



sportsperson



surgeon



teacher



vet

### Health problems and first aid

broken arm cold cough cut earache headache  
insect bite (feel) sick sore throat stomach ache  
temperature

### Grammar *be going to*

Affirmative	Negative	Interrogative	Short answers
I am going to be a vet.	I am not going to be a vet.	Am I going to be a vet?	Yes, I am.
He / She / It is going to be a vet.	He / She / It is not going to be a vet.	Is he / she / it going to be a vet?	No, he isn't.
We / You / They are going to be vets.	We / You / They are not going to be vets.	Are we / you / they going to be vets?	Yes, we / you / they are.

### *should / shouldn't*

Affirmative	Negative	Interrogative	Short answers
I should go to the doctor's.	I shouldn't go to the doctor's.	Should I go to the doctor's?	Yes, I should.
He / She / It should go to the doctor's.	He / She / It shouldn't go to the doctor's.	Should he / she / it go to the doctor's?	No, he shouldn't.
We / You / They should go to the doctor's.	We / You / They shouldn't go to the doctor's.	Should we / you / they go to the doctor's?	Yes, we should.

### Speaking Giving opinions

I'm going to be a fire fighter. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's boring sometimes.

Well, I would prefer to be a fire fighter. What about you?

I'm not sure.



## Unit 6 Progress Check

### Vocabulary Jobs

1 Write the jobs in your notebook.



1 m...



2 a...



3 n...



4 v...



5 e...

### Health problems and first aid

2 Match symptoms 1–5 with cures a–e in your notebook.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 I've got a sore throat.   | a) Here's some cream.           |
| 2 I've got a temperature.   | b) Have some hot milk.          |
| 3 He's got a broken leg.    | c) Would you like a plaster?    |
| 4 I've got a mosquito bite. | d) You should have a cold bath. |
| 5 I've got a horrible cut.  | e) You shouldn't move him.      |

### Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- jobs?
- health problems and first aid?
- *be going to*?
- *should / shouldn't*?
- *must / mustn't / have to*?

### Grammar *be going to*

3 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

- 1 I ... (work) with cars and motorbikes.
- 2 My sister ... (not learn) to be a vet.
- 3 ... you ... (be) an actor?
- 4 We ... (be) architects.
- 5 They ... (not leave) school and be electricians.
- 6 ... she ... (work) as an engineer?

### *should / shouldn't*

4 Complete the sentences with *should* or *shouldn't*.

- 1 An actor ... (forget) her lines.
- 2 A lifeguard ... (know) how to swim.
- 3 A sportsperson ... (eat) unhealthy food all the time.
- 4 A nurse ... (listen) to his patients.
- 5 A teacher ... (explain) grammar slowly.

### *must / mustn't / have to*

5 Circle the correct words.

- 1 Actors **must / mustn't** learn their lines.
- 2 I **have to / don't have to** tidy my room.
- 3 Police officers **must / mustn't** break the law.
- 4 Surgeons **must / mustn't** smoke during operations.
- 5 We **have to / don't have to** come to school on Sundays.
- 6 A teacher **must / mustn't** study at university.
- 7 Lifeguards **must / mustn't** learn first aid.

Crystal Clear  
Self-Check

### Extra Practice

If you need extra practice, go to:

- Unit 6 Grammar Reference
- Unit 6 Vocabulary Reference
- Unit 6 Grammar Exercises
- Unit 6 Vocabulary Exercises



Extra Practice

# Revision Units 4–6

## Vocabulary

- Character adjectives
- Verbs of movement
- Money
- Computer equipment
- Jobs
- Health problems and first aid

Work with a partner to complete the sentences in your notebooks. Who finishes first?





# Grammar

- Past simple and past continuous
- *be going to*
- *should / shouldn't*
- Question forms
- *when / while*
- Comparatives and superlatives
- *a / an, some, any*
- *much / many / a lot of*
- *must / mustn't*

## Past simple and past continuous

- 1 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- 1 In 1957, a dog ... (become) the first animal to orbit the Earth.
- 2 In 1969, two astronauts ... (land) on the moon.
- 3 While they ... (walk) on the moon, another astronaut stayed on another craft orbiting the moon.
- 4 My grandad was listening to the radio when he ... (hear) the news.
- 5 My grandma ... (read) a book when my grandad told her.
- 6 The three astronauts ... (return) to Earth three days later.



## *be going to*

- 2 Order the words to make sentences.

- 1 going to / in Florida / I / am / spend / with my family / two weeks / .
- 2 My / going to / sister / come with us / isn't / .
- 3 stay / going to / We / aren't / in a hotel / .
- 4 are / rent / We / a house / going to / .
- 5 visit / are / We / going to / the Kennedy Space Center / .
- 6 We / going to / aren't / go / to Disneyland / .

## *should / shouldn't*

- 3 Complete the text with *should* or *shouldn't* and the verbs in brackets.

Hi Kylie,  
I've got a good idea for your birthday!  
You <sup>(1)</sup>... (visit) the National Space Centre in Leicester. You <sup>(2)</sup>... (not forget) your camera. When you're in Leicester you <sup>(3)</sup>... (go) to Twycross Zoo too. You <sup>(4)</sup>... (buy) a combined ticket for the Space Centre and the zoo because it's cheaper. You <sup>(5)</sup>... (not go) on Sunday because the zoo is closed!  
Rachel xxx

## Question forms

- 4 Write complete questions. Then write answers that are true for you.

- 1 your dad / buy / a new laptop / last year?
- 2 What / you / do / yesterday at 9 am?
- 3 What / do / after school tomorrow?
- 4 you / visit / your grandparents / next weekend?
- 5 you / go camping / next summer?

## Grammar check

- 5 Circle the correct words.

- 1 I saw Mike **when / while** I was driving.
- 2 We **must / mustn't** write in this book.
- 3 We heard **some / any** interesting news.
- 4 Your picture is **better / best** than mine.
- 5 They don't have **much / many** water.



# Cultural Awareness: Appearance



1 How much do you know about appearance in Britain? Do the quiz.

- 1 What do most students wear to school in the UK?  
a) national costume      b) whatever they want      c) school uniform
- 2 The police in Britain don't usually ...  
a) wear a uniform      b) carry guns      c) wear a hat
- 3 What is the national dress for England?  
a) a bowler hat      b) there isn't one      c) union jack clothing
- 4 In Britain, what colour dress do women usually wear to get married?  
a) red      b) white      c) blue
- 5 Teenagers like to wear clothes to reflect their taste in ...  
a) food      b) weather      c) music
- 6 Vivienne Westwood, Stella McCartney and Paul Smith are famous British ...  
a) models      b) clothes designers      c) fashion photographers



## ▶ WATCH

2 Watch the documentary about appearance and answer the questions.

- 1 What do tourists come to Britain to watch?
- 2 What did the Queen wear at Prince William and Kate Middleton's wedding?
- 3 Where is fashion week?





# Digital Competence: A wiki

Read the task and look at the wiki. What is it about? What things does it include?



**Wiki**

Search

Main page  
Contents  
Help  
Contact  
Tools

Create a book  
Download as PDF  
Printable version  
Languages  
English  
Español  
Français  
Italiano

File Edit History View Navigate Tools Hotlist Help

Wiki home > Search > EDIT > SAVE > PRINT

## Fashion in the 1960s!

The 1960s was a time of big social and political change in Britain and the USA. Fashion changed a lot too.

Important fashions in the 1960s:

- The bikini became popular in 1963.
- Mary Quant invented the mini-skirt in 1964.
- In the 1960s, there was a famous band called the Beatles. They had longer hair and they wore suits with thin ties. Young people wanted to look like them!
- In the late 1960s many people became hippies. Men and women had long hair. They wore flared trousers.
- Women first wore mini-skirts in the 1960s. They are still popular today.
- Long hair became popular with men.

## TASK

Create a class wiki about fashion. Follow the steps below.

### Step 1

Decide what you want to put on your wiki (text, photos, etc).

### Step 2

Decide who is going to be responsible for each part of the wiki.

### Step 3

Find information and photos for your part of the wiki. Add them to the wiki.

### Step 4

When the class wiki is finished, read your classmates' work. Then invite other people to view it.





# 7

## Plan the future

### Objectives

<b>Vocabulary</b>	Life events; musical instruments
<b>Grammar</b>	<i>will / won't</i> ; future time expressions; zero conditional; first conditional
<b>Speaking</b>	Asking for and giving advice
<b>Writing</b>	A class survey; expressions of amount

### Vocabulary

#### Life events

1



2.12

Listen and repeat the words. Match them with pictures 1–12.

be born • buy a house • get a job • get married • go to university • have children • learn to drive • leave home • leave school • start school • train to be a ... • work



2

Circle the correct words.

- When I am 18, I want to **start school** / **go to university** to study chemistry.
- My brother **learnt to drive** / **trained to be** a car last year.
- In the UK, you can **leave** / **start** school when you're 16.
- My mum **left home** / **worked** as a doctor in Madrid.
- They want to **have children** / **be born** when they are 30.

3



2.13

Listen to Alice and Matt. What are their future ambitions?

4



In pairs, ask and answer questions about your future ambitions.

What do you want to do in the future?

I want to learn to drive when I'm 17.





### An infographic

# DEMOGRAPHICS

If you want to know your future, look at the **demographics** for your country, not your horoscope. Demographics are real **statistics** about real places. Here are a few examples ...



## LEAVING HOME

If you're a British girl, you'll probably leave home when you're about 23. The **average** British boy won't leave home until he's nearly 25. In Spain, a girl will leave home at about 27, but a boy won't leave until he's nearly 30. In Finland, the average girl will leave home at 21 and a boy at 23.



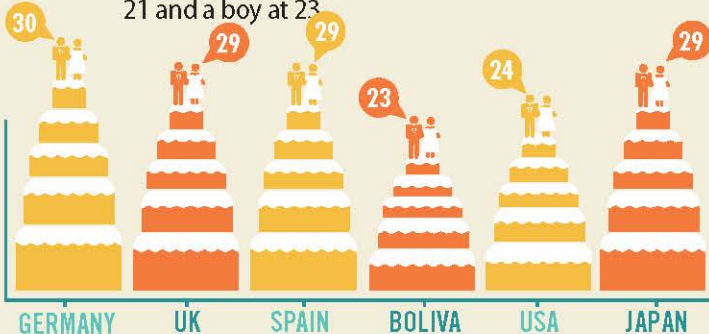
ENGLAND



SPAIN



FINLAND



## GETTING MARRIED

A person born in the UK, Spain or Japan will get married for the first time at about 29 years old. In Bolivia or the USA, you'll be 23 or 24. If you're German, you'll get married at 30.



## HAVING CHILDREN

In the USA, you'll probably have two children. British families will have 1.9 children and in Spain they'll have 1.5. In Bolivia, the average family has 2.8 children.

## AGE

How long will you live? Spain is a good place to live as you'll probably live to around 81. This is the same as Iceland (81) and better than the UK or the USA (80).



### 1 Read the sentences. Which ones do you think are true?

- 1 British boys leave home later than girls.
- 2 People get married younger in Spain than in Germany.
- 3 The Spanish have more children than people in the USA.
- 4 The Spanish live longer than the British.

### 2 Read and listen to check your answers.



2.14

### 3 Read the text again. Answer the questions in your notebook.

- 1 How old are most British girls when they leave home?
- 2 In which country will you get married at 30?
- 3 How many children does the average family in the USA have?
- 4 Which country has the most children per average family?
- 5 According to the text, is Spain a good place to live? Why?



## Crystal Clear Facts

The country with the longest life expectancy in the world is Monaco.

# Grammar

## will / won't

Affirmative	Negative	Interrogative	Short answers
I'll go	I won't go	Will I go ... ?	Yes, I will.
You'll go	You won't go	Will you go ... ?	No, you won't.
He / She / It'll go	He / She / It won't go	Will he / she / it go ... ?	Yes, he will.
We'll go	We won't go	Will we go ... ?	No, we won't.
You'll go	You won't go	Will you go ... ?	Yes, you will.
They'll go	They won't go	Will they go ... ?	No, they won't.

- 1 Complete the sentences with *will* / *won't* and the correct form of the verbs in brackets.

You *won't have* 15 children!

- I ... (go) to university when I'm 18.
- He thinks he ... (be) a famous scientist.
- My friends ... (not leave) school next year.
- We ... (not get) married before we're 25.
- She studied a lot. She ... (not fail) her exams.

- 2 Write complete sentences with *will* / *won't*.

- I / learn to drive / at 18.
- He / not leave home / at 30.
- They / not have two children.
- We / buy / a big house.

- 3 Complete the text with *will* / *won't* and the verbs in the box.

be not get go leave study train travel



I think I <sup>(1)</sup> ... home when I'm 18 years old. I think I <sup>(2)</sup> ... to university. I <sup>(3)</sup> ... ICT, but I <sup>(4)</sup> ... a job immediately. I think I <sup>(5)</sup> ... around the world and when I get back I <sup>(6)</sup> ... to be a teacher. I think I <sup>(7)</sup> ... really happy.

### i Crystal Clear Rules

We can use time expressions to make predictions.  
*I think I'll travel to the USA next year.*

- 4 Write complete questions with *will*.

your family / always / live / in the same house?

*Will your family always live in the same house?*

- you / train / to be a vet / at university?
- you / leave school / at 16?
- you / have / a good job / one day?
- your best friend / play basketball / tomorrow?
- everybody / buy / big cars?

### i Crystal Clear Rules

We use zero conditional when we talk about facts or things that are generally true.

## Zero conditional

If clause	Consequence
If water reaches 100 degrees,	it boils.
If you eat a lot of sweets,	you get sick.
If you heat ice,	it melts.

- 5 Write the sentences with zero conditional that are true for you in your notebook.



## First conditional

If clause	Consequence	Consequence	If clause
If I <b>get</b> a good job,	I'll <b>buy</b> a house.	I'll <b>have</b> children	if I <b>get</b> married.
If he <b>practises</b> ,	he'll <b>be</b> better.	He'll <b>be</b> famous	if he <b>practises</b> .
If we <b>study</b> ,	we'll <b>pass</b> .	We'll <b>get</b> a job	if we <b>study</b> .

### 6 Match 1–6 with a–f to make sentences.

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1 If you practise singing every day, | a) if we win the lottery.    |
| 2 I will buy their new album         | b) if you don't practise.    |
| 3 If I can't buy a guitar,           | c) you'll be a great singer. |
| 4 We'll be very happy                | d) he'll lend me his car.    |
| 5 You won't learn any new songs      | e) if I earn some money.     |
| 6 If I give him some chocolate,      | f) I will borrow one.        |

### 7 Complete the sentences with the correct form of the verbs in brackets.

- If you ... (come) to my house later, my dad will cook us pasta.
- If I don't tidy my room, my mum ... (not buy) that new computer game for me.
- He won't be able to play basketball if he ... (arrive) late.
- My parents ... (take) us to the beach this summer if we don't fail any exams.
- If she ... (not arrive) before 9 pm, we will go to the concert without her.

### i Crystal Clear Rules

We use the first conditional when we talk about future situations we believe are real or possible to happen.



### 8 Complete the dialogue with the correct form of the verbs in brackets.

- Dad What <sup>(1)</sup>... you ... (think) about?
- Sarah I <sup>(2)</sup>... (think) about my future and I <sup>(3)</sup>... (not be) sure what subjects to choose.
- Dad Oh! What <sup>(4)</sup>... (be) the options?
- Sarah I <sup>(5)</sup>... (look) at the options at the moment. All my friends <sup>(6)</sup>... (plan) to study biology and chemistry.
- Dad What kind of job do you want to do?
- Sarah Two years ago, I <sup>(7)</sup>... (want) to work with animals. Now I <sup>(8)</sup>... (want) to work with people.
- Dad If you <sup>(9)</sup>... (write) a list of your favourite subjects, it <sup>(10)</sup>... (help) you decide.
- Sarah Thanks, that's a good idea.

## Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



### 9



2.15

Listen and check your answers.



Grammar Reference

Unit 7

79

# Vocabulary

## Musical instruments

- 1  2.16 Listen and repeat the words. How do you say them in your language?


acoustic guitar • drums • electric guitar • flute • keyboards • piano • saxophone • tambourine • trumpet • violin

- 2 Match pictures 1–6 with the musical instruments in exercise 1. Which instruments are not in the pictures?



- 3 Complete the lists with the instruments in exercise 1.

- 1 Brass instruments: *trumpet*, ...
- 2 String instruments: *acoustic guitar*, ...
- 3 Wind instruments: *flute*, ...
- 4 Percussion instruments: *drums*, ...
- 5 Other: *keyboards*, ...

- 5  Ask and answer questions about the musical instruments in exercise 1.

Can you play the keyboards?

No, I can't. But I can play the guitar a bit.

- 4 Which instruments in exercise 1 use electricity?

## Listening

- 6  2.17 Listen to the radio programme. Choose the best title.

- a) How to start a successful band
- b) How to write great songs
- c) How to be rich and famous

- 7 Listen again and answer the questions in your notebook.

- 1 Which one of these instruments does the speaker not mention?

guitar drums keyboards trumpet piano saxophone violin

- 2 Do you need permission to play another band's songs?
- 3 How often should you practise?
- 4 If you don't practise, how will you sound?
- 5 What won't people do if you don't practise?





# Speaking

## Asking for and giving advice / In a music shop

### Model Dialogue



**Dylan**

I want to buy a **guitar**. Which one should I buy?

Good idea! What do you think of these two?

**Rock**. What should I do?

OK, I'll do that. Thanks, Max.

**Max**



You should buy a **second-hand guitar**. If you buy a **new** one, it will be more **expensive**.

They both look fine. What kind of music would you like to play?

I think you should get an **electric guitar**. You'll need one if you want to play rock.

No problem.

1



Listen to the dialogue. What does Dylan decide to buy?

2

Listen again and repeat the dialogue.

3

Read the sentences. Do they ask for advice (A) or give advice (G)?

- 1 What do you think of these two?
- 2 You should buy a second-hand computer.
- 3 I think you should get this computer.
- 4 Which one should I buy?

### Speaking Task

#### 1 Talk about a musical instrument

Look at the musical instruments and decide which one you want to buy.



#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

I want to buy a harmonica. Which one should I buy?

You should buy a **second-hand** one. If you buy a **new** one, it will be more **expensive**.

### Useful Language Asking for and giving advice

I want to buy a guitar. Which one should I buy?

Good idea! What do you think of these two?

What should I do?

You should buy a second-hand guitar.

They both look fine.

I think you should get an electric guitar.

You'll need one if you want to play rock.

# Writing

## A class survey

1



Read the Model Text and listen. Which graph matches the text?

### Model Text



I asked my classmates about their future.

**Will you leave school when you are 16?**

No one will leave school when they are 16.  
Most students want to go to university.

**Will you learn to drive when you are 17?**

50 per cent of students will learn to drive when they're 17. A few students will learn to drive when they are older.

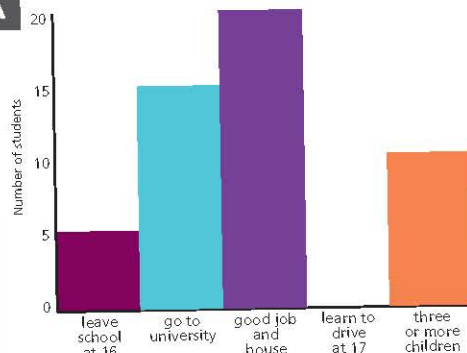
**Will you get married before you are 25?**

No one will get married before they're 25. Everyone wants to get a good job and buy a house first.

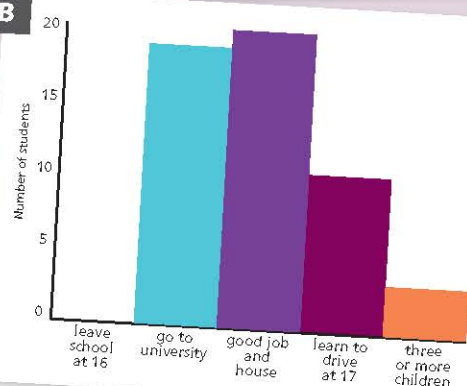
**Will you have children?**

Most students will have children. A few students will have three children or more.

A



B



2

Look at the Crystal Clear Tips. How do you say the sentences in your language?



### Crystal Clear Tips

#### Expressions of amount

Use these expressions to talk about the results of a survey.

*Everyone* wants to get a good job.

*Most* students will have children.

*50 per cent* of students will learn to drive when they are 17.

*A few* students will have three children or more.

3

Complete the sentences with expressions from the Crystal Clear Tips.

*No one* will get married when they are 16. (0/20 students)

1 ... will train to be nurses. (3/20 students)

2 ... will go to university before they get a job. (10/20 students)

3 ... will buy a house first. Then they'll get married. (18/20 students)

4 ... wants to have children. (20/20 students)

### Writing Task



#### 1 Plan

Read the results of the other graph in exercise 1 and make notes:

#### 2 Write

Use the Model Text, the graph and this structure:

**Introduction** The number of people in the survey

**Paragraph 1** The question, the results

**Paragraph 2** The question, the results

**Paragraph 3** The question, the results

#### 3 Check

☒ will / won't

☒ vocabulary for life events

☒ amount: *everyone*, *most*, (50) *per cent*, *a few*, *no one*



## Music in schools

Many teenagers in the UK form bands when they are at school. They practise in their parents' houses or garages. Some hope that they will be famous one day but, in reality, most won't be. Famous bands that formed at school include the Beatles, U2 and the Red Hot Chili Peppers. If you want to be successful like these bands, you'll need talent, practice and luck!

A lot of children learn to play musical instruments when they are at school. The violin, piano and guitar are popular. Some schools have an orchestra. The orchestras sometimes compete against other schools in regional and national competitions. They sometimes travel to other countries.

Some teenagers sing in school choirs. Choirs sometimes sing classical songs, religious songs or traditional folk music. Gospel choirs are also popular in both the USA and the UK.



Read and listen. Then answer the questions.

- 1 Which famous bands formed at school?
- 2 What will you need if you want to be like U2?
- 3 What do school choirs sing?

What musical activities can you do at your school? Would you like to be in a band, an orchestra or a choir?

### Pronunciation

*will ('I)*



a Listen and repeat.

- 1 a) I play the guitar.      b) I'll play the guitar.
- 2 a) I sing in a choir.      b) I'll sing in a choir.



b Listen to the sentences again. Can you hear a) or b)?



## Unit 7 Language Reference

### Vocabulary Life events



be born



buy a house



get a job



get married



go to university



have children



learn to drive



leave home



leave school



start school



train to be a ...



work

**Musical instruments** acoustic guitar drums electric guitar flute keyboards  
tambourine piano saxophone trumpet violin

### Grammar will / won't

Affirmative	Negative	Interrogative	Short answers
I <b>will go</b> to town.	I <b>won't go</b> to town.	Will I <b>go</b> to town?	Yes, I <b>will</b> .
He / She / It <b>will go</b> to town.	He / She / It <b>won't go</b> to town.	Will he / she / it <b>go</b> to town?	No, he <b>won't</b> .
We / You / They <b>will go</b> to town.	We <b>won't go</b> to town.	Will we <b>go</b> to town?	Yes, we <b>will</b> .

### Zero conditional

If clause	Consequence
If you eat a lot of sweets,	you get sick.
If water reaches 100 degrees,	it boils.
If you heat ice,	it melts.

### First conditional

If clause	Consequence
If I <b>get</b> a good job,	I <b>will buy</b> a house.
If he <b>practises</b> ,	he <b>will be</b> better.
If we <b>study</b> ,	we <b>will pass</b> the exam.
Consequence	If clause
I <b>will have</b> children	if I <b>get</b> married.
He <b>will be</b> famous	if he <b>practises</b> .
We <b>will get</b> a job	if we <b>study</b> .

### Speaking Asking for and giving advice

I want to buy a guitar. Which one should I buy?  
Good idea! What do you think of these two?  
Rock. What should I do?

You should buy a second-hand guitar.  
They both look fine.  
I think you should get an electric guitar. You'll need one if you want to play rock.



# Unit 7 Progress Check

## Vocabulary Life events

1 Identify the life events.



1 b ■ b ■



2 s ■ s ■



3 g ■ m ■



4 g ■ a j ■



5 l ■ t ■ d ■

## Musical instruments

2 Order the letters and write the musical instruments in your notebook.

1 oxophsaen

4 rutgia

2 mudrs

5 nliivo

3 tpmtru

## Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- life events?
- musical instruments?
- *will / won't*?
- zero conditional?
- first conditional?

## Grammar *will / won't*

3 Complete the sentences with *will / won't* and the verb in brackets.

In 2030, ...

- 1 more people ... (be) older than 65.
- 2 I ... (have) a good job.
- 3 we ... (use) computers to study.
- 4 more people ... (not get) married.
- 5 I ... (not drive) a car.

4 Order the words to make questions.

- 1 you / Will / live abroad / ?
- 2 go to university / you / Will / ?
- 3 be / you / Will / tomorrow / at school / ?
- 4 you / one day / train / Will / to be a doctor / ?
- 5 your team / Will / one day soon / win / ?

## First conditional

5 Write complete sentences.

- 1 If he ... (want) to be an actor, he ... (go) to drama school.
- 2 If he ... (go) to drama school, they ... (teach) him to speak clearly.
- 3 He ... (change) his accent if they ... (teach) him to speak clearly.
- 4 If he ... (change) his accent, we ... (not recognize) his voice.
- 5 He ... (live) in Hollywood if he ... (become) a successful actor.

Crystal Clear  
Self-Check

## Extra Practice

If you need extra practice, go to:

- Unit 7 Grammar Reference
- Unit 7 Vocabulary Reference
- Unit 7 Grammar Exercises
- Unit 7 Vocabulary Exercises



Extra Practice

<b>Vocabulary</b>	Materials and containers; endangered animals
<b>Grammar</b>	Present perfect; <i>ever</i> and <i>never</i>
<b>Speaking</b>	Giving directions
<b>Writing</b>	A competition entry; formal writing

## Vocabulary

## Materials and containers

1



Listen and repeat the words. Match them with pictures 1–10. Some pictures have more than one word.

aluminium • bag • bottle • box • can • cardboard • carton • cotton • glass • jar • metal • paper • plastic • wool



2

Which of the words in exercise 1 are materials? Which are containers?

*aluminium = material*

3

Match materials 1–5 with containers a–e.

- |             |            |
|-------------|------------|
| 1 metal     | a) bottle  |
| 2 cotton    | b) bag     |
| 3 paper     | c) box     |
| 4 cardboard | d) T-shirt |
| 5 glass     | e) can     |

4



Listen to Aaron and Anna. Then answer the questions.

- What does Anna recycle at school?
- How often does she recycle?
- What does she do with her old clothes?

5



In pairs, ask and answer the questions in exercise 4 so they are true for you.

What do you recycle at school?

I recycle metal cans and plastic bottles.



### A newspaper article

Search

News ▼  
National  
International  
Economy  
Arts & Culture  
Sport

Weather ▼  
24 hours  
Tomorrow

TV ▼  
Channel 1  
Channel 2

Radio ◀  
More ◀

Business  
Environment  
Travel  
Society

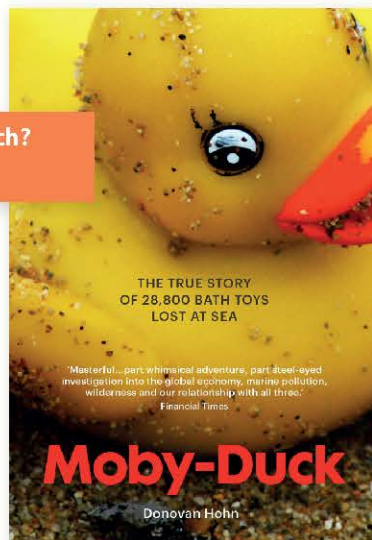
Contact us

# LOST AT SEA

Have you ever found an old toy or object on a beach?  
Have you ever wondered where it came from?

In January 1992, a metal container fell off a ship in the Pacific Ocean. Inside the container, there were 28,000 plastic ducks. The ducks floated away on the ocean's currents. From that moment, they have appeared on beaches all over the world. They have landed in Canada and Alaska. People have found them in Scotland and the Arctic. They have travelled thousands of miles to the coasts of Europe, South America and Australia. But they haven't finished their incredible journey. Scientists have studied the ducks' journey around the world and have learnt a lot about the ocean's currents. They think that about 2,000 ducks are still at sea more than 20 years later!

A writer, Donovan Hohn, has written a book about them. Its title is *Moby-Duck* because his favourite book is *Moby-Dick* – a classic novel about a search for a white whale. *Moby-Duck* is about a search for thousands of yellow bath ducks! But it is much more than that. It has brought attention to the terrible problem of plastic pollution: how bags, bottles, and other containers form islands of rubbish that float around the world for years, poisoning our oceans.



1 Look at the picture and title. What do you think the article is about?

2  2.25 Read and listen. Check your answers to exercise 1.

3 Read the text again. Are the sentences true or false? Copy the sentences with the information.

- 1 The ducks went into the sea by accident.
- 2 The ducks have helped scientists discover new information about the oceans.
- 3 There are no more of the plastic ducks left in the sea.
- 4 Donovan Hohn's book is called *Moby-Dick*.
- 5 *Moby-Duck* is only about yellow plastic ducks.

4 Answer the questions in your notebook.

- 1 Where were the ducks before they were in the sea?
- 2 How did the ducks arrive in Alaska?
- 3 Why did Donovan Hohn call his book *Moby-Duck*?
- 4 What problem does *Moby-Duck* talk about?
- 5 What kind of sea pollution does the text mention?

## Crystal Clear Facts

Every year, plastic rubbish kills more than a million seabirds and 100,000 marine mammals.



## Present perfect

Affirmative	Negative	Interrogative	Short answers
I've visited	I haven't visited	Have I visited ... ?	Yes, I have.
You've visited	You haven't visited	Have you visited ... ?	No, you haven't.
He / She / It's visited	He / She / It hasn't visited	Has he / she / it visited ... ?	Yes, he / she / it has.
We've visited	We haven't visited	Have we visited ... ?	No, we haven't.
You've visited	You haven't visited	Have you visited ... ?	Yes, you have.
They've visited	They haven't visited	Have they visited ... ?	No, they haven't.

- 1 Write the past participle form of the irregular verbs in the box in your notebook.

*be – been*

be buy come eat fall have take

- 2 Complete the sentences with the present perfect form of the verbs in brackets.

- I ... (recycle) my old clothes.
- They ... (open) a cosmetics shop in my town.
- She ... (decide) to recycle at school.
- My father ... (try) a new organic shampoo.
- We ... (reduce) our TV viewing time.

- 3 Complete the text with the present perfect form of the verbs in brackets.

Eco-tourism <sup>(1)</sup> ... (become) popular in the last few years. People <sup>(2)</sup> ... (build) eco-hotels all over the world. They are good for the environment. They <sup>(3)</sup> ... (receive) a lot of publicity and the public reaction <sup>(4)</sup> ... (be) very positive. The hotels use 100 per cent organic cotton towels and solar energy. In general, water and electricity consumption in the hotels <sup>(5)</sup> ... (fall).

- 4 Circle the correct words.

- We **haven't** / **hasn't** had meat for lunch today.
- My school **haven't** / **hasn't** stopped using paper.
- The tiger **haven't** / **hasn't** escaped.
- I **haven't** / **hasn't** tried organic chocolate.
- My friends **haven't** / **hasn't** left school.

- 5 Look at the sentences in the table. How do you form questions and short answers?





**6** Order the words to make questions. Then write short answers.

- 1 had / your family / a pet rabbit / Has / ?
- 2 a dangerous snake / Have / your friends / seen / ?
- 3 you / swum with fish / Have / in a river / ?
- 4 touched / a bear / you / Have / ?
- 5 your mum / taken photos / Has / in a zoo / ?

**i** **Crystal Clear Rules**

We use *for*, *since*, *ever*, *never*, *just*, *already* and *yet* with present perfect.

**7** Complete the sentences with *for*, *since*, *ever*, *never*, *already*, *just* or *yet*.

1. I have lived in London ... 2012.
2. John has studied ... three years.
3. Has Mark finished his studies ... ?
4. I have ... finished my homework.
5. My father has ... bought a new car, but he hasn't driven it ...
6. We have ... been to New York.

**8** Complete the sentences with *ever* or *never*.

- 1 I have ... been to a zoo.
- 2 Has he ... seen penguins?
- 3 Have you ... eaten duck?
- 4 They have ... seen snow.
- 5 Have they ... been on a boat?



**9** Write sentences using the present perfect and *ever* or *never*.

- 1 you / stay / in an eco-hotel?
- 2 we / be / abroad / on holiday.
- 3 they / start / selling plastic bags?
- 4 I / throw / rubbish in the sea.
- 5 you / buy / anything second-hand?

**10** Complete the dialogue with the correct form of the verbs in brackets.

- Molly** Hi. You <sup>(1)</sup>... (look) lost.  
**Dan** Yes, I am.  
**Molly** Can I <sup>(2)</sup>... (help) you?  
**Dan** I <sup>(3)</sup>... (look) for the animal park.  
**Molly** Go straight on past the bank. Then turn right into Park Street. The park <sup>(4)</sup>... (be) on your left.  
**Dan** Great! <sup>(5)</sup>... you ever ... (visit) the park?  
**Molly** Yes, I <sup>(6)</sup>... It's great.  
**Dan** What <sup>(7)</sup>... you ... (see)?  
**Molly** Lots of things. You must <sup>(8)</sup>... (see) the penguins.  
**Dan** OK, I will. Thanks!

**Crystal Clear Grammar**

1 2 3 4 5 6 7 8 9



**11** Listen and check your answers.





## Vocabulary

### Endangered animals

- 1  Listen and repeat the words. How do you say them in your language?

dolphin • elephant • leopard • orang-utan • panda • polar bear • rhinoceros • snake • tiger • turtle

- 2 Match pictures 1–7 with the animals in exercise 1. Which animals are not in the pictures?



- 3 Match the animals from exercise 1 with the habitats. Can you add more animals to each habitat?

forest savannah water other

- 4  Ask and answer questions about the animals in exercise 1.

Does it live in the forest?

No, it doesn't.

Does it live in water?

Yes, it does.

Is it a dolphin?

No, it isn't.



## Listening

- 5  Listen to the advertisement for 'Adopt an endangered animal'. Which three animals does it mention?

- 6 Listen again and answer the questions.

- How much does it cost to adopt an animal?
- Which animals are turtles older than?
- Which two animals do humans hunt for meat?
- Which two animals are losing their natural habitat?
- Which animal do some people catch for pets?





## Speaking

### Giving directions / On a bike ride

#### Model Dialogue



Amber

How do I get to the **book shop**?

Yes, I have.

OK. Turn left into Cross Street.

Great! Is it far?

Lucy



Have you ever been to the **post office**?

Well, it's next to it. Go straight on past the **church**, then turn left into **Cross Street**.

Follow that road past the **bank**. The shop is on your **left**.

It's about **five minutes** by bike.

1



Listen to the dialogue. What is Amber looking for?

2

Listen again and repeat the dialogue.

3

Order the words to make sentences.

- 1 straight on / the bank / Go / past / .
- 2 the church / Follow / past / that road / .
- 3 next to / the chemist / It's / .
- 4 the post office / get to / I / How / do / ?
- 5 is / your right / The post office / on / .

#### Speaking Task

##### 1 Talk about getting directions

Look at the map and decide where you want to go.

##### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

##### 3 Speak

In pairs, practise your dialogue.

How do I get to the supermarket?

Go straight on past the church then turn right into Main Road.



#### Useful Language Giving directions

How do I get to the book shop?

It's next to the post office. Go straight on past the church, then turn left into Cross Street.

OK. Turn left into Cross Street.

Follow that road past the bank. The shop is on your left.

Great! Is it far?

It's about five minutes by bike.

# Writing

## A competition entry

1



2.30

Read the Model Text and listen. Match headings 1–3 with paragraphs A–C.

- 1 Future plans
- 2 The problem
- 3 What they have done

### Model Text



**What has your school done for your neighbourhood?**

You could win a fabulous prize! Send your entry with a photo to Eco-teens.

- A** Our town is next to the sea and rubbish on the beach has become a problem. We want to protect it for future generations. We have decided to take action.
- B** This year our school has formed rubbish collection teams. Every day after school, we have collected rubbish from the beach. We have also asked the town for more recycling bins and they have promised to put some near the beach. People have recycled all their plastic, glass and aluminium containers.
- C** Finally, my school is going to have a party to collect money for more recycling bins for the school.

Aziz Ashan, 14



2

Look at the Crystal Clear Tips. Find examples of formal writing in the Model Text.

### **i** Crystal Clear Tips

#### Formal writing

Don't use contractions in formal writing; use the full form.

*This year our school **has formed** rubbish collection teams.*

*We **have asked** for more bins.*

*Finally, my school **is going to have** a party.*

3

Rewrite the contracted sentences using the complete form of the verbs.

- 1 My school's helped my town a lot.
- 2 We've planted flowers and trees in the parks.
- 3 We didn't paint any buildings.
- 4 My teacher's asked the town for more money.
- 5 The town's going to give us some money.

### Writing Task



#### 1 Plan

Make notes about your town and include:

The problem ... *has become a big problem*

Your action *We have ...*

Your future plans *Finally, we are going to ...*

#### 2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The problem

Paragraph 2 Your action

Paragraph 3 Your plans

#### 3 Check

- ☒ present perfect
- ☒ vocabulary for materials and containers and endangered animals
- ☒ full form of verbs



## Cycling in the UK

**The British love cycling.** If you visit university towns or cities, like Cambridge, you will see hundreds of bicycles everywhere. In big cities like London, couriers often use bicycles because they are quicker than cars in the slow traffic.

**In 1923** the British Cyclists' Touring Club started National Bike Week. It has become a very popular annual event. It takes place every year in June and promotes cycling because it is healthier, cheaper and better for the environment than cars or buses.

**During National Bike Week** there are lots of other events for cyclists, like cycling picnics, barbecues and sponsored bike rides for charity. Some streets close for the day.



Many towns and cities have now built special cycle lanes, but most cyclists think there should be a lot more of them.

Bike week



2.31

Read and listen. Then answer the questions.

- 1 Why do couriers ride bikes in London?
- 2 When does Britain celebrate Bike Week?
- 3 What events do they have?

Does your town or city have an event like Bike Week? Do you enjoy cycling?

### Pronunciation

#### Contractions: 've and 's

a



2.32

Listen and repeat.

- 1 a) I've visited Bristol.      b) I visited Bristol.
- 2 a) She's taught English.      b) She taught English.

b



2.33

Listen to the sentences. Which sentences in exercise a do you hear?





## Unit 8 Language Reference

### Vocabulary Materials and containers



aluminium



paper / bag



bottle



metal / can



cardboard box



carton



cotton



glass / jar



plastic



wool

### Endangered animals

dolphin elephant leopard orang-utan panda polar bear  
rhinoceros snake tiger turtle

### Grammar Present perfect

Affirmative	Negative	Interrogative	Short answers
I <b>have</b> visited the zoo.	I <b>have not</b> visited the zoo.	<b>Have</b> I visited the zoo?	Yes, I <b>have</b> .
He / She / It <b>has</b> visited the zoo.	He / She / It <b>has not</b> visited the zoo.	<b>Has</b> he / she / it visited the zoo?	No, she <b>hasn't</b> .
We <b>have</b> visited the zoo.	We <b>have not</b> visited the zoo.	<b>Have</b> we visited the zoo?	Yes, we <b>have</b> .
You <b>have</b> visited the zoo.	You <b>have not</b> visited the zoo.	<b>Have</b> you visited the zoo?	No, you <b>haven't</b> .
They <b>have</b> visited the zoo.	They <b>have not</b> visited the zoo.	<b>Have</b> they visited the zoo?	Yes, they <b>have</b> .

### ever / never / just / yet / already / for / since

Have you **ever** touched a snake?

I've ridden an elephant, but I've **never** touched a snake.

He's been a teacher **for** more than a year.

He's been a teacher **since** May 2012.

I've **just** seen Mark at the train station.

Has she cleaned her room **yet**?

I've **already** bought some bread.

### Speaking Giving directions

How do I get to the shop?

It's **next to** the post office. **Go straight on past** the church, then **turn left** into Cross Street.

OK. Turn left into Cross Street.

**Follow that road** past the bank. The shop is **on your left**.

Great! Is it far?

It's **about** five minutes by bike.



# Unit 8 Progress Check

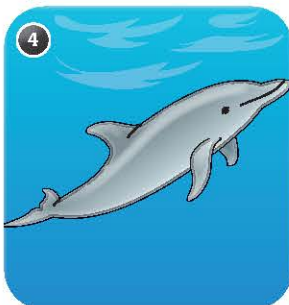
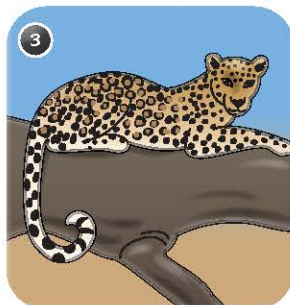
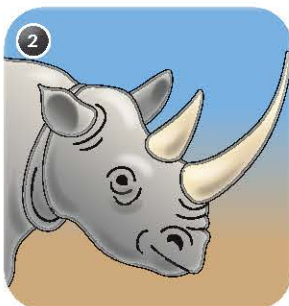
## Vocabulary Materials and containers

1 Complete the words.

- 1 ca ■ ■ on
- 2 bo ■ ■ le
- 3 g ■ a ■ s
- 4 p ■ p ■ r
- 5 w ■ ■ l

## Endangered animals

2 Identify the animals.



## Grammar Present perfect

3 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 My brother ... (swim) with dolphins in Florida.
- 2 I ... (ride) on the backs of elephants in India.
- 3 We ... (have) a lot of turtles as pets. We have got an aquarium.
- 4 My neighbour ... (see) polar bears in Alaska.
- 5 My friends ... (not adopt) an animal this year.

4 Write complete questions using the present perfect.

- 1 you / reuse / paper / this week?
- 2 your school / recycle / old exam papers?
- 3 you / save / electricity by turning off the lights?
- 4 your family / give / old clothes to friends?
- 5 your class / plant / trees?

5 Circle the correct words.

- 1 We haven't been on holiday **for/since** two years.
- 2 They have had this car **already/since** Decembar.
- 3 Mary has **just/yet** phoned from Canada.
- 4 Have you seen the new James Bond film **already/yet**?
- 5 Janice has **ever / never** missed a day of school.
- 6 Our group has **just/yet** visited two museums today, so we don't want to go to another one.

## Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- materials and containers?
- endangered animals?
- present perfect?
- ever, never, for, since, yet, already and just?

## Extra Practice

If you need extra practice, go to:

- Unit 8 Grammar Reference
- Unit 8 Vocabulary Reference
- Unit 8 Grammar Exercises
- Unit 8 Vocabulary Exercises

Crystal Clear  
**Self-Check** ✓



Extra Practice

# 9

# Having fun

## Objectives

<b>Vocabulary</b>	Playing games; places to visit
<b>Grammar</b>	Tense review; time expressions
<b>Speaking</b>	Expressing preferences
<b>Writing</b>	An email; verb tenses

## Vocabulary

### Playing games

1



2.34

Listen and repeat the words. Match them with pictures 1–10.

beat • cheat • count • give up • guess • land • lose • miss a turn • move a counter • roll the dice



2

Complete the sentences with words from exercise 1 in your notebook.

- 1 He's better than me. Every time I play him I ...
- 2 My brother ... at cards. He always looks at the other player's cards!
- 3 If I don't know the answer, I ... !
- 4 To start the game, ... and get a six.
- 5 In Monopoly, if you ... on 'Go to jail' you miss a turn.

3



2.35

Listen to Lou and Will. Which games in the box do they describe?

chess ludo Monopoly Trivial Pursuit

4



In pairs, choose a game. Then ask and answer questions to guess which game it is.

This is a game for four people.

Is it ludo?





### A factual text

# BOARD GAMES

from cardboard  
to pixels

Have you played a board game in the last year? If you have, it was probably on a tablet or smartphone. But board games have a long and ancient history.

Senet is the first known board game. It appeared in Egypt in about 3100BC. Backgammon appeared in China about 3,700 years later, in the year AD600. In backgammon, players roll the dice to move. The winner is the first player to remove all their pieces. The modern version of chess appeared in about 1200. The objective is to trap the other player's king or to force the other player to give up. Monopoly was the first modern board game. It appeared in the USA in 1935 and is the best-selling board game of all time.

Today, digital games sell millions. Designers have not only turned traditional board games, like Scrabble, into digital board games, but they have also created new games. Robotek is a game of strategy created especially for smartphones. It is like a board game because players take turns. Players have to save the world from robots of the Empire of Machine. It's very different from backgammon!

Digital board games offer high quality graphics, animation and interactivity. You can have multi-player games or play on your own; you can play with people sitting at the same table, or in different countries. And, of course, you don't have to set up the board, you can never lose the counters and it's much more difficult to cheat! Which ones will we play in the future?



1



2.36

Read and listen. Put the games below in the correct chronological order.

backgammon Monopoly chess senet

2

Read the text again. Circle the correct words.

- 1 People **played** / didn't play board games 4,000 years ago.
- 2 The first board game **comes** / doesn't come from Egypt.
- 3 The modern board game comes from **Europe** / the USA.
- 4 Board games **are** / aren't popular today.

3

What benefits of digital board games does the text mention? Can you think of any others?



## Crystal Clear Facts

The longest game of Monopoly ever played lasted 70 days.



## Tense review: present and past tense

	Present simple	Present continuous	Past simple	Past continuous
Affirmative	They roll the dice.	I'm moving my counter.	It was the first game.	They were playing cards.
Negative	He doesn't play chess.	She isn't winning.	They didn't pass 'Go'.	I wasn't playing cards.
Interrogative	Do you like chess?	What are you playing?	Did they invent chess?	What were you doing?

- 1 Look at the sentences in the table. Complete the rules with the name of the correct tense.

- We use the ... to describe finished actions or situations in the past.
- We use the ... to describe activities in progress.
- We use the ... to describe activities in progress in the past.
- We use the ... to describe habits.

- 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.



- Every year, our school ... (have) a chess competition.
- I ... (never / take part) because I ... (not like) chess.
- At the moment, I ... (watch) the competition.
- Amy ... (not play) right now, but Paul ... (beat) his opponent.
- Paul often ... (win) the school competition.
- Paul ... (stand up) and he ... (smile). He's won!

- 3 Complete the text with the past simple form of the verbs in brackets.

### The Rubik's Cube

Ernö Rubik is the inventor of the Rubik's Cube. He <sup>(1)</sup>... (be born) in Budapest, Hungary. He <sup>(2)</sup>... (love) visual art and he <sup>(3)</sup>... (study) architecture. In 1974, Rubik <sup>(4)</sup>... (invent) his cube, but he <sup>(5)</sup>... (call) it the 'Magic Cube'. When Rubik first <sup>(6)</sup>... (make) the cube, he <sup>(7)</sup>... (not know) how to solve his new puzzle, but a month later, he <sup>(8)</sup>... (find) the solution.

- 4 Circle the correct words.

- They **had** / were having lunch when he arrived.
- I **got up** / was getting up early yesterday.
- My parents **watched** / were watching TV when I fell asleep.
- My best friend and I **had** / were having dinner at a café last night.
- We **didn't go** / haven't gone on holiday last year.

- 5 Order the words to make questions.

- your teacher / watching / Is / right now / TV / ?
- at the moment / you / What / doing / are / ?
- celebrate / How / did / your last birthday / you / ?
- having / your family / at 8 pm / Was / dinner / ?
- What / when / were / the teacher / doing / came / into the classroom / you / ?

- 6 Ask and answer the questions in exercise 5.

Is your teacher watching TV right now?

No, she isn't.



	Present continuous	be going to	will
Affirmative	She's having a party tonight.	I'm going to play chess.	We'll win the game.
Negative	I'm not playing tennis tomorrow.	He isn't going to play Monopoly.	We won't cheat.
Interrogative	Is she having a party on Friday?	Are you going to play a game?	Will you win?

## 7 Match the sentences to the uses.

near future plans   intentions   predictions

- I think you will have a job in an international company.
- This weekend we're going to a party.
- I'm going to study a lot when I'm at university.

## 8 Circle the correct words.

- I ... to Sophie's party tonight.  
a) 'm going      b) go
- It's raining. I think we ... by bike.  
a) aren't going      b) won't go
- I ... at my uncle's house tomorrow.  
a) 'm staying      b) will stay
- We ... a film on his new TV this weekend.  
a) will watch      b) 're going to watch
- Next week, I think I ... go to the beach.  
a) 'll go      b) am going
- My friends ... football on Saturday.  
a) aren't going to play      b) won't play

## i Crystal Clear Rules

Different tenses use different time expressions.

Past: *yesterday, last week, last year*

Present: *at the moment, today, now*

Future: *later, tonight, tomorrow, next week*

## 9 Circle the correct words to complete Sophie's email.

Hi Josh,

I <sup>(1)</sup>have / 'm having a great time in Crete.  
We <sup>(2)</sup>arrive / arrived last week. The journey  
<sup>(3)</sup>was / were fine. We <sup>(4)</sup>stay / 're staying in  
a nice hotel. The weather <sup>(5)</sup>is / are fantastic,  
the food <sup>(6)</sup>is / are delicious and the place  
<sup>(7)</sup>is / are beautiful. Today we <sup>(8)</sup>are / have  
gone on a long walk and we <sup>(9)</sup>went /  
're going to a disco later. Tomorrow we  
<sup>(10)</sup>visit / 're going to visit a small island.

Sophie

## 10 Complete the dialogue with the correct form of the verbs in brackets.

- Olivia Hooray! We <sup>(1)</sup>... (finish) the school year.  
Andy What <sup>(2)</sup>... we ... (do) tonight? <sup>(3)</sup>... you ... (want)  
to go to the cinema or watch a film at my house?  
Olivia Let's watch a film. I <sup>(4)</sup>... (not have got) much  
money and it <sup>(5)</sup>... (rain) tonight.  
Andy <sup>(6)</sup>... Molly ... (do) anything tonight?  
Olivia She usually <sup>(7)</sup>... (play) chess on Friday with her  
cousin, but she <sup>(8)</sup>... (not play) tonight because  
her cousin <sup>(9)</sup>... (go) to New York yesterday.  
Andy Cool! I <sup>(10)</sup>... (phone) her tonight.

## Crystal Clear Grammar

1 2 3 4 5 6 7 8 9



## 11 Listen and check your answers.

2.37



Grammar Reference

Unit 9

99



# Vocabulary

## Places to visit

1



Listen and repeat the words. How do you say them in your language?

aquarium • art gallery • campsite • castle • cathedral • fishing port • market • monument • safari park • statue • town square • water park

2

Match pictures 1–6 with the places in exercise 1. Which places are not in the pictures?



3

Circle the correct words.

- 1 Nelson's Column is a **statue** / an art gallery in London.
- 2 The Alcázar is a famous **castle** / water park in Toledo.
- 3 The Prado is a **market** / an art gallery in Madrid.
- 4 St Paul's is a **campsite** / cathedral in London.
- 5 The Great Wall of China is a **monument** / market in China.

4

Write sentences about your holiday preferences. Use the words in exercise 1 and your own ideas.

*I prefer beaches to water parks.*

## Listening

5



Listen to the conversation between Natalie and her aunt.  
Where is Natalie going tonight? Where is she going in August?

6

Listen again. Write true or false in your notebook.

- 1 Natalie has received her exam results.
- 2 Sophie is going to make pizza at the party.
- 3 If it doesn't rain, they'll eat outside.
- 4 Natalie thinks it will rain tonight.
- 5 Natalie isn't going to work at the market all summer.





# Speaking

## Expressing preferences / At a holiday camp

### Model Dialogue



**Molly**

What are we going to do **today**?

We did that last week. I don't really feel like doing that today.

To be honest, I'd rather **visit the castle**. I haven't been there.

Let's **see a film**.

Good idea!

**Abbie**



We could go to the **water park**.

What would you rather do?

OK. Let's do that. And what are we going to do in the evening?

I don't fancy a film tonight. I'd prefer to go **dancing**.

Great! It'll be fun.

1



Listen to the dialogue. What do Molly and Abbie decide to do?

2

Listen again and repeat the dialogue.

3

Match questions 1–3 with answers a–c.

- 1 What are we going to do today?
  - 2 What are we going to do tonight?
  - 3 What would you rather do?
- a) I'd rather go walking.
  - b) Let's go to the disco.
  - c) We could go to the beach.

### Speaking Task

#### 1 Talk about preferences

Read the information and choose an activity.

## WHAT'S ON

- ★ Beach volleyball game: Today at 11am.
- ★ Dolphin show at the aquarium: Today at 2pm.
- ★ Beach barbecue: Tonight 8pm.
- ★ Karaoke night! Tonight 8pm.
- ★ Open air party: Tonight at 9pm.

#### 2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

#### 3 Speak

In pairs, practise your dialogue.

What are we going to do today?

We could go to the dolphin show.

### Useful Language Expressing preferences

I **don't really feel like** doing that today.  
To be honest, I'd rather **visit the castle**.  
Let's **see a film**.

What would you rather do?  
And what are we going to do in the evening?  
I **don't fancy** a film tonight. I'd **prefer** to go dancing.

# Writing

## An email

1



Read the Model Text and listen. Answer the questions in your notebook.

- 1 Where is Naomi at the moment?
- 2 Has it been an easy year for her? Why not?
- 3 Where is she going on holiday?
- 4 What is she going to do there?

### Model Text



Hi,

I'm sitting outside and I'm feeling really excited. The holidays are beginning!

This hasn't been an easy year for me. We moved here last July and I started my new school in September. But I was lucky – all my classmates were really friendly from the first day. Once, when we were doing a class project, they all came to my house to write a song together. I've made some amazing new friends.

And the holidays? We're going to go to Malta for two weeks. My dad was born there. We'll explore the island and have a good time.

Did you have a good year? What are your plans for the summer?

Write soon,  
Naomi



2

Look at the Crystal Clear Tips. Find examples of 1–5 in the Model Text.

past simple      *We moved here last July*

1 past continuous      4 *be going to*

2 present perfect      5 *will*

3 present continuous



### Crystal Clear Tips

#### Verb tenses

Use a variety of verb tenses to make your writing more interesting.

3

Write complete sentences. Use past, present and future tenses.

We / finish / school / yesterday.

*We finished school yesterday.*

1 I / always pass / all my exams.

2 I / write to you / and I / eat / an ice cream now.

3 Tonight / we / have / a party to celebrate.

4 Next week / we / visit / a museum in Rome.

5 I / hope / you / write back / soon.

### Writing Task



#### 1 Plan

Write a reply to Naomi's email. Make notes and include:

**What you are doing / Your feelings:**

*I'm sitting outside ... I'm feeling*

**Your year** *I have (had a great year / made a lot of friends / learnt a lot)*

**Your holiday plans** *We're going to go to ...*

*We're going to ...*

#### 2 Write

Use the Model Text, your notes and this structure:

**Paragraph 1** What you are doing, your feelings

**Paragraph 2** Your year

**Paragraph 3** Your holiday plans

#### 3 Check

- ☒ past, present and future tenses
- ☒ vocabulary for places to visit
- ☒ different verb tenses



## Beaches in the UK



**The UK has some very popular beaches. Some are peaceful and wild and others are popular with tourists.**

Newquay is in the southwest of England. It has a population of over 10,000. It was originally a fishing port, but it has become a popular tourist destination. Newquay has nine sandy beaches and has become the UK's surfing capital. Every year, there are international surfing competitions. The surfer in the picture was competing in Europe's biggest surfing competition in Newquay.

Blackpool is the most popular seaside town in the UK. It receives about 10 million visitors every year. It was the first town in the world to have electric street lights. It is also famous for its tower. Blackpool is about 50km from Liverpool and the Beatles played several concerts there in the 1960s.



**Read and listen. Then answer the questions.**

- 1 Where is Newquay?
- 2 How many beaches does it have?
- 3 What competitions take place in Newquay?
- 4 How many visitors go to Blackpool every year?
- 5 What is Blackpool famous for?

**Where are the most beautiful beaches in your country?**

### Pronunciation

#### Present simple and past simple



**a Listen and repeat.**

- 1 a) It receives 10 million visitors.  
b) It received 10 million visitors.
- 2 a) We look at the cards.  
b) We looked at the cards.
- 3 a) They study Italian.  
b) They studied Italian.



**b Listen again. Do you hear a) or b)?**



## Unit 9 Language Reference

### Vocabulary Playing games



beat



cheat



count



give up



guess



land



lose



miss a turn



move a counter



roll the dice

**Places to visit** aquarium art gallery campsite castle cathedral fishing port market  
monument safari park statue town square water park

### Grammar Tense review: present and past tenses

	Present simple	Present continuous	Past simple	Past continuous
Affirmative	They roll the dice.	I am moving my counter.	It was the first game.	They were playing cards.
Negative	He does not play chess.	She is not winning.	They did not pass 'Go'.	I wasn't playing cards.
Questions	Do you like chess?	What are you playing?	Did they invent chess?	What were you doing?

### Tense review: future tenses

	Present continuous	be going to	will
Affirmative	She is having a party.	I am going to play to chess.	We will win the game.
Negative	I am not playing tennis.	He is not going to play ludo.	We won't cheat.
Interrogative	Is she having a party?	Are you going to play?	Will you win or lose?

### Time expressions

- present simple: *always, usually, often, sometimes, never*
- present continuous: *today, at the moment, now*
- past simple: *in 1989, yesterday, 5,000 years ago*
- past continuous: *yesterday at 9 pm*
- future tenses: *tomorrow, next week, later, in two years' time*

### Speaking Expressing preferences

I **don't really feel like** doing that today.  
To be honest, I'd **rather** visit the castle. I haven't been there.

Let's see a film.

What would you rather do?  
OK. Let's do that. And what are we going to do in the evening?  
I **don't fancy** a film tonight. I'd **prefer** to go dancing.



# Unit 9 Progress Check

## Vocabulary Playing games

1 Complete the words with vowels.

- 1 ch ■ ■ t
- 2 r ■ ll th ■ d ■ c ■
- 3 m ■ v ■ ■ c ■ ■ nt ■ r
- 4 l ■ s ■
- 5 m ■ ss ■ t ■ rn

## Places to visit

2 Look at the pictures and write the correct words in your notebook.



## Grammar Present simple and present continuous

3 Write complete sentences using the present simple or the present continuous.

- 1 We / play / cards / at the moment.
- 2 Paula / win / and I / lose.
- 3 We / often / play cards / on Saturday afternoons.
- 4 We / usually / meet / at Katie's house.
- 5 We / not play / at Katie's house today.

## Past simple and past continuous

4 Complete the text with the past simple or past continuous form of the verbs in brackets.

Last year, we <sup>(1)</sup>... (go) to Madeira on holiday. While we <sup>(2)</sup>... (visit) a museum, I <sup>(3)</sup>... (meet) a school friend. We <sup>(4)</sup>... (play) on the beach when I <sup>(5)</sup>... (hear) a familiar voice. It was another school friend!

## Question forms

5 Order the words to make questions.

- 1 cards / your best friend / playing / Is / now / ?
- 2 win / Who / will / the game / ?
- 3 Where / are / going to / have / you / dinner / ?
- 4 last summer / you / did / What / do / ?
- 5 doing / you / at 9.30 pm / What / were / last night / ?

## Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- playing games?
- places to visit?
- present simple and present continuous?
- past simple and past continuous?
- question forms?

## Extra Practice

If you need extra practice, go to:

- Unit 9 Grammar Reference
- Unit 9 Vocabulary Reference
- Unit 9 Grammar Exercises
- Unit 9 Vocabulary Exercises

Crystal Clear  
Self-Check ✓





# Revision Units 7–9

## Vocabulary

- Life events
- Musical instruments
- Materials and containers

- Endangered animals
- Playing games
- Places to visit

Work with a partner to complete the sentences. Who finishes first?

**START**



She is c...



The e... is the biggest land animal.



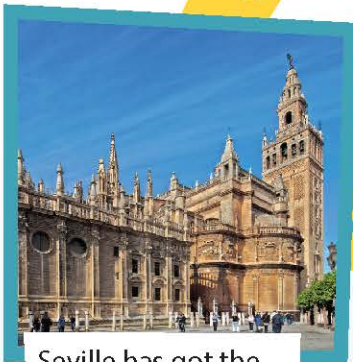
When I am 18, I want to g... t... u...

You should always recycle glass b...

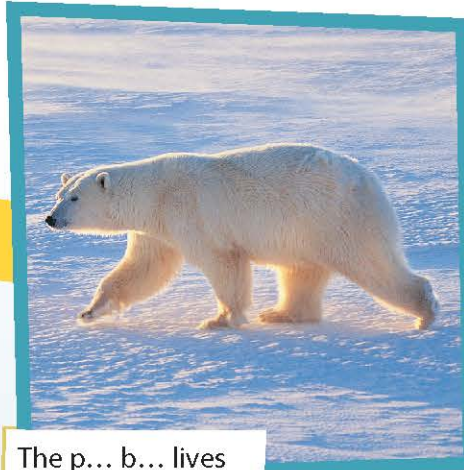


José Muñoz plays the g... in Estopa.

This game is difficult. I g... u...!



Seville has got the largest c... in Spain.



The p... b... lives in the Arctic Circle.



**FINISH**



Jumpers, gloves and scarves are often made of w...



This is a very famous s... in New York.



# Grammar

- will and won't
- First conditional
- Present perfect
- Question forms
- Future time expressions
- ever and never
- Time expressions

## will and won't

- 1 Complete the sentences with *will* or *won't* and the verbs in brackets.



Football team tour of North Wales.

Monday:

Mr Jones <sup>(1)</sup>... (meet) the football team at the train station.

The team <sup>(2)</sup>... (not sleep) in a hotel. They <sup>(3)</sup>... (stay) with families.

Tuesday:

The team <sup>(4)</sup>... (travel) to Bangor. They <sup>(5)</sup>... (play) three matches.

In the afternoon, they <sup>(6)</sup>... (visit) Snowdonia National Park. They <sup>(7)</sup>... (not climb) Mount Snowdon, they <sup>(8)</sup>... (use) the train.

## First conditional

- 2 Match 1–6 with a–f to make sentences.

- If we go to Brighton beach,
  - If you don't go to Scotland,
  - We'll visit New York
  - If she goes on holiday next year,
  - He won't see Buckingham Palace
  - If I go to the market,
- if he doesn't go to London.
  - I'll buy some fruit and vegetables.
  - she'll go to Mexico.
  - you won't hear Scottish music.
  - we'll swim in the sea.
  - if we go to the USA.

## Present perfect

- 3 Complete the text with the present perfect form of the verbs in brackets.

Hi Molly,

We <sup>(1)</sup>... (arrive) in the Lake District. We <sup>(2)</sup>... (find) the campsite and my dad <sup>(3)</sup>... (build) a fire. I'm hungry because we <sup>(4)</sup>... (not have) any lunch. My mum and sister <sup>(5)</sup>... (go) to buy food. We <sup>(6)</sup>... (fish) in the river and we <sup>(7)</sup>... (hike) in the forest. We <sup>(8)</sup>... (not climb) any mountains.

Harry

## Question forms

- 4 Complete the questions with the words in the box. Then write true answers for you.

are did do have will

- Where ... you have lunch yesterday?
- ... you going to meet your friends tomorrow?
- ... you learn to drive in the future?
- ... you ever broken your leg?
- How often ... you study geography?

## Grammar check

- 5 Circle the correct words.

- Have they ever / never visited the town square?
- We are going to study history at university last year / next year.
- We won't get married yesterday / soon.
- It will rain / rain tomorrow.
- We study hard every day / today.

# Cultural Awareness: Landscape



1 How much do you know about the landscape in Britain? Do the quiz.

1 The United Kingdom is made up of England, Scotland, Wales and ...

- a) France
- b) Spain
- c) Northern Ireland

2 What is the name of the highest mountain in Britain?

- a) Ben Nevis
- b) Scafell Pike
- c) Mount Snowdon

3 There is a ... at the top of Mount Snowdon.

- a) café
- b) theme park
- c) cinema

4 How many National Parks are there in Wales?

- a) ten
- b) two
- c) three

5 Conservation projects in the UK aim to protect ...

- a) the environment
- b) the Queen
- c) the shops

6 Why were canals built throughout England?

- a) So that people could go on holiday more easily.
- b) To carry heavy goods like coal up and down the country.
- c) For fishing in.



## WATCH

2 Watch the documentary about landscape and answer the questions.

- 1 What is the collective name for Great Britain and Northern Ireland?
- 2 How many kilometres of coastline has Britain got?
- 3 How many National Parks are there in England?





# Digital Competence: A presentation



- 1 Read the task and look at Laura's presentation. What kind of landscape is she describing?



## Nature at its best!

I love this landscape! It's in Africa. I like it because it is very beautiful and you can see a lot of animals, like elephants. Elephants are endangered at the moment. If people don't stop hunting them, they will be extinct one day. You can see them below! In summer, it is hot and dry. There aren't many trees because it doesn't rain much. I have never been to Africa, but I would like to go one day!

COMMENTS



### TASK

Create a presentation page about a landscape you know. Follow the steps below.

**Step 1** Choose a landscape that you like. Find or take some photos of it.

**Step 2** Make a list of useful words. Then write a one minute presentation. Check it for mistakes.

**Step 3** Send your presentation to the other students in your class. Ask them to comment!

**Step 4** Listen to your classmates' presentations. Which do you like best? Why?



# Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was / were /wɒz/, /wɜ:(r)/	been /bi:n/
begin /bɪ'ɡɪn/	began /bɪ'ɡæn/	begun /bɪ'ɡʌn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /eɪt/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒtən/
get /get/	got /gɒt/	got /gɒt/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvən/
go /ɡəʊ/	went /went/	gone /ɡɒn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt / learned /lɜ:(r)nt/, /lɜ:(r)nd/	learnt / learned /lɜ:(r)nt/, /lɜ:(r)nd/
leave /li:v/	left /left/	left /left/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /put/	put /put/	put /put/
read /ri:d/	read /red/	read /red/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtən/



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