

Right on!

The right choice!



**Fully interactive IWB
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to boost the learning
experience!



21st Century Learners

Culture Spot

Captain Britain is a famous superhero in the UK. His real name is Brian Braddock.



Who's a famous superhero in your country?

theme-related

evaluation based on CEFR

grammar in context

research skills

creativity

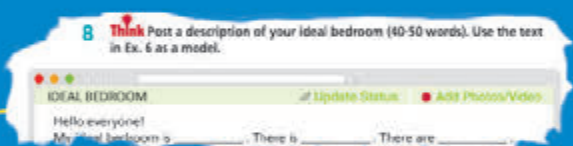
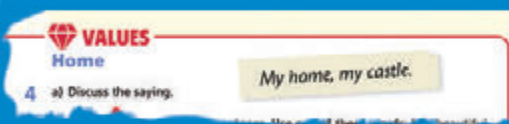
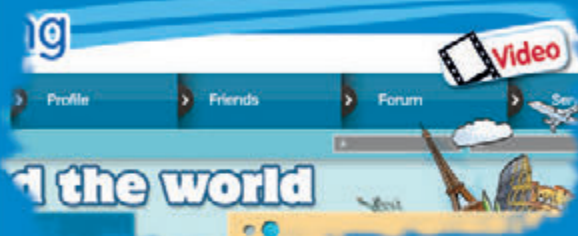
autonomous learning

CREATE AN UNUSUAL DISH!

Study skills

Multiple choice listening

Read the questions and look at the pictures. Think of words related to them. This will help you do the task.



Right on!

Student's Book

Jenny Dooley

1



Express Publishing

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4 • All about food



What's in this module?

- **Vocabulary**
 - food & drinks
 - food preparation
 - cooking tools
- **Grammar**
 - love/like/hate + *-ing* form
 - countable/ uncountable nouns
 - quantifiers
 - comparisons
- **Speaking**
 - expressing likes/ dislikes
 - giving instructions
- **Writing**
 - a blog entry about street food in your country
- **CLIL (Food Technology):** The Eatwell Guide
- **Culture:** British national dish
- **Values:** Healthy eating habits



Vocabulary

Food & Drinks

- 1 a) Label the pictures.
 - biscuits • pasta • fruit juice • meat • cucumbers • strawberries • salt

b) 2.14 Listen and check, then repeat. Say the words in your language.
- 2 List the food/drinks under the headings: *Grain – Vegetables – Fruit – Dairy products – Animal products – Other.*



Note!

We use **-ing** forms after *love, like, hate*.

Speaking

Expressing likes/dislikes

3 Use the key to talk about your likes/dislikes, as in the example.



I love



I quite like



I hate



I really like



I don't like... (very much)

I love eating cereal and eggs. I really like drinking milk. I quite like eating fish. I don't like eating yoghurt very much. I hate drinking coffee.

4a • Reading



What's your favourite

FOOD?

We love watching TV chefs prepare our favourite foods. They create delicious dishes like soups, pies, salads and stews with lots of different ingredients, but what are our TV chefs' favourite foods?

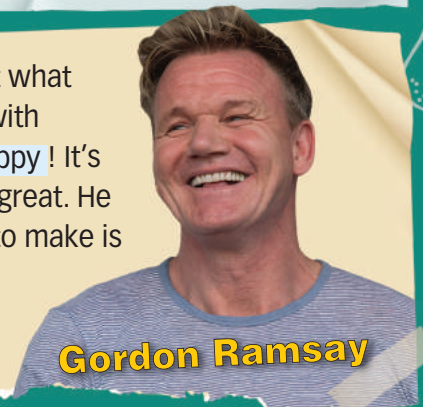


Jamie Oliver

Jamie has got restaurants all over the UK. He likes using all kinds of ingredients, from meat and fish to special rice to create amazing dishes, but what he really likes is bread and pasta. These foods are healthy, tasty and really easy to make. He doesn't like sugary drinks because they are unhealthy.



Gordon is famous for his difficult dishes, but what does he like to eat at home? A meal of fish with vegetables is all it takes to make Gordon happy! It's simple, doesn't take a lot of time and tastes great. He also says the meal everyone needs to learn to make is roast dinner. This British meal with meat, potatoes, vegetables and gravy is delicious!



Gordon Ramsay



Lorraine Pascale

Lorraine knows all about healthy eating. She writes books about it. People love her recipes! Her favourite meal is one of them: Thai fish pie. It's British fish pie with flavours from Thailand. It's healthy and tasty!



Reading

- pie
- stew
- ingredient
- meal
- gravy
- recipe
- flavour

1 Who are the people in the photos? Who is famous for his/her difficult recipes?

2.15 Listen and read to find out.

2 For questions (1-3), choose the best answers (A, B or C).

- 1 Jamie Oliver's favourite food is ...
A special rice. B meat and vegetables. C bread and pasta.
- 2 At home, Gordon Ramsay likes ...
A fish with vegetables. B gravy. C roast dinner.
- 3 Lorraine writes books about ...
A healthy eating. B Thai food. C British pies.

Vocabulary

Food

3 Complete the sentences. Use: *flavour, pies, meal, ingredients, gravy, chef, drinks or recipe.*

- 1 I always use my grandma's _____ when I make lemon cake.
- 2 Chefs use different _____ to create dishes.
- 3 We usually have meat with _____ and vegetables for dinner.
- 4 Chocolate is my favourite _____ of ice cream.
- 5 My mum makes excellent apple _____.
- 6 Jamie Oliver is a famous _____; his dishes are excellent.
- 7 I don't like sugary _____. They are unhealthy.
- 8 Roast dinner is a British _____.

4 Match the highlighted words in the texts to their opposites below.

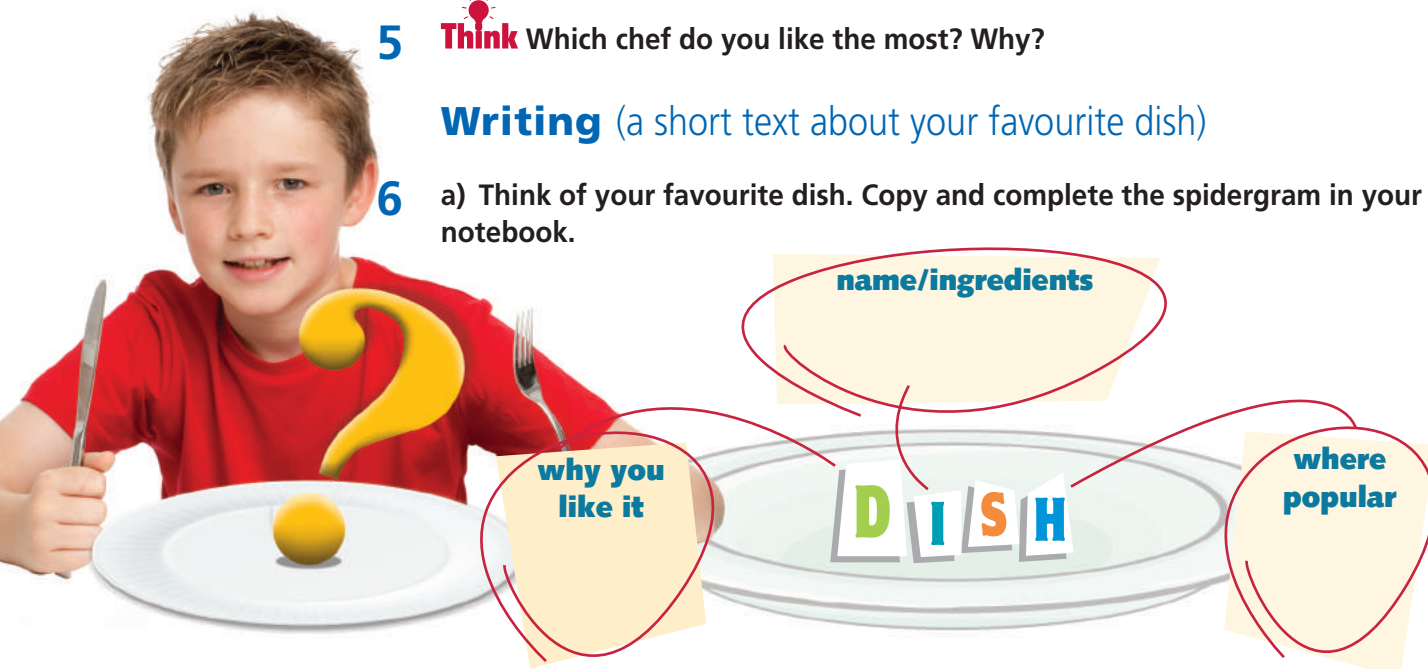
- | | | | |
|------------|---------|-------------|---------|
| 1 easy | ≠ _____ | 3 unhealthy | ≠ _____ |
| 2 ordinary | ≠ _____ | 4 sad | ≠ _____ |

Speaking

5 **Think** Which chef do you like the most? Why?

Writing (a short text about your favourite dish)

6 a) Think of your favourite dish. Copy and complete the spidergram in your notebook.



b) Use your notes in Ex. 6a to write a short text about your favourite dish for a cookery magazine (50 words).

Special Dishes

_____ is a dish with _____.
 It's a popular dish in _____. I like it because it's _____.

4b • Grammar

Note!

- **Countable nouns** are nouns we can count. They have **singular** and **plural** forms. **an apple – two/some apples**
- **Uncountable nouns** are nouns we cannot count. They usually have **singular** forms. (**some milk** – NOT: *milk*s) These nouns include: **food** (**cheese, meat, flour, sugar, salt, etc.**), **liquid** (**coffee, tea, water, etc.**)

alan – somelany

| | Countable | |
|----------------------|-------------------------|-----------------------------|
| | singular | plural |
| affirmative | There's an onion. | There are some onions. |
| negative | There isn't a cucumber. | There aren't any cucumbers. |
| interrogative | Is there an egg? | Are there any eggs? |
| | Uncountable | |
| | singular | |
| affirmative | There's some cheese. | |
| negative | There isn't any flour. | |
| interrogative | Is there any butter? | |

We can use **some** in interrogative sentences to make **offers** and **requests**. **Would you like some milk?** (offer)
Can I have some tea, please? (request)

We need to buy **some** apples and a **bottle** of milk.



Let's go to the supermarket.

- 1 Read the theory box and the note. How do we use *a/an, some, any*?
- 2 Decide if the nouns below are **C** (Countable) or **U** (Uncountable). Write the plural form of the countable nouns.

- | | | | | | |
|----------|------------|---------------|--------------|---|-------|
| 1 apple | → <u>C</u> | <u>apples</u> | 6 meat | → | _____ |
| 2 coffee | → | _____ | 7 carrot | → | _____ |
| 3 water | → | _____ | 8 lemon | → | _____ |
| 4 rice | → | _____ | 9 strawberry | → | _____ |
| 5 burger | → | _____ | 10 salt | → | _____ |

- 3 Choose the correct word.

- | | |
|---|--|
| 1 Is there some/any sugar? | 4 I need some/any milk for my cereal. |
| 2 There isn't some/any flour left. | 5 There's a/an apple on the table. |
| 3 Would you like a/an biscuit? | 6 Can I have some/any chips, please? |

Partitives

We can use both **uncountable nouns** and **plural countable nouns** after partitives (**phrases of quantity**) such as: *a bag/bottle/bowl/can* etc. Study the examples below.

a **bag** of cherries



a **can** of cola



a **jar** of jelly beans



a **bar** of chocolate



a **carton** of milk



a **loaf** of bread



a **bottle** of mustard



a **cup** of tea



a **packet** of biscuits



a **bowl** of cereal



a **glass** of water



a **piece** of pizza



4 Read the table on p. 62. Match the two columns.

- | | | | |
|-------------|---|---|-----------|
| a bar of | 1 | a | crisps |
| a packet of | 2 | b | juice |
| a can of | 3 | c | chocolate |
| a carton of | 4 | d | soda |
| a loaf of | 5 | e | water |
| a jar of | 6 | f | jam |
| a bottle of | 7 | g | bread |

I want to make a cake. **How much** flour have we got?

Quantifiers

| Countable nouns | Uncountable nouns |
|--|---|
| How many biscuits are there? | How much milk is there? |
| There are too many biscuits. | There is too much milk. |
| There are a lot of/lots of biscuits. | There is a lot of/lots of milk. |
| There are some/a few biscuits. | There is some/a little milk. |
| There are (very) few/not many biscuits. | There is (very) little/ isn't much milk. |
| There aren't any/are no biscuits. | There isn't any/is no milk. |

A bag. But there are very **few** eggs. Let's go and buy **some**.

5 Read the theory box. Then, choose the correct word.

- There isn't **many/much** milk left.
- How **much/many** bread is in the cupboard?
- How **many/much** eggs go in the cake mix?
- He's got **a lot of/a little** sweets in his bag.
- There is **many/lots of** sugar in this ice cream.
- We haven't got **many/much** orange juice.
- There are **a few/a little** apples. Let's make an apple pie.
- There's very **few/little** butter left.

6 It's Saturday. Decide on what you need to buy from the supermarket for the week. Write your shopping list.

- A: Do we need any apples?
 B: No, we have got a lot of apples. We need some milk.
 A: How much?
 B: A carton. etc.

4C • Vocabulary

Food preparation

1 2.16 Listen and repeat. Say the words in your language.



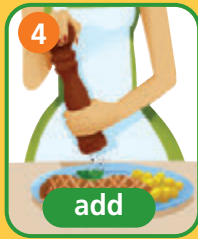
slice



peel



grate



add



mix



chop



beat

Cooking tools

2 2.17 Listen and repeat. Say the words in your language.



knife



saucepan



bowl



whisk



cake tin



grater



frying pan



spoon

3 a) Match the cooking tools (1-4) to the correct phrases (a-d).

- whisk 1
- knife 2
- grater 3
- spoon 4

- a) grate cheese
- b) mix vegetables
- c) beat eggs
- d) chop, peel or slice onions

b) Make sentences using your answers in Ex. 3a. Tell your partner.

You need a whisk to beat eggs.



Everyday English • 4d

Giving instructions

1 Complete the dialogue. Use the sentences (A-E).

- Nat** This cake is delicious!
- Helen** Thanks! It's my grandma's recipe.
- Nat** 1) _____
- Helen** Yes. First of all, beat the butter and sugar.
2) _____
Then, mix some more.
- Nat** 3) _____
- Helen** Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin.
Finally, slice the strawberries and add them to the cake tin.
- Nat** 4) _____
- Helen** For forty minutes at 220 degrees Celsius.
- Nat** 5) _____
- Helen** It really is.

Grandma's Cake Recipe

Ingredients:

- 200g sugar
- 120g butter
- 2 eggs
- 120 ml milk
- 180g flour
- 2 tsp baking powder
- 12 strawberries

* g = gramme(s)
ml = millilitre(s)
tsp = teaspoon(s)
tbsp = tablespoon(s)



- A And then?
- B Wow, it sounds simple!
- C How long do you bake it for?
- D Is it easy to make?
- E Next, break the eggs and add them to the bowl, one at a time.

Word


How much: asks about quantity (uncountable nouns)
How many: asks about quantity (countable nouns)

2   2.18 Listen and check. Then, act out the dialogue in pairs.

3  Look at the ingredients in the recipe. Ask and answer questions as in the example.

A: How much sugar do we need?
B: We need 200 grammes of sugar.

A: How many eggs do we need?
B: We need 2 eggs.

4  Think of an unusual dish. Tell your partner how to make it. Act out a dialogue similar to the one in Ex. 1.

CREATE AN UNUSUAL DISH!

Intonation

Word stress

 2.19 Listen and underline the stressed syllables. Then, listen again and repeat.

Each word has one stress. We only stress vowels. eg. orange

- rice • apple • chicken • cereal • tomato • pepper • onion • coffee • lemon • cheese

Comparative

| | adjective | comparative |
|-------------------|-----------|-----------------------|
| short adjectives | small | smaller (than) |
| | large | larger (than) |
| | big | bigger (than) |
| | tasty | tastier (than) |
| longer adjectives | expensive | more expensive (than) |

Note: *clever, common, friendly, narrow* form their comparative with **-er** or **more**
friendly – **friendlier/more friendly**
Irregular adjectives: good → **better** (than);
 bad → **worse** (than); (a) little → **less** (than);
 many/much/a lot of → **more** (than)



Spelling Rules

- adjective + **-er**
long – longer
- **-e + r** nice – nicer
- one-syllable adjective ending in vowel + consonant → double consonant + **-er**
thin – thinner
- **-y** → **-i** + **-ier**
happy – happier

1 Read the table. How do we form the comparative degree of short/longer adjectives? Which word do we use after an adjective in the comparative form? Are there similar structures in your language?

2 Put the adjectives in brackets into the comparative form.

- Paul's restaurant is _____ (busy) than Rico's.
- Rico's is _____ (expensive) than Paul's.
- The waiters at Rico's are _____ (polite) than the ones in Paul's.
- The service at Rico's is _____ (quick) than in Paul's.
- Paul's is _____ (crowded) than Rico's.
- Rico is _____ (friendly) than Paul.

Game!

Say the comparative form. Then use it in a sentence.

tasty – tastier
 Fish is tastier than chicken.

3 Look at the table. Compare the cafés.

| | Sam's | Ann's |
|-----------|-------|-------|
| busy | ★★ | ★ |
| expensive | ★ | ★★ |
| old | ★ | ★★ |
| big | ★★ | ★ |
| quiet | ★ | ★★ |

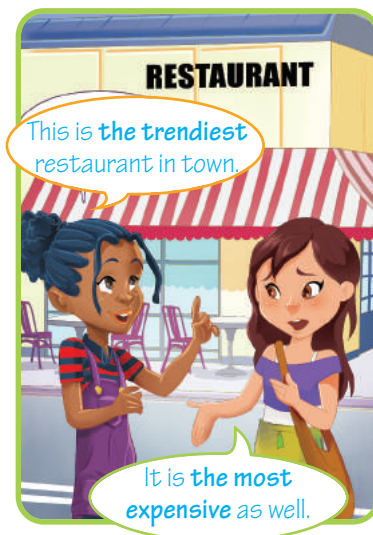
Sam's is busier than Ann's.



Superlative

| | adjective | comparative | superlative |
|-------------------|-----------|-----------------------|----------------------------|
| short adjectives | small | smaller (than) | the smallest (of/in) |
| | large | larger (than) | the largest (of/in) |
| | big | bigger (than) | the biggest (of/in) |
| | tasty | tastier (than) | the tastiest (of/in) |
| longer adjectives | expensive | more expensive (than) | the most expensive (of/in) |

Note: *clever, common, friendly, narrow* form their superlative with **-est** or **the most**
friendly – **the friendliest/the most friendly**
Irregular adjectives: good → **best**; bad → **worst**;
 (a) little → **least**; many/much/a lot of → **most**



4 Read the theory box. How do we form the superlative degree of short/longer adjectives? Which words do we use with an adjective in the superlative form?

Spelling Rules

- adjective + **-est**
long – longest
- **-e + st** nice – nicest
- one-syllable adjective ending in vowel + consonant → double consonant + **-est**
thin – thinnest
- **-y → -i** + **-iest**
happy – happiest

5 Write the superlative form.

- | | | | | | |
|-----------|---|---------------------|-------------|---|-------|
| 1 cheap | – | <u>the cheapest</u> | 5 difficult | – | _____ |
| 2 clever | – | _____ | 6 spicy | – | _____ |
| 3 good | – | _____ | 7 a lot of | – | _____ |
| 4 crowded | – | _____ | 8 a little | – | _____ |

6 Put the adjectives in brackets into the superlative form.

- 1 Marco's is _____ (**popular**) restaurant in town.
- 2 This is _____ (**easy**) dish ever!
- 3 This café is _____ (**old**) in the area.
- 4 This is _____ (**good**) place to eat Thai fish pie.
- 5 This is _____ (**delicious**) dish on the menu.

7 Put the adjectives in brackets into the comparative or superlative forms.

- 1 Mario's is _____ (**expensive**) restaurant in the area.
- 2 Fruit juices are _____ (**healthy**) than sugary drinks.
- 3 This cake recipe needs _____ (**many**) eggs than that one.
- 4 Ramsay is one of _____ (**famous**) chefs in the world.
- 5 Thai fish pie is _____ (**tasty**) stew of all.

8 Use the adjectives in Ex. 5 in the comparative and superlative in sentences of your own.



Street Food Around the World

A

Do you ever feel hungry, but don't have the time to eat at a restaurant? Then **pick up** some street food! It's fast, delicious, and a great way to discover great flavours.

Let's **find out** about some popular street food from different countries.



B

Fish and Chips

A very popular street food in the UK is fish and chips. Vendors take the fish (usually cod or haddock) and cover it in batter before they fry it in very hot oil. Then, they use some special paper to wrap the fish and chips. People usually put salt and vinegar on their fish and chips. It's really tasty!

Hot Dogs

In cities in the USA there are hot dog carts on almost every street. A hot dog is a sausage in a bun. The vendors usually steam the sausages, and **warm** the buns **up** in a special oven. People then put their favourite toppings on their hot dog. Some popular toppings are mustard, ketchup, onions and relish. Many people also add some red pepper to make it spicy! Hot dogs are delicious.



- hungry • vendor
- cod • haddock
- batter • fry
- vinegar • cart
- bun • steam
- oven • relish



Culture Spot

Roast beef and Yorkshire pudding is the English national dish.



What is the national dish of your country?

Reading

- 1 Read the title of the text and look at the pictures. Which countries are these street foods popular in?
 ▶ 2.20 Listen and read to find out.
- 2 Read the text and decide if the sentences are **R (right)**, **W (wrong)**, or **DS (doesn't say)**.

| | |
|---|--------------------------|
| 1 Vendors fry fish and chips in very hot oil. | <input type="checkbox"/> |
| 2 Vendors use flour and water to make batter. | <input type="checkbox"/> |
| 3 Vendors steam the buns in a cart. | <input type="checkbox"/> |
| 4 Vinegar is a popular topping for hot dogs. | <input type="checkbox"/> |
- 3 Answer the questions.
 - 1 What fish do vendors use to make fish and chips? _____
 - 2 What do people usually put on their fish and chips? _____
 - 3 Where can you buy hot dogs in the USA? _____
 - 4 What do people usually put on their hot dogs? _____
- 4 Find: *four adjectives that describe food* and *four verbs related to food preparation*. Then, list all types of food in the text. Which are vegetables? fish?

Note!**Phrasal verbs**

A phrasal verb consists of a verb and a particle. The particle gives the verb a different meaning. **He can count to 1000. You can count on me for help.** (= rely on). Look at the highlighted phrasal verbs in the text. Which means: buy; make hotter; discover?

Study skills**Multiple choice listening**

Read the questions and look at the pictures. Think of words related to them. This will help you do the task.

Study skills**Using a search engine**

Use key words (nouns, adjectives) for your search. Do not write articles or pronouns.

Vocabulary**Food**

5 Complete the sentences. Use these words: *toppings, steam, spicy and fry*. Which words describe cooking methods?

- 1 People _____ potatoes in oil to make chips.
- 2 My dad puts _____ like mustard and onions on his burger.
- 3 I add pepper to my soup to make it _____.
- 4 Boil the water and _____ the carrots for 15 minutes before you serve them.

Speaking

6 **Think** Which of the street foods in Ex. 1 would you like to try? Why? Tell your partner.

I would like to try _____ because _____.

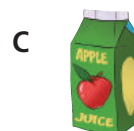
Listening

7  2.21 Listen and choose the correct answer (A, B or C).

1 What's Paul's favourite food?




2 What does Ann want to drink?



3 What does Lyn need to buy?

**Writing** (a blog entry about street food in your country)

8  Think of a popular street food in your country. Collect information under the headings: *name of street food – how they make it – what they serve with it*. Use your notes to write a blog entry about it (50 words).

4 • CLIL (Food Technology)

The Eatwell Guide

Do you want to eat healthily but don't know how? Well, now there's the 'Eatwell Guide' to help you.



Fruit & vegetables

Fruit and vegetables are very healthy because they've got lots of vitamins but not many calories or fat. We need about 5 daily portions to help our bodies stay fit and healthy.



Bread, rice, potatoes, pasta & cereal

It is very important to eat lots of bread, rice, potatoes, pasta and cereal because it gives us the energy we need to get through the day.



Beans, fish, meat & eggs

These foods give us the protein and vitamins we need for our body to grow big and strong. Beans are great because they have lots of protein and little fat.



Oils & spreads

Oils & spreads have got lots of fat and calories in them but they are good for you in small amounts. Olive oil and coconut butter are 'healthy fats', so it's OK to have some during the day.



Drinks (water, fruit juice, tea)

It is very important to drink 6 to 8 glasses of liquids every day to stay healthy. Water is always a good choice, but tea and juices are OK, too.

Biscuits, crisps, cake, sweets & chocolate

Biscuits, crisps, cake, sweets and chocolate are a part of our lives, but they are very unhealthy. They are full of fat and sugar, so don't eat these foods often.

Milk, yoghurt, butter & cheese

These foods have got lots of calcium and protein. They help our bodies to grow strong bones and teeth.



- vitamin
- calorie
- fat
- protein
- energy
- spread
- calcium
- liquid

Reading

- 1 Which food do you think you should eat more: *meat* or *potatoes*?
 2.22 Listen, read and check.
- 2 Read the text again. Complete the sentences.

- 1 Fruit and vegetables have got lots of _____.
- 2 Potatoes and rice give us _____.
- 3 Meat and eggs help our body _____.
- 4 Oils are rich in _____.
- 5 We need to drink lots of water to _____.

Writing & Speaking


- 3 Which foods/drinks do/don't you usually eat/drink from the Eatwell Guide? Tell the class.

I usually eat _____ and drink _____. I don't _____.

- 4 **Think** What is the purpose of the text: *to inform?* *to entertain?* Do you want to change anything in your diet because of the information in it?



Project Time 4

- 1  Create a poster about Healthy Eating.

unhealthy food/drinks



healthy food/drinks



Presentation Skills

- 2 Use your poster in Ex. 1 and the information from the Eatwell Guide to give a presentation about healthy/unhealthy eating habits to the class.

VALUES

Healthy eating habits

- 3 Tick (✓) the sentences that are true about you.

How healthy is your diet?

- 1 I eat lots of fruit and vegetables.
- 2 I drink 6 to 8 glasses of water or juice a day.
- 3 I eat potatoes, rice or bread with every meal.
- 4 I eat beans or fish three times a week.
- 5 I have cheese, milk or yoghurt every day.
- 6 I don't drink cola.
- 7 I don't eat a lot of crisps, biscuits or chocolate.
- 8 I don't eat a lot of fast food (burgers, hot dogs, etc.)

Results

- 0-2 Your diet is very unhealthy.
 3-5 Your diet is healthy.
 6-8 Your diet is very healthy.

See Song Section p. 107

4 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 **Chop/Add** the onions with a **whisk/knife**.
- 2 **Grate/Beat** the eggs with a **grater/whisk**.
- 3 To make potato chips, **mix/peel** the potatoes and **slice/mix** them thin.

3 x 2 = 6

2 Circle the odd word out.

- 1 **Vegetables:** onions – rice – lettuce – cucumber
- 2 **Fruit:** cherries – strawberries – chicken – oranges
- 3 **Dairy products:** tea – milk – butter – cheese
- 4 **Grain:** bread – flour – cereal – fish

4 x 2 = 8

Grammar

3 Choose the correct word.

- 1 **How much/How many** apples do we need? **Not much/Not many**.
- 2 There isn't **many/much** pasta. Can you buy a **can/packet**, please?
- 3 Can I please have **any/some** tea? A **cup/bowl** is fine.
- 4 There are **a few/a little** oranges in the fridge. We can make **some/an** orange cake.
- 5 There aren't **some/any** oranges. Let's go and buy a **little/some**.
- 6 There isn't **some/any** milk. Would you like **any/some** apple juice?
- 7 Can you please buy a **jar/loaf** of bread and two **bars/cartons** of milk?
- 8 There's **a few/a little** yoghurt. Would you like **a few/some**?

8 x 2 = 16

4 Put the adjectives in brackets into the comparative or superlative forms.

- 1 This café is _____ (**expensive**) than that one.
- 2 The restaurant near my house is _____ (**cheap**) than Karen's.
- 3 This is _____ (**trendy**) restaurant in town.
- 4 This is _____ (**delicious**) pie of the café!
- 5 Here's _____ (**good**) place to have a juicy burger.
- 6 I find hot dogs _____ (**tasty**) than fish and chips.
- 7 Mark's is _____ (**popular**) fast food restaurant in the area.
- 8 There are _____ (**many**) dishes to choose from at Paul's than at Mike's.

8 x 1 = 8

Reading

5 Answer the questions below.

Lunchtime in the UK



My name's Tony and I'm 15 years old. I live in London. In my country, students usually bring a packed lunch to school or have a school dinner. Parents make packed lunches at home. They are usually a sandwich and some fruit. School dinners are hot meals the school makes. We call them 'dinner' even though lunchtime is in the middle of the day. They usually cost £2 a day.

School dinners are very healthy in the UK. Children get two portions of fruit and vegetables in every meal, rice or potatoes or pasta and chicken or fish.

- 1 Where is Tony from?
- 2 What is a packed lunch?
- 3 What is a school dinner?
- 4 How much does a school dinner cost?
- 5 What food is usually in a school dinner?

5 x 4 = 20

Everyday English

- 6 Read the recipe. Complete the questions with *How much* or *How many*. Then, answer them.

Cheese & Tomato Omelette

Ingredients:

- 3 eggs
- 1 tomato
- 50 ml milk
- 80g cheese

- 1 A: _____ eggs do we need?
B: We need _____.
- 2 A: _____ milk do we need?
B: We need _____.
- 3 A: _____ tomatoes do we need?
B: We need _____.
- 4 A: _____ cheese do we need?
B: We need _____.

4 x 3 = 12

Listening

- 7 2.23 Listen and choose the correct answer (A, B or C).

- 1 What is Mary's favourite food?
 A B C
- 2 What does Tony want to eat?
 A B C
- 3 What do they order?
 A B C
- 4 What is Anna's favourite food?
 A B C

4 x 3 = 12

Writing

- 8 Write a blog entry about your favourite meal (50 words).

FOOD BLOG

Hi, everyone. My favourite meal is _____. It's a dish of _____.

It's _____ to make. I like it because _____.

Post a comment

18 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about food & drinks ★★★★★
- talk about food preparation & cooking methods ★★★★★
- talk about cooking tools ★★★★★

Reading

- do a multiple choice task ★★★★★
- identify R/W/DS statements ★★★★★
- answer comprehension questions ★★★★★
- complete sentences ★★★★★

Listening

listen for key information (multiple choice) ★★★★★

Speaking

- express likes/dislikes ★★★★★
- give instructions ★★★★★

Writing

- write a short text about my favourite food ★★★★★
- write a blog entry about street food in my country ★★★★★

SONGS



- 1 Complete the gaps with: *weekend, lessons, rest, routine, special, play.*
- 2 3.15 Listen and check, then sing along.
- 3 **Think** How similar is your daily routine to the singer's?



**Every Day
is New!**

Every day the same **1)** _____ ,
With lots of things to do!
But every day is **2)** _____
Because every day is new!

I get up every morning,
I have **3)** _____ , meet my friends.
I go to school five days a week,
And then comes the **4)** _____ !

On Saturdays and Sundays,
I find some time to **5)** _____ .
But work or **6)** _____ , do you know what's best?
I enjoy every single day!

Module 3

- 1 Complete the gaps. Use: *pies, ingredients, food, meat, steam, beat.*
- 2 3.16 Listen and check, then sing along.



I ♥ food



In the kitchen, that's the spot,
That's where things get really hot!
I love cooking, I love **1)** _____ ,
It always puts me in the mood!

Slice it, **2)** _____ it, chop it,
Peel it, grate it, mix!
Boil it, fry it, **3)** _____ it,
You can take your pick!

In the kitchen, that's the space,
4) _____ all around the place!
Eggs, potatoes, cheese and **5)** _____ ,
All the things I love to eat!

In the kitchen, that's my style
'Cause cooking always makes me smile!
Preparing salads, baking **6)** _____
I love food, and that's no lie!

Module 4

A recipe • 4

- 1** Read the task. Look at the underlined key words and complete the sentences (1-4).

Your English school magazine wants students to send in recipes of their favourite dish. Write your recipe (50 words).

- 1 You need to write a _____.
- 2 It is for the _____.
- 3 You need to write about _____.
- 4 You need to write _____ words.

Model analysis

- 2** Look at the ingredients. What do we need to make an omelette?



- 3** Read the model and complete the gaps with the words below.

• serve • fold • put • pour • add

Omelette

Method

- Beat the eggs in a bowl. **1)** _____ salt and pepper.
- **2)** _____ a frying pan on a low heat (150°C).
- Add ½ tsp of oil, then **3)** _____ in the eggs.
- **4)** _____ the omelette over in half.
- When it is golden brown, remove the pan from the heat.
- **5)** _____ hot.



Writing Tip Using abbreviations

When we write recipes, we usually use abbreviations. **min** – minute

- 4** a) What do these abbreviations mean? Read and match.

- | | |
|---------------|--------------------------|
| tsp 1 | a gram |
| tbsp 2 | b minute |
| g 3 | c millilitre |
| kg 4 | d tablespoon |
| ml 5 | e degrees Celsius |
| min 6 | f teaspoon |
| °C 7 | g kilogram |

- b) Go through the method. Find examples of abbreviations. What do they mean?

Your turn

- 5** a) **Brainstorming:** Copy the spidergram into your notebook. Complete it with information about your favourite dish.



- b) Use the task in Ex. 1 to write your recipe. Use your ideas from Ex. 5a and phrases from the Useful Language box.

Useful Language

Listing ingredients

- a tsp/tbsp of honey/sugar/salt
- a kg of potatoes/beef
- a litre of milk/water • a cup of flour/water

Method

- Add (the meat to the vegetables, etc).
- Bake (the cake in an oven, etc).
- Chop (vegetables into small pieces, etc).
- Boil (the pasta in water, etc).
- Mix (everything together in a bowl, etc).
- Cook (the dish for 30 minutes, etc).
- Peel (the skin of the tomato, etc).
- Pour (the milk into the bowl, etc).

Serving suggestions

- Serve straightaway/while still hot/when cool.
- You can serve the dish hot or cold.

4 • All about food

Vocabulary

Food & Drinks

1 ★ Choose the correct word.



1 pasta/rice



2 bread/biscuits



3 cereal/crisps



4 flour/sugar




5 oranges/
strawberries




6 potatoes/onions

2 ★★ Put the words in the correct order.

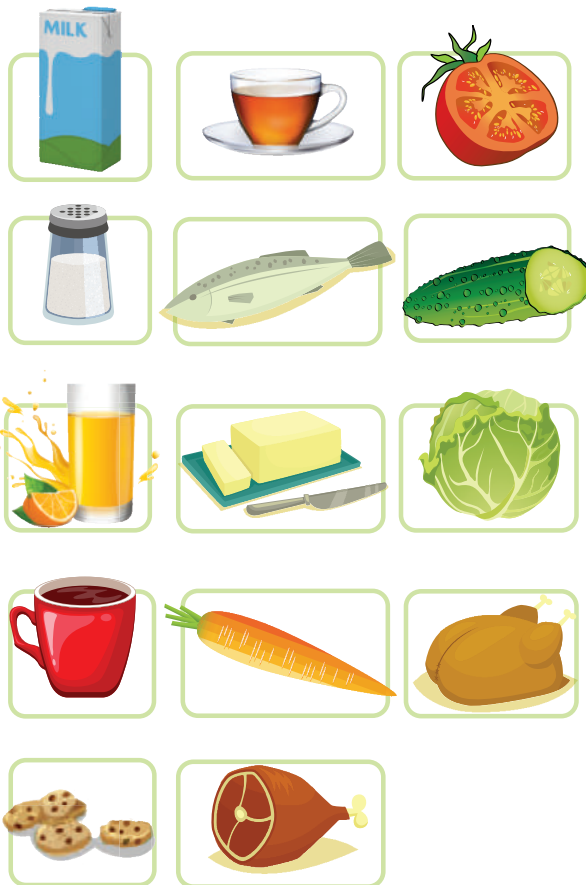
1 don't like/  /John and I/very
much/eating

2 hate/Scott and I/  /eating

3 Pat and I/like/really/  /drinking

4 don't like/very much/eating/  /I

3 ★★★ Look at the pictures and find the words in the word grid.



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| E | B | U | T | E | A | L | I | E | F |
| C | U | C | U | M | B | E | R | C | R |
| R | T | R | Y | N | I | T | Y | A | U |
| O | T | H | E | S | S | T | C | R | I |
| M | E | A | T | A | C | U | O | R | T |
| A | R | T | I | L | U | C | F | O | J |
| M | I | L | K | T | I | E | F | T | U |
| O | T | O | M | A | T | O | E | G | I |
| L | I | R | F | I | S | H | E | B | C |
| C | H | I | C | K | E | N | D | A | E |

Grammar • 4b

alan – somelany – Partitives – Quantifiers

1 a) ★ Decide if the nouns below are C (countable) or U (uncountable).

- | | | | |
|----------|--------------------------|---------------|--------------------------|
| 1 apple | <input type="checkbox"/> | 7 biscuit | <input type="checkbox"/> |
| 2 milk | <input type="checkbox"/> | 8 meat | <input type="checkbox"/> |
| 3 honey | <input type="checkbox"/> | 9 carrot | <input type="checkbox"/> |
| 4 tomato | <input type="checkbox"/> | 10 bread | <input type="checkbox"/> |
| 5 water | <input type="checkbox"/> | 11 strawberry | <input type="checkbox"/> |
| 6 rice | <input type="checkbox"/> | 12 tea | <input type="checkbox"/> |

b) ★ Choose the correct word.

1 a **bar/bag** of chocolate



2 a **loaf/bottle** of mustard



3 a **packet/can** of biscuits



4 a **carton/jar** of juice



5 a **bowl/can** of cola

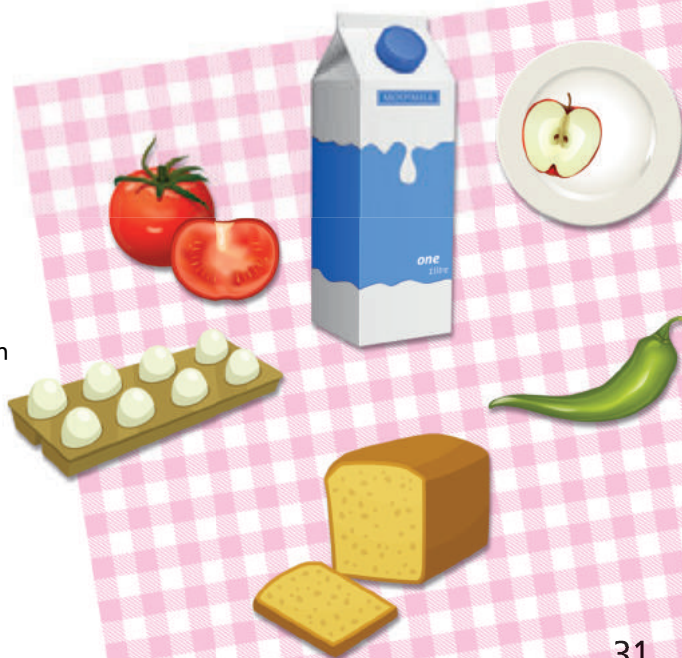


2 ★★ Choose the correct word.

- Is there **some/any** sugar in the cupboard?
- There isn't **some/any** flour left.
- Would you like **some/any** chocolate?
- Can you give me **a/some** eggs?
- This soup doesn't have **some/any** salt in it.
- I need **some/any** milk for my cereal.
- There's **a/an** apple on the table.
- Can I have **some/any** water, please?
- There is **any/some** milk in the fridge.
- Are there **some/any** potatoes?

3 ★★★ Complete the exchanges. Use: a lot of/lots of, any, some, much or many.

- A: Have we got _____ milk?
B: Yes, there's _____ in the fridge.
How _____ do you need?
- A: How _____ sugar do you want in your tea?
B: Not _____. Half a teaspoon.
- A: There's _____ apple pie left. Do you want _____?
B: No, thanks. Would you like _____ grapes? There are _____ them in the fridge.
- A: How _____ tomatoes do we need for the sandwiches?
B: Not _____. Just two. We need _____ butter, though. There isn't _____ in the fridge. Can you buy a packet, please?
- A: Are there _____ potatoes?
B: Not _____. We need to buy _____.
- A: I want to make an omelette but there aren't _____ eggs in the fridge. There aren't _____ peppers, either.
B: How _____ eggs do you need?
A: Six. And get four peppers.



4.3 a/an/some/any/no

| | Countable | | Uncountable |
|----------------------|------------------------------|---------------------------------|---|
| | singular | plural | |
| affirmative | There is an onion. | There are some onions. | There is some milk. |
| negative | There isn't an onion. | There aren't any onions. | There isn't any milk./ There is no milk. |
| interrogative | Is there an onion? | Are there any onions? | Is there any butter? |

- We use **some** in **affirmative** sentences with **plural countable nouns** and with **uncountable nouns**.
*We need **some** carrots and **some** butter.*
 - We use **a/an** in **affirmative**, **negative** and **interrogative** sentences with **countable nouns** in the **singular**.
*There is **a** bottle. There isn't **an** apple. Is there **a** burger?*
 - We use **any** in **interrogative** sentences and **not any** in **negative** sentences with **plural countable nouns** and with **uncountable nouns**.
*Are there **any** pears in the fridge? No, there aren't **any** pears. Is there **any** tea left? No, there isn't **any** tea left.*
 - We can use **no** instead of **not any** in **negative sentences**.
*There is **no** milk left. (= There isn't **any** milk left.)*
- Note:** We can use **some** in interrogative sentences to make offers or requests.
*Would you like **some** pizza? (offer) Can I have **some** soda? (request)*

1 Underline the correct word, as in the example.

- 1 Is that a/an egg in the fridge?
- 2 We haven't got some/any potatoes.
- 3 There is no/any sugar in the cupboard.
- 4 Can I have a/some pasta?
- 5 Can you buy me a/some kilo of sugar?
- 6 Can I have any/some cake, please?
- 7 We need some/any shrimps.
- 8 There aren't any/some pears left.
- 9 There is some/any meat in the fridge.
- 10 Can I have a/some slice of cake?
- 11 I don't want some/any onions.
- 12 Would you like some/any tea?

2 Circle the correct item.

- 1 Would you like ____ apple?
A an B any C a
- 2 Would you like ____ coffee?
A some B any C a
- 3 I'd like ____ glass of cola.
A a B some C any
- 4 There is ____ pizza left.
A an B any C no
- 5 Are there ____ carrots?
A any B some C a
- 6 There isn't ____ orange juice in the fridge.
A some B any C a



Right on! 1

For the Student



Student's Book



Grammar Book
Student's Book



Workbook
Student's Book



ieBook software
(offline - Windows,
macOS)



For the Teacher



Teacher's Book



Class CDs



Grammar Book
Teacher's Book



Workbook
Teacher's Book



IWB software
(offline - Windows, macOS)



Test Booklet
CD-ROM

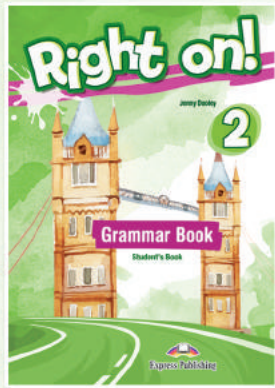


Right on! 2

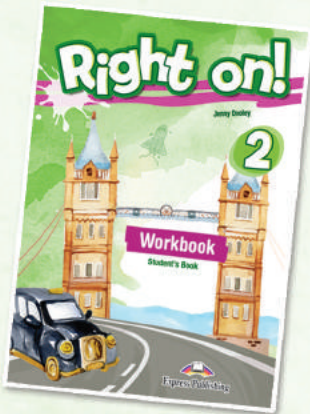
For the Student



Student's Book



Grammar Book
Student's Book



Workbook
Student's Book



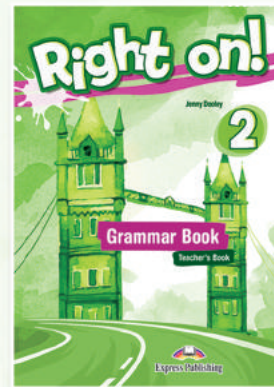
iBook software
(offline – Windows,
macOS)



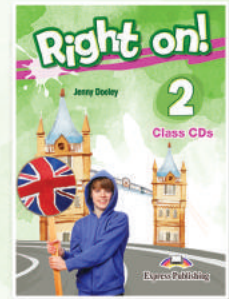
For the Teacher



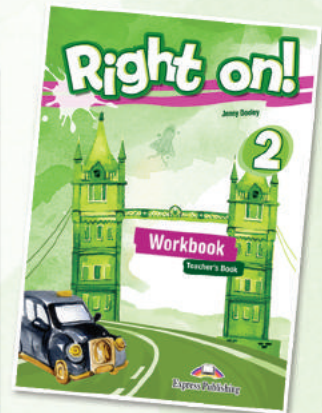
Teacher's Book



Grammar Book
Teacher's Book



Class CDs



Workbook
Teacher's Book



IWB software
(offline – Windows, macOS)



Test Booklet
CD-ROM

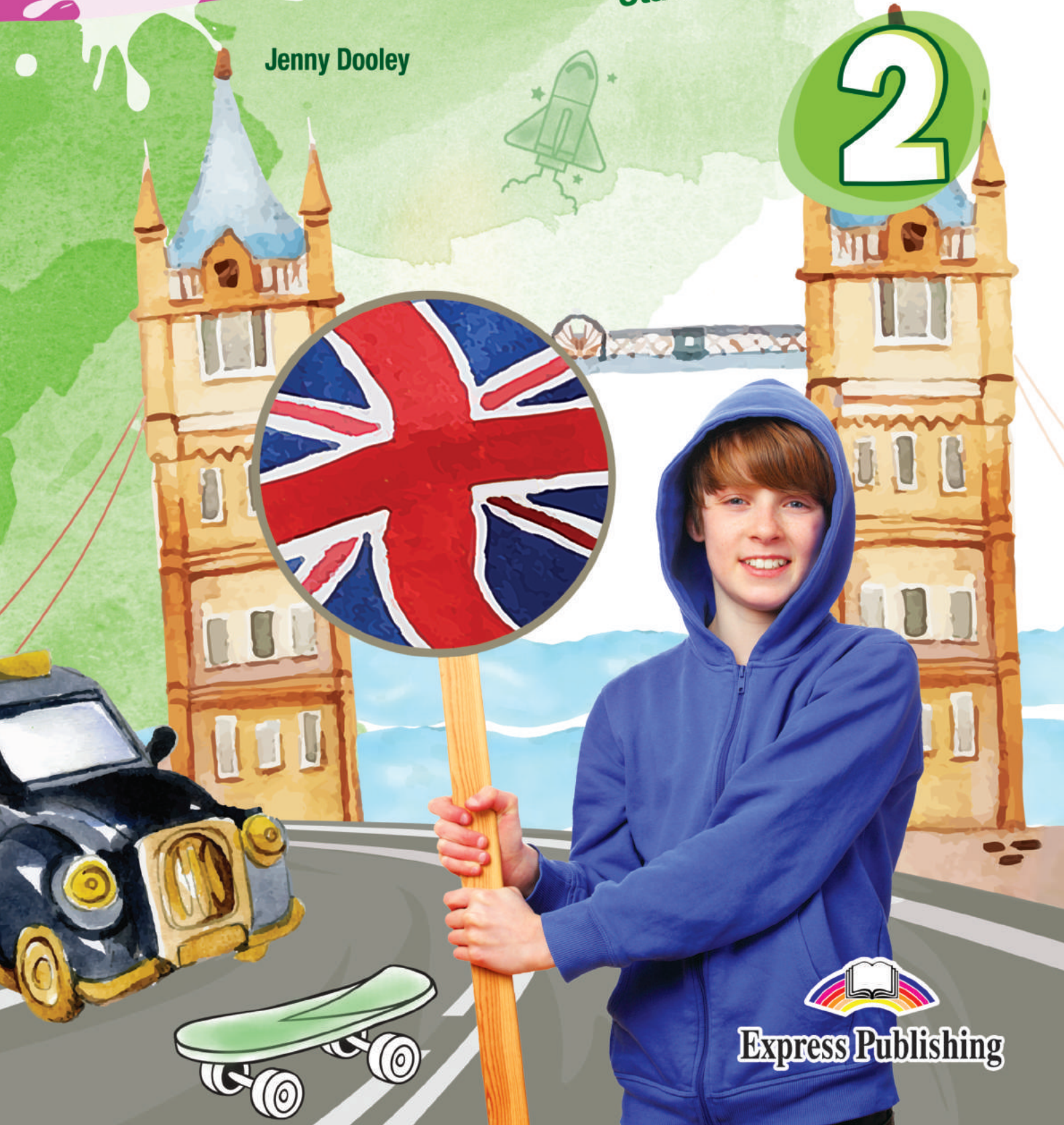


Right on!

Student's Book

Jenny Dooley

2



Express Publishing

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- MODULE 2** A sport p. **39**
- MODULE 3** A traditional musical
instrument p. **55**
- MODULE 4** Smartphone
etiquette p. **71**
- MODULE 5** How to protect the
environment p. **87**
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Values

- MODULE 1** Friendship p. **23**
- MODULE 2** Fitness p. **39**
- MODULE 3** Music Appreciation p. **55**
- MODULE 4** Respect p. **71**
- MODULE 5** Environmentalism p. **87**
- MODULE 6** Responsibility p. **103**

4 • All things high tech

What's in this module?

• Vocabulary

- devices
- jobs
- computers
- video/mobile games

• Grammar

- modals
- (to)-infinitive/-ing form

• Speaking

- make predictions
- give instructions
- express preferences

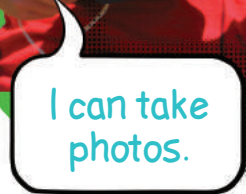
• Writing

- an article about a film with a robot
- a forum entry about a character for a computer game

• CLIL (ICT): Internet safety tips

• Culture: USA popular video game character

• Values: Respect – Digital citizens



Vocabulary

Devices

1 2.01 Label the pictures. Listen and check.

- tablet • games console
- smartphone • drone
- virtual reality headset
- MP3 player



I can read my favourite books.



4



5

I can play VR games.



I can play games.



6

2 Which of the devices in the pictures have you got? How do you use them? Choose from the ideas below.

- play games • call friends • send text messages
- read books • listen to music • watch films
- go online • keep in touch with friends/relatives
- video chat with friends/relatives
- take photos from the air
- interact with 3D objects & play VR games

I've got a games console. I play games with my friends.

Speaking

Making predictions

3

Think Which devices do you think will/won't be around in 20 years? Give reasons.

4a • Reading

DROIDS

at Work

When we think of droids, one film series comes to mind – George Lucas' *Star Wars*! Let's take a close look at what these robots can do.



C-3PO,

or Threepio to his friends, is a protocol droid. This type of droid tells others how they should behave when they meet aliens from different planets. Threepio can also speak over 7 million different languages. People sometimes get angry with him because he talks a lot. It's not his fault, though – they programmed him that way!



R2-D2 is C-3PO's best friend. R2-D2 is an astromech droid. He works on spaceships as a mechanic. He mostly repairs things, but he is also able to cut things with a saw, project holograms and put out fires. He sometimes flies with pilots when they go on dangerous missions. He's small, but he's really brave.






BB-8 and R2-D2 are very similar. Both of them are brave astromech droids. BB-8 looks a bit different, though, because he is round. He can do the same things that R2 can, but his shape means he can roll around quickly. This is very useful for BB-8 because he often needs to get out of trouble fast!

droid /drɔɪd/ (n) a robot in science-fiction films, books, etc that behaves like a human



- behave • fault
- alien • mechanic
- repair • saw
- project • put out
- trouble

Reading

- 1  2.02 Listen to the music and look at the pictures. What images come to mind?
- 2  2.03 Read the dictionary definition. What different types of droids are there? Listen and read to find out.
- 3 Read again and for questions 1-3 choose the correct answer (A, B or C).
 - 1 What does a protocol droid do?
A gives others advice B teaches alien languages
C programmes other droids
 - 2 An astromech droid
A often breaks things. B isn't allowed in space.
C makes things work again.
 - 3 What makes BB-8 different to R2-D2?
A his job B his shape C his character
- 4  **Think** How can the droids in the text be useful during a space mission?



Prepositions

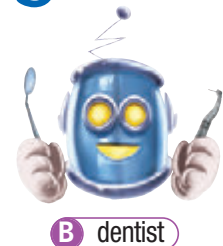
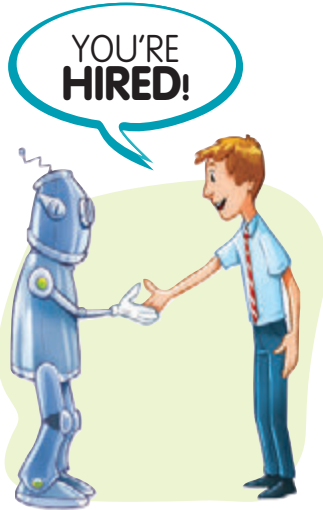
- 5 Choose the correct preposition.
 - 1 What comes **in/to** mind when you listen to this piece of music?
 - 2 People often get angry **of/with** him because he talks a lot.
 - 3 Astromech droids work **on/at** spaceships.
 - 4 He took a closer look **at/in** the problem.

Reading . 4a

Vocabulary

Jobs

6 2.04 Listen and repeat.



7 Match the sentences (1-10) to the jobs (A-J) in Ex 6, then say.

1 C I treat sick people.

2 I type letters and answer the phone.

3 I fly planes.

4 I serve customers in a shop.

5 I repair cars.

6 I take photos.

7 I paint pictures.

8 I serve people food and drinks.

9 I care for people who are ill.

10 I treat people's teeth.

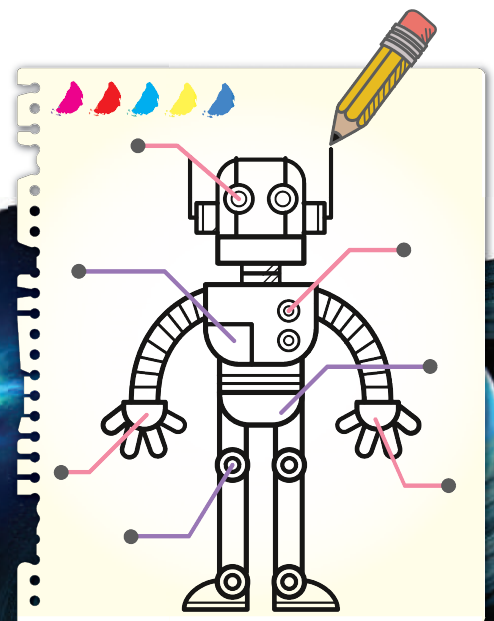
A doctor treats sick people.

Speaking

8 **Think** Design your own droid for a science-fiction film. Decide what the droid will look like and what it can do. Give the droid a name. Present your droid to the class.

Writing

9 Find another film with robots. Write a short article about it for the school English magazine. Write: *name of film – name of robot(s) – what it/they can do.*



4b • Grammar

Can I enter the lab, Mr Harris?



I'm afraid you can't, David. You **have to** wait here.

Modals

Permission (*can/could*)

Can I go out? (Is it OK if ... ? – polite)

Could we take photos? (Are we allowed to ...? – more formal)

You can enter the room. (You have permission to.)

Possibility (*could/may/might*)

He could/may/might come to the party. (It's a possibility.)

Prohibition (*mustn't*)

You mustn't touch the exhibits. (It's prohibited; you aren't allowed to.)

Obligation (*must/have to*)

I must respect my parents. (I'm obliged to. I say so.) **I have to wear a uniform at school.** (I'm obliged to. It's the rule. The headmaster says so.)

I had to go to the dentist yesterday. (past)

We will have to be there by 9:30. (future)

Necessity/Lack of necessity (*have to/need to*)

You have to/need to be here on time. (It's necessary.)

You don't have to/need to come to the meeting. (It's not necessary.)

Advice/Recommendation (*should*)

You should drink more water. (I advise you to.)

Offers (*shall/can*)

Shall I wash the dishes? Can I help you? (Do you want me to ...?)

1 Read the theory. Choose the correct modal.

- | | |
|---|--|
| 1 A: I'm going shopping later. B: You should/need to go to the new mall – it's great! | 4 A: The computer class starts at 7:00. B: We don't have to/mustn't be late. |
| 2 A: Are you on a diet? B: Yes, the dietician says I must/have to eat lots of fruit. | 5 A: You mustn't/don't need to buy tickets. Entrance is free. B: Really? |
| 3 A: Did you see the weather forecast? B: They say it might/must rain later. | 6 A: You shouldn't/mustn't enter this room. B: I'm sorry. I didn't see the sign. |

2 Rewrite the sentences using these modal verbs: *shall, don't have to, mustn't, can, should, had to.*

- | | |
|--|--|
| 1 You have permission to go. You can go. | 4 I advise you to buy a new printer. |
| 2 It's prohibited to eat in the computer lab. | 5 It's not necessary to go to the supermarket. |
| 3 Do you want me to make some sandwiches? | 6 We were obliged to wear gloves in the lab. |



Game!

Think of your favourite sport. Tell your partner three rules of the sport using *have to* and *mustn't*. Your partner guesses the sport.

A: You have to hit a ball over a net. You have to use a racket. You mustn't touch the net.
B: Tennis!

Modals

Requests (*can, could/may*)

Can I have some more cake? (informal)

Could/May I have a glass of water, please?
(formal/polite)

Ability (*can/be able to/could*)

He **can/is able to** cook well. (He has the ability to ...; general ability) He **could** run very fast when he was younger. (He had the ability to ...; general ability in the past)

He **was able to** upload the files. (He managed to ...; specific ability in the past)

Preference (*would*)

I **would like to** watch TV. (specific preference)

BUT I like watching TV in the evenings. (general preference)

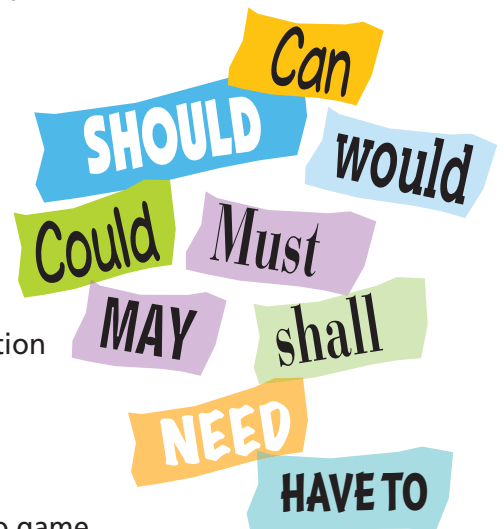


3 Read the theory. Choose the correct item.

- 1 Tony **could/may** ride a bike when he was four.
- 2 The children **wouldn't/weren't able to** play outside yesterday because it was raining.
- 3 I **could/would** like to check my emails.
- 4 **May/Would** I have some juice, please?
- 5 **Would/Could** I borrow your laptop, sir?

4 Choose the correct item.

- 1 We **might/had to** book early for the exhibition before the tickets sold out.
- 2 Max **mustn't/can** swim very fast.
- 3 You **can't/shall** eat in class.
- 4 He **wouldn't/wasn't able to** finish the video game.
- 5 **Can/Should** you pass me the salt, please?
- 6 **Could/Should** you tell me where the computer lab is?
- 7 **Shall I/Am I able to** get you a cup of tea?
- 8 You **don't have to/mustn't** cook tonight. We'll eat out!
- 9 **Should/Could** I use your tablet, please?




5 **Think** Complete the sentences about you. Tell your partner.

- | | |
|--------------------------|---------------------------|
| 1 I should _____. | 6 I wasn't able to _____. |
| 2 I must _____. | 7 I would like to _____. |
| 3 I don't have to _____. | 8 I could _____. |
| 4 I need to _____. | 9 I mustn't _____. |
| 5 I have to _____. | 10 I might _____. |

4C • Vocabulary

Computers

1  2.05 Match the pictures (1-11) to the words in the list (A-K). Listen and check, then repeat.

- A webcam
- B screen
- C tower
- D printer
- E external hard drive
- F mouse
- G router
- H scanner
- I speakers
- J keyboard
- K flash drive



2 Fill in: *upload, download, click on, scan, save, delete, connect, install, stream, print*. Check in your dictionary.

- 1 You need a router to _____ to the Internet.
- 2 To choose an item, you must _____ it with your mouse.
- 3 You need a good Internet connection to _____ live shows on a laptop.
- 4 You need a printer to _____ documents or pictures.
- 5 Always _____ your important files on a back-up hard drive.
- 6 A lot of people _____ videos onto video-sharing websites so that everyone can watch them.
- 7 Before you _____ the new software, you should _____ any unused programs from your computer.
- 8 You can _____ pictures and documents with a scanner.
- 9 You shouldn't _____ music or films without paying for them.

Everyday English • 4d

Giving instructions

1 Complete the dialogue. Use the sentences (A-E).



George Excuse me, Mr Banks. I'm afraid I can't upload my assignment to the school portal. 1) _____

Mr Banks Of course. First, open your Internet browser and go to www.herefordhs.com/portal.

George OK. 2) _____

Mr Banks Then, click on where it says Log in.

George Got it! 3) _____

Mr Banks Yes, exactly! Type in your username and password. Then click Enter.

George OK. What's next?

Mr Banks Now, choose 'History' and click on Upload assignment.

George 4) _____

Mr Banks Almost. Now open the window, find your file, click on it, then click on Open.

George OK. Then on the browser I click on Upload this file, right?

Mr Banks Yes, your file is now on the portal.

George 5) _____

Mr Banks You're welcome, George.

A What do I do then?

B Is that all?

C Could you help me?

D That's where I sign in, right?

E All right. Thank you very much, Mr Banks.

3  Look at the pictures (A-E) and act out the dialogue.

Intonation (in questions)

 2.07 Listen and repeat. Mind the intonation.

What are you doing?

Can you fix it?

Is everything OK?

When can you help me?

How do you do this?

Do you need any help?

Where can I put this?

Are you ready?

Note!

wh-questions
↘ falling intonation

Yes/No questions ↗
rising intonation

Study skills

Learning grammar

Compare English grammar structures with structures in your mother tongue. This helps you learn grammar easier.



(to)-infinitive

We use **to-infinitive** after:

- **would love, would like, would prefer** **I'd love to go shopping with you.**
- the verbs **agree, ask, decide, expect, hope, manage, need, offer, promise, seem, want**, etc. **We decided to spend a day at the exhibition.**
- **too/enough.** **He is too young to drive a car. He is old enough to drive a car.**

We also use **to-infinitive** to express purpose. **I'm calling to place an order.**

We use **infinitive without to** after modals (**can, could, should, may, might, must**, etc.) **She may be late for the lecture.**

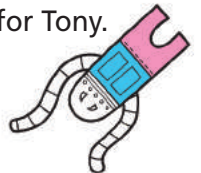
Do you want to go to the cinema, Keith?



No. It's too cold to go out. We can stay in and play video games.

1 Read the theory. Are there similar structures in your language? Put the verbs in brackets into the correct form with or without to.

- A: Where is John?
B: In his office. Paul asked him _____ (send) some emails.
- A: I'd love _____ (see) the new exhibition centre.
B: We can _____ (go) there together if you like.
- A: Did you enjoy your visit to the science museum?
B: Yes, I managed _____ (take) some great photos.
- A: We hope _____ (visit) the new science centre this morning.
B: Can I _____ (join) you?
- A: Would you like _____ (come) to the lecture?
B: I'm not sure, I might _____ (have) a violin lesson later.
- A: I want _____ (buy) *Modern Warfare* for Tony.
B: Really? I think he is too young _____ (play) computer games like that.

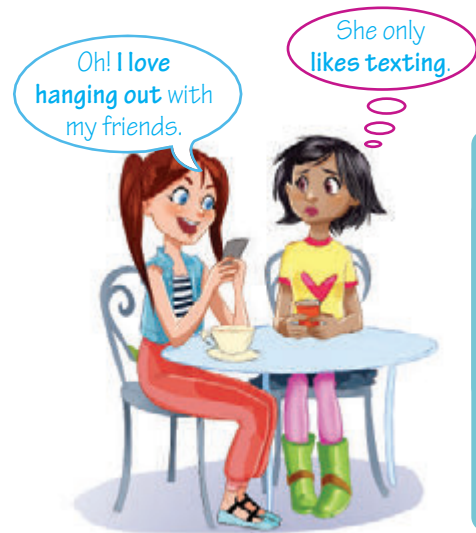


2 In teams, complete the sentences.

- I'd like _____ .
- I decided _____ .
- I promised _____ .
- I'd love _____ .
- I can _____ .
- I should _____ .
- I may _____ .
- I managed _____ .
- I hope _____ .
- I offered _____ .



-ing form



We use the **-ing** form after:

- the verbs **like, love, dislike, hate, enjoy, prefer, fancy**. **I enjoy posting videos on social media.**
- the verb **go** when we talk about activities. **Mary goes windsurfing every year.**
- the verbs **avoid, admit, begin, continue, deny, look forward to, risk, start, finish**, etc. **He avoids giving his real name to people he doesn't know online.**
- the phrases **be busy, it's no use, it's (not) worth, there's no point (in)**, etc. **There's no point trying to get the files back. They're lost.**

3 Read the theory. Put the verbs in brackets into the correct form.

- A: Would you like _____ (**watch**) a film on TV?
B: Not really. I just started _____ (**type**) up my essay.
- A: I'd like _____ (**thank**) you for your help.
B: We really enjoyed _____ (**work**) with you.
- A: Are you going _____ (**shop**) this weekend?
B: No, I'm trying to avoid _____ (**spend**) money these days.
- A: You shouldn't _____ (**get**) upset about the broken hard drive.
B: I just hate _____ (**lose**) files, though.
- A: I'm looking forward to _____ (**get**) my new computer.
B: I'm afraid they might not _____ (**deliver**) it until Monday.
- A: Shall I _____ (**show**) you how to connect the TV to the laptop?
B: Not now. I'm busy _____ (**do**) my project.

4 Put the verbs into the correct form. Give reasons.

- 1 She is too tired _____ (**chat**) with her friends online.
- 2 She went to the mall _____ (**buy**) headphones.
- 3 He decided _____ (**study**) computer engineering.
- 4 Do you fancy _____ (**come**) with us to the museum?
- 5 How can I _____ (**help**) you?
- 6 I hate _____ (**listen**) to classical music.
- 7 It's no use _____ (**try**) to fix this laptop.
- 8 I promised _____ (**help**) Ann upload her video.

Game!

Chain story

Use these words to continue the story.

- love • too • can
- would love • go
- want • ask
- enough • start
- manage
- look forward to

- S1 My best friend Tony loves playing computer games.
S2 Last Friday it was too cold to go out, so ...



Reading

VIDEO GAMES



Hey, everyone! It's my birthday today and my parents bought me the latest role-playing game. It features my favourite video game character. His name's Link and he looks like an elf. In the game, a princess is in danger so Link has to rescue her. Along the way, he fights monsters and collects magic items. Link doesn't talk a lot or have special powers, but I think he's great because he's clever and brave. Tell me about your favourite video game character.

Posted by: Finlay_17, 3/7, 12:12



Happy birthday, Finlay! I like Link, too, but I'm crazy about a character in a platform game. Sonic is a spiky blue hedgehog and he can run really fast! In the game, he has to collect gold rings. There are lots of traps in his way so he has to jump over them. Sonic can spin around to get extra speed, but he never gets dizzy! The thing I like best about him is that he never gives up. Sonic's always ready to try again and run even faster next time.

Posted by: SallyB_16, 3/7, 17:53

- latest • feature
- elf • rescue
- special power
- spiky • hedgehog
- gold ring • trap
- spin around
- speed • dizzy

1 Do you play video/mobile games? Where do you play them: *on a games console? on a computer/laptop? on a smartphone/tablet?* Tell your partner.

2 **2.08** Look at the pictures. Do you know who these characters are? What special characteristics does each one have? Listen and read to find out.

3 Read again and decide whether each sentence (1-6) is about Link or Sonic. Write *L* (Link) or *S* (Sonic).

This video game character

- | | | | |
|----------------------------|--------------------------|----------------------------------|--------------------------|
| 1 jumps over things a lot. | <input type="checkbox"/> | 4 doesn't say much. | <input type="checkbox"/> |
| 2 helps someone important. | <input type="checkbox"/> | 5 is famous for moving fast. | <input type="checkbox"/> |
| 3 is intelligent. | <input type="checkbox"/> | 6 doesn't let anything stop him. | <input type="checkbox"/> |

4 **Think** Compare the two characters in the text in Ex. 3. Which character seems more fun to you? Why?

ARE VIDEO GAMES GOOD OR BAD?





Vocabulary

Video/Mobile games

5 2.09 Listen and repeat.



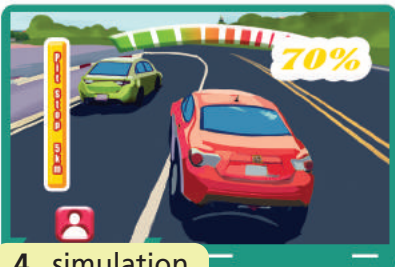
1 action/adventure



2 sports



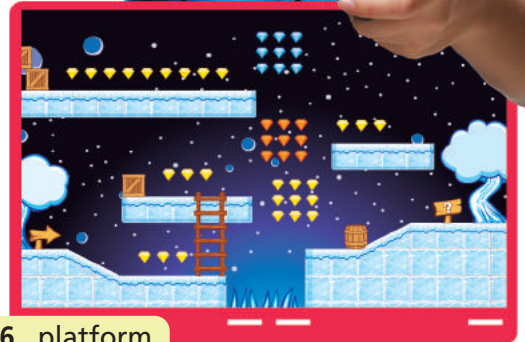
3 problem-solving



4 simulation



5 strategy



6 platform

6 Talk about the types of games in Ex. 5, as in the example.

A: Do you like **strategy** games?

B: No, I don't. I think they're **difficult/boring/easy**.

A: How about **sports** games?

B: I'm crazy about them. They're **fun/cool/interesting**.



Culture Spot

Mario is the most popular character with gamers in the USA. He first appeared in 1981.



Which is the most popular video game character in your country? Present him/her to the class.

Listening

7 2.10 Listen to an announcement about a competition and fill in the gaps.

Date: Saturday, 1) _____ June
Dress as: video game characters
Competition time: 2) _____ o'clock
First prize: 3) _____
Other prizes: video games and 4) _____
Entertainment: local 5) _____



Speaking & Writing

8 **Think** Create your own video game. Think about: *name – type of video game – main character – story*. Present your video game to the class.

9 Use your answer in Ex. 8 to write a forum entry about your video game's main character. Write: *his/her name – what he/she is like – what he/she can do – what makes him/her special (80-100 words)*.



- 1 2.11 What do we need to do to stay safe on the Internet? Listen to and read the text to find out.

Internet Safety Tips

Stay safe online with these simple tips.

Device advice

Make sure your device has anti-virus software and keep it up to date. Use your anti-virus software to scan your device regularly.

Signing in and signing out

For your email account you need to choose a username and password. Make sure you have a strong password that nobody could guess and keep it secret! Always make sure you sign out when you use a public computer.

Stranger danger

Never open emails from people you don't know. They could contain viruses. Also, never give out your personal information online (e.g. your real name and address).

Shopping online

Only shop at Internet shops which have a padlock icon beside the web address. This means that the site is safe. To be extra safe, don't click on links that send you to online shops. Instead, type in the address yourself. Then, you can know it's not a scam site.

- 2 Read the text again and complete the sentences.

- 1 It's important to install _____ .
- 2 Your password must be _____ .
- 3 Some emails can be unsafe because they _____ .
- 4 When you want to visit an online shop, you should _____ .

- 3 List the ideas in the text under the headings *Do* & *Don't*. Tell the class.

- 4 **Think** What did you know about Internet safety? What did you learn from the text? How can these tips help you? Write a few sentences.

- anti-virus software
- up to date
- username
- password
- virus
- padlock
- scam site

Project Time 4


- 1 Read the sentences about smartphone etiquette. Which sentences apply/ don't apply to you?

- 
- 1 I use headphones when I am listening to music in public.
 - 2 I turn off my smartphone in cinemas.
 - 3 I always answer my smartphone while I am walking or riding my bike.
 - 4 I am polite in messages and comments.
 - 5 I ignore the people I am talking to when I get a message on my smartphone.
 - 6 I ask people before I put photos of them online.
 - 7 I never give out someone's phone number without asking.
 - 8 I talk loudly on my smartphone on public transport.
 - 9 I take photos of people in public without asking.
 - 10 I send everyone updates all the time.



- 2 Use the ideas in Ex. 1 to create a leaflet about the dos and don'ts of using smartphones. Use photos or drawings.

Presentation skills

- 3  Collect more information about smartphone etiquette. Think about: *responding to texts/messages – sending texts/messages/updates late at night – the sounds your smartphone makes – places where you shouldn't use your smartphone (library, classroom, etc).* Prepare and give the class a presentation. Make a video of your presentation.

VALUES

Respect

- 4 Use the verbs to complete the sentences.

- keep • download • be
- post

- 5 **Think** Are you a good digital citizen? Give examples.

Digital citizens

Never ...

- 1) _____ pirated music.
- 2) _____ pictures of others without their permission.

Always ...

- 3) _____ your posts private.
- 4) _____ careful about who you are talking to online.



4 • Progress Check

Vocabulary

- 1 Fill in: *give (x2), repair, features, project, behave, gets, rescue*.
- 1 Can you _____ me some advice about Internet safety?
 - 2 He has to _____ the Princess in the game.
 - 3 _____ well during the class.
 - 4 BB-8 _____ into a lot of trouble in the Star Wars films.
 - 5 In the future, smartphones will be able to _____ holograms.
 - 6 I broke my camera. Can you _____ it?
 - 7 Don't _____ up too easily – try again!
 - 8 This game _____ space battles between aliens and droids.

8 x 1 = 8

- 2 Fill in: *viruses, scam, password, screen, flash*.
- 1 Put the file on this _____ drive.
 - 2 To choose a file on the _____, you must click on it.
 - 3 Be careful to avoid _____ sites.
 - 4 You should install a program that will protect your computer from _____.
 - 5 Always keep your _____ secret.

5 x 2 = 10

Grammar


- 3 Put the verbs in brackets into the correct form.
- 1 Would you like _____ (see) it?
 - 2 She avoids _____ (buy) things online.
 - 3 It's not worth _____ (try) to fix it.
 - 4 You mustn't _____ (tell) lies.
 - 5 He's too young _____ (learn) to drive.
 - 6 I love _____ (surf) online.
 - 7 I'd like _____ (go) out tonight.
 - 8 She wants _____ (get) a new laptop.
 - 9 I hate _____ (listen) to jazz music.
 - 10 He promised _____ (help) me.

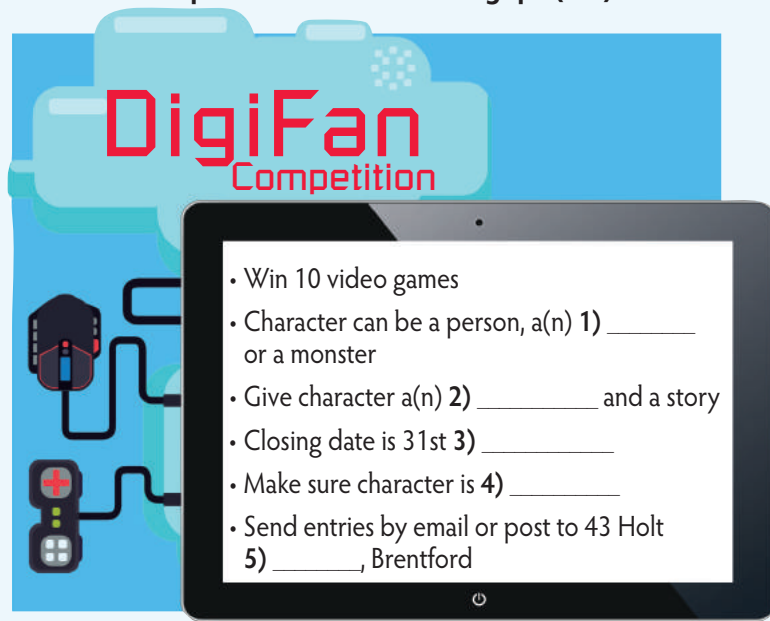
10 x 1 = 10

- 4 Choose the correct item.
- 1 We **have to/must** pay attention in class. Our teacher says so.
 - 2 Jane **must/had to** go to the bank yesterday. She needed some money.
 - 3 We **don't need to/mustn't** go to school today. It's Sunday.
 - 4 You **shouldn't/mustn't** touch that. It's forbidden.
 - 5 He **couldn't/shouldn't** speak English when he was 8.
 - 6 You **wouldn't/shouldn't** download films illegally.
 - 7 **Could/Shall** I have some tea, please?
 - 8 **Can/Shall** you help me send this email?
 - 9 Karen **could/was able to** upload the videos in the end.
 - 10 Mary **would/might** come to the party but she isn't sure yet.

10 x 1 = 10

Listening

- 5  2.12 Listen to an announcement about a competition and fill in the gaps (1-5).



DigiFan
Competition

- Win 10 video games
- Character can be a person, a(n) 1) _____ or a monster
- Give character a(n) 2) _____ and a story
- Closing date is 31st 3) _____
- Make sure character is 4) _____
- Send entries by email or post to 43 Holt 5) _____, Brentford

5 x 3 = 15

Writing

- 6 Write a forum entry describing your favourite computer game. Write: *name – type – main character(s) – plotline (80-100 words)*.

17 points

Progress Check • 4

Everyday English

7 Complete the dialogue. Use sentences a-e.

- a Got it!
- b Could you help me upload my assignment to the school portal?
- c What's next?
- d Thank you, Mr Aston.
- e What do I do then?


- A** Excuse me, Mr Aston.
- B** Sure. First, open your Internet browser and go to the school portal.
- A** OK.
- B** Then, click on where it says Log in.
- A** That's where I sign in using my username and password.
- B** Yes, exactly! Now click Enter.
- A** OK.
- B** Now choose Maths and click on Upload assignment. Select your file in the window, click on Open and then click on Upload this file on the browser.
- A**
- B** You're welcome, Mary.

5 x 2 = 10

Reading

8 Read the entries and decide whether each sentence (1-5) is about Sally (S) or Paul (P).

☰



Posted by:
Sally_Oldman05
18:33 23/6

My parents bought me a new smartphone for my birthday. I'm crazy about it! I take it everywhere with me and use it all the time. That's the problem really. I have it in my bedroom at night and it's the first thing I look at when I wake up. I didn't think it was a problem, until it broke one day, so I needed to give it to someone to repair it. I noticed that not having it really affected my behaviour. I was getting upset and angry with my friends. I felt a lot better when I got it back. Does this happen to you? What should I do, people?

+
▶
Send

☰



Posted by:
Thomson_Paul
20:17 24/6

You're not alone, Sally. Just a couple of hours without my smartphone used to make me worried and nervous. A friend told me that there are special camps where teenagers can stay to get treatment. They spend their time doing outdoor activities away from their devices. I decided to try the same thing. Not at a camp, though – at home. I did more exercise outside (without my phone, of course) and I made sure I didn't have my smartphone in my bedroom at night. I'm fitter and happier now. I haven't stopped using my smartphone, but I'm in control these days. Hope this helps.

+
▶
Send

This person ...

- 1 sleeps next to their smartphone.
- 2 gives the other some advice.
- 3 uses their smartphone more wisely now.
- 4 can't live without their smartphone.
- 5 got an idea from a friend.

5 x 4 = 20

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about devices & computers ★★★
- talk about jobs ★★★
- talk about video games ★★★

Reading

read for specific information (multiple choice/multiple matching) ★★★

Listening

listen for specific information (gap fill) ★★★

Speaking

- give instructions ★★★
- express preferences ★★★
- give a presentation on smartphone etiquette ★★★

Writing

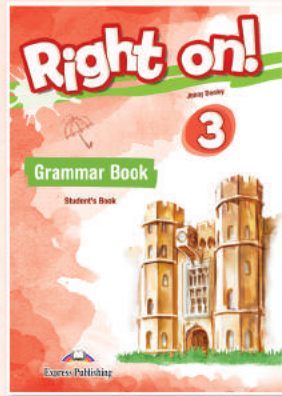
- write an article about a film with a robot ★★★
- write a forum entry about a video game character ★★★

Right on! 3

For the Student



Student's Book



Grammar Book
Student's Book



Workbook
Student's Book



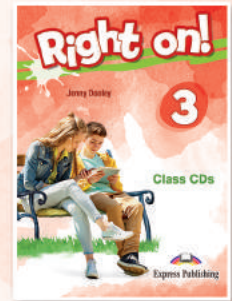
iBook software
(offline - Windows,
macOS)



For the Teacher



Teacher's Book



Class CDs



Grammar Book
Teacher's Book



Workbook
Teacher's Book



IWB software
(offline - Windows, macOS)



Test Booklet
CD-ROM



Right on!

Jenny Dooley

Student's Book

3



Express Publishing

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Starter

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MODULES

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| <ul style="list-style-type: none"> <i>Are e-sports the future?</i> <i>Troubled teenagers</i> Listening: a dialogue (note-taking) Culture: Superbowl | <ul style="list-style-type: none"> Giving advice At the doctor's Pronunciation: rhyming words | <ul style="list-style-type: none"> An article about an unusual sport A forum entry giving advice |
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CLIL

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1 • Our World



What's in this module?

• Vocabulary

- geographical features
- shapes
- types of buildings
- places to live
- features of a city

• Grammar

- present simple/ present continuous
- adverbs of frequency
- stative verbs
- present perfect simple/present perfect continuous
- (to-)infinitive/-ing form
- *had better/would rather*

• Speaking

- making plans

• Writing

- an article about a city

• CLIL (Citizenship):

Green Neighbourhood Saturday

• Culture: Hobbiton

• Values: Cooperation



Swim in the pink waters of
1) _____ Hillier on
the coast of Western Australia.



See sea lions on a red
sandy 2) _____ on
the Galápagos Islands.



Spend a night camping in the
White 3) _____ in
Egypt - an area that looks like
the surface of the Moon.

Vocabulary

Geographical features

1 Complete the sentences with words from the list.

- river • beach • cave • lake • desert • valley





Note!

To talk about shapes of buildings we use:

- triangular (▲)
- circular/round (●)
- rectangular (■)
- square (■)

BUILDING HIGH



Architects love to experiment with different shapes when they **design** buildings. Here are two buildings that are **definitely** more than just four walls and a roof!

The elephant is the national animal of Thailand so it's no **surprise** to find one in Bangkok. The strange thing about this elephant, though, is its size – it's 102m tall! Two towers **make up** this elephant-shaped building's legs while the other tower is its trunk. It also has ears, tusks and huge **circular** windows for eyes. Inside, there are 32 floors with offices, a shopping mall

and apartments. It's a jumbo sized building!

On the other side of Bangkok **stands** an 83m tall humanoid robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a **bank** while the robot's eyes are a dining and meeting room. The building's architect got his **inspiration** from one of his son's toys. What a great example of a building to show the friendly face of technology!

- experiment
- trunk • tusk
- inspiration

Reading

- 1 1.2 Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is each building used for? Listen and read to find out.
- 2 Read the text again and answer the questions. Write *E* (Elephant building) or *R* (Robot building). Then explain the words in bold.

Which building:

- | | | | |
|----------------------------------|--------------------------|-----------------------------------|--------------------------|
| 1 is the tallest? | <input type="checkbox"/> | 3 looks like a machine? | <input type="checkbox"/> |
| 2 has a place for people to eat? | <input type="checkbox"/> | 4 has a place for people to shop? | <input type="checkbox"/> |

- 3 **Think** Which building is the most impressive to you? Why? Tell the class.



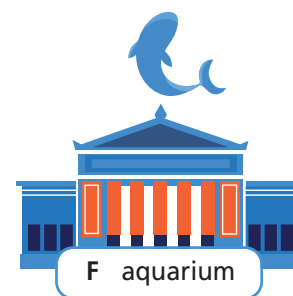
A lighthouse

Vocabulary

Types of buildings

4 Match the types of buildings (A-F) to what they are used for (1-6). Tell the class, as in the example.

- | | | | |
|---|-------------------------------------|---|---|
| 1 | <input checked="" type="checkbox"/> | B | a large building where kings and queens live |
| 2 | <input type="checkbox"/> | | a place where you can keep your money |
| 3 | <input type="checkbox"/> | | a tall building near the coast that has a light to guide ships at sea |
| 4 | <input type="checkbox"/> | | a tall building with lots of offices or flats in a city |
| 5 | <input type="checkbox"/> | | a place with machines used to make goods |
| 6 | <input type="checkbox"/> | | a building where you can see tropical fish |



F aquarium

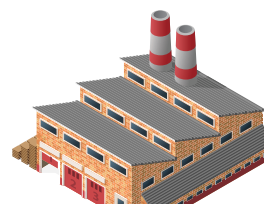


B palace

A palace is a large building where kings and queens live.



C bank



D factory



E skyscraper

5 Read the Word Formation box. Then, form adjectives from the words in brackets to complete the sentences.

- The architect who is designing the new museum is very _____ (create).
- Be careful! It's _____ (danger) to stand too close to the edge.
- Streets in big cities are often very _____ (noise) because of traffic.

Word Formation

We can use these suffixes to form adjectives from nouns and verbs:

- ous (*courage-courageous*)
- ive (*act-active*)
- y (*dirt-dirty*)

Prepositions

6 Choose the correct preposition. Check in your dictionary.

- The Empire State Building is a skyscraper **in/at** New York.
- The Eiffel Tower in Paris is made **at/of** iron.
- Camden Market is perfect **of/for** people who love shopping.
- Danny loves learning **with/about** photography.
- We're staying **on/at** a hotel **of/with** great views of the city.

Design your own building. Think about: *location, shape, materials, what there is inside.* Present it to the class.

7



Collect information about a famous building in your country. Make notes under the headings: *name – type of building – location – size – shape – unique features.* Use your notes to present the building to the class.



Present simple – Present continuous

We're going to the mall this weekend. We always go there on Saturday mornings.

Do you want to come with us, Jane?



I'd love to, Mona, but this Saturday I'm going on a day trip to Bath.

We use the **present simple** for:

- habits/routines. **I leave my house early every morning.**
- permanent states or situations. **Does he work at the bank? Yes, he does.**
- programmes and timetables. **The gym doesn't open on Saturdays.**
- general truths and laws of nature. **In winter, it snows in the mountains.**

Time expressions: every hour/day/week, etc, in the morning/afternoon, etc, at night/noon/the weekend/5:00, etc, on Monday, etc.

We use the **present continuous** for:

- actions happening now or around the time of speaking. **Is Julie going to the police station now? He's exercising a lot these days.**
- fixed future arrangements. **I'm not visiting the aquarium tomorrow.**
- currently changing and developing situations. **My English is improving.**
- with *always, constantly*, etc to express annoyance. **You're always playing your music too loud!**

Time expressions: now, at the moment, at present, these days, nowadays, etc.

Adverbs of frequency (*always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *occasionally* (10%), *seldom/rarely* (5%), *never* (0%)) go **before the main verb**, but **after auxiliary and modal verbs**.

Note!

Stative verbs describe a state, so they do not have continuous tenses (*want, love, like, prefer, believe, imagine, know*, etc) **Amy likes watching TV.** (NOT: ~~Amy is liking watching TV.~~)

Some verbs can have continuous tenses when they describe actions, but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

1 Read the theory. Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- A: _____ (your dad/drive) to work every day?
B: Not always. This week, he _____ (take) the train into the city because the traffic is so bad.
- A: _____ (Mia/usually/study) in the evening?
B: Oh yes. Actually, she _____ (do) her homework right now.
- A: _____ (Jack/play) basketball at the park today?
B: I think so. He _____ (often/play) there with his friends.
- A: Who _____ (you/wait) for?
B: John. He _____ (always/come) late!
- A: I _____ (not/go) out tonight. I have to study.
B: That's a pity! We _____ (have) dinner at Jasper's tonight.
- A: _____ (the library/be) open on Saturdays?
B: Yes, but it _____ (never/be) open on Sundays.

2 Put the verbs in brackets into the *present simple* or the *present continuous*. Explain how the verbs differ in meaning.

- a I _____ (not/think) John is coming with us.
b He _____ (think) of going to York this weekend.
- a Molly _____ (have) a spacious flat on the third floor.
b Janice _____ (have) her lunch at the moment.
- a Tom _____ (smell) the fish to see if it's fresh.
b I _____ (smell) something burning!
- a Sam and Eva _____ (see) some of their friends this evening.
b I _____ (see) what you mean.

Present perfect – Present perfect continuous

Albert, I've just finished my Geography project.



I've been working on mine since 4:00 but I haven't finished it yet.

We use the **present perfect** for:

- an action which started in the past and continues up to the present. **I've known Anna since we were young children. I haven't seen Ann since Monday.**
- an action which happened at an unstated time in the past and whose results are visible in the present. **I've lost my smartphone, so I can't call anyone.**
- experiences. **Have you ever tried rock climbing? Yes, I have.**

Time expressions: *for, since, just, already, never/ever, yet, etc.*

We use the **present perfect continuous** for:

- an action which started in the past, continues up to the present and will continue. **She's been working here for five years.**
- for an action which started in the past and has finished, but its result is visible in the present. **So we're finally in Colombia! I've been dreaming about this moment for months.**
- to express anger or annoyance. **I've been waiting here for hours!**

Time expressions: *for, since, how long, all day/morning/month, etc, lately, recently, etc.*

have been/have gone

COMPARE: **She has been to Belgrade twice.** (She has visited Belgrade, but now she is not there.)
Mary has gone to the library. (She hasn't come back yet.)

Game!

Play in teams. Make sentences using: *for, since, just, already, never, ever, yet.*

3 Read the theory. Put the verbs in brackets into the *present perfect* or the *present perfect continuous*. Give reasons.

- A: _____ (you/ever/visit) Lisbon?
B: Yes, I _____ (be) there twice.
- A: How long _____ (you/own) this computer?
B: About 10 years. I _____ (look) for a new one recently.
- A: Paul _____ (travel) around Asia for months.
B: Yes, he _____ (just/leave) Japan and he's going to Thailand next.
- A: How long _____ (you/save) money for your holiday?
B: Not long, but I _____ (already/put) aside £200.
- A: _____ (anyone/see) Kevin?
B: He _____ (go) to the supermarket.

4 Put the verbs in brackets into the correct present tense.

Hi Sam,
I know it 1) _____ (be) ages since I last emailed you, but I 2) _____ (have) such a great time here in New York. Yesterday, we saw the Flatiron Building. It's an amazing triangular building in Manhattan. And tomorrow, we 3) _____ (visit) the Statue of Liberty. I can't wait! Also tomorrow, we 4) _____ (meet) my Uncle Alfie. He 5) _____ (work) here in New York. In fact, he 6) _____ (live) here for nearly three years. We 7) _____ (not/see) all of the city yet, but he 8) _____ (know) some really nice places to visit. Anyway, how are you? 9) _____ (you/arrive) home yet or 10) _____ (you/still/travel) around Europe? Well, I've got to go. Write back soon.
Best wishes,
Mel



Send



Countryside

- quiet & calm
- beautiful scenery
- lack of public transport
- friendly people
 - clean air
- not much entertainment
 - lack of jobs
 - fresh food
 - little traffic
- not close to shops

City

- lots of schools & universities
 - heavy traffic
- good public transport
- theatres & cinemas
- lots of shops & malls
- lots of job opportunities
 - pollution
- crowds of people
 - tall buildings
- lots of services & facilities

Places to live

1 Which features of life in the city/countryside are positive and which are negative? Complete the table with the items from the list above. You can add your own ideas.

| | Life in the countryside | Life in the city |
|----------|-------------------------|------------------|
| Positive | | |
| Negative | | |


2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

- stressful • exciting • relaxing • convenient • boring • healthy • difficult

Life in the city can be stressful because there is heavy traffic.

3 **Think** Where is the best place for you to live? Why? Tell the class.

Making plans


- 1  1.3 Read the first two exchanges. Where do the friends decide to go at the weekend? Listen and read to find out.

Zara Hey, Phylis, what are you doing this weekend?
Phylis Not a lot. Why?
Zara We could go on a day trip somewhere.
Phylis That sounds good. Where do you want to go?
Zara How about Bath? It's got lots of museums and art galleries.
Phylis Mmm, Bath doesn't sound very exciting. How about going shopping in London? We haven't been there for ages!
Zara That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.
Phylis Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.
Zara Now that's a brilliant idea.

Note!

Making suggestions

- *Why don't we ...?*
- *We could/should + inf without to ...*
- *How about + noun/-ing ...?*
- *Let's + inf without to ...*
- *Do you fancy + noun/-ing ...?*

- 2  Take roles and read out the dialogue.

- 3 Complete the sentences with the verbs in brackets.

- 1 How about _____ to the countryside? (**go**)
- 2 We could _____ a walk in the park. (**take**)
- 3 Let's _____ at a Chinese restaurant tonight. (**eat**)
- 4 Do you fancy _____ York this weekend? (**visit**)
- 5 Why don't we _____ something more exciting? (**do**)

- 4  Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.



Dave_92

Manchester, UK

★★★★★ a day ago

Lots of entertainment. Don't miss the Whitworth Art Gallery and the National Football Museum!



Liz_97

★ a month ago

Too much heavy traffic. Where's the fresh air?



Matt_ZZ

Buxton, UK

★★★★★ 3 months ago

Lots of beautiful scenery. Great parks. Very relaxing.



Anna_09

★★★★★ 4 months ago

A bit quiet for me. Not so exciting.

Intonation (3-syllable word stress)

-  1.4 Listen and repeat. Underline the syllable with the main stress.

- 1 museum 2 gallery 3 attraction 4 engineer 5 exciting 6 yesterday

(to-)infinitive/-ing form

What do you want to do tonight, Alan? I suggest going to the cinema.



Sorry, I can't go tonight. I promised to help James with his project.

We use the **to**-infinitive:

- after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. *Mary and Anna agreed to go to London together.*
- with *too/enough*. *It's too far to walk to the train station from here.*
- with *would love, would like* and *would prefer*. *I would like to visit the museum.*
- to express purpose. *Hello, I'm calling to book a room for next weekend.*

We use the infinitive without **to** after:

- modal verbs (*can, may, should*, etc.). *We should take the train there; it's quicker.*
- the verbs *let* and *make*. *They made us wait a long time. (BUT: He was made to wait).*

We use the **-ing** form after:

- the verbs *admit, appreciate, avoid, consider, continue, delay, deny, risk, suggest, imagine, postpone, forget*, etc. *She's considering taking the bus instead of the car.*
- the verbs *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. *I love visiting new places.*
- the expressions *be busy, it's no use, it's (not) worth, there's no point (in), can't stand, have difficulty (in), have trouble, look forward to*, etc. *She's looking forward to seeing the sights.*
- *go* when talking about activities. *Melissa wants to go swimming in the sea.*

1 Read the theory box. Choose the correct form. Give reasons.

- 1 Danny decided **to book/booking** the tickets online.
- 2 We should **find/to find** a hotel that allows dogs.
- 3 Rachel hates **stand/standing** in long queues.
- 4 She promised **to meet/meeting** me outside the museum.
- 5 There's no point **to worry/worrying**. Everything's OK.
- 6 We need to set off early **avoid/to avoid** the heavy traffic.
- 7 I'm considering **travel/travelling** to Morocco this summer.
- 8 You can **wait/waiting** here if you want.

2 Put the verbs in brackets into the (to-)infinitive or the -ing form.

- 1 A: Do you want _____ (**come**) to Hanoi with us?
B: Sure! I love _____ (**visit**) places I've never been to.
- 2 A: Harry offered _____ (**show**) us around his new flat, too.
B: Really? Maybe we could all _____ (**go**) together then.
- 3 A: Cathy's gone _____ (**shop**). She won't be long, though.
B: OK. I can _____ (**wait**) until she comes back.
- 4 A: We should _____ (**leave**) now. It's getting late.
B: OK. Let me _____ (**get**) my things first.
- 5 A: Do you fancy _____ (**try**) this local dish?
B: No, thank you! It's far too hot for me _____ (**eat**).
- 6 A: Do you want _____ (**relax**) by the pool today?
B: That's boring! I'd prefer _____ (**swim**) in the sea.



3 Use the words in the boxes to make true sentences about yourself.

• enjoy • like • love • hate • dislike • avoid • would love
• would prefer • want • look forward to

• take/photographs • visit/museums • try/local dishes • go/sightseeing
• buy/souvenirs • go on/guided tours • relax/by the pool • take/taxi

Note!

Certain verbs take the *-ing* form or *to*-infinitive, but their meaning changes. **He forgot to book the tickets.** (= didn't remember) **He will never forget visiting Venice when he was a child.** (= will always remember)

I enjoy taking photographs.

4 Put the verbs in brackets in the *-ing* or the *to*-infinitive form. How do the pairs (a & b) differ in meaning?

- a Remember _____ (take) lots of pictures when you visit Sofia.
b I remember _____ (put) the camera in my bag, but now I can't find it.
- a She tried _____ (use) the lift, but it was broken.
b She tried _____ (ski) for the first time and she liked it.
- a Stop _____ (talk), please!
b Why don't you stop _____ (rest) for a while? You look tired.

You'd better wear a scarf. It's very cold outside.



I'd rather not go out at all, to be honest.

had better/would rather

- **had better (not)** – strong advice or a warning. **You'd better wear a jacket. It's cold outside.**
- **had better (not)** – suggest something that needs to be done. **I'd better hurry up or I'll be late for work.**
- **would rather (not)** – preference. **I'd rather not go to the theatre tonight.**

5 Read the theory. Rewrite the sentences using *had better*/*'d better* or *would rather*/*'d rather*, as in the example.

- I'd prefer to go skiing this weekend.
I'd rather go skiing this weekend.
- You should take the car to the city tomorrow.

- I'd prefer not to go somewhere crowded.

- I want to go somewhere hot for my summer holiday.

- Make sure not to lose your passport.

Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!

Gotham City

The shape of a bat lights up the night sky. It's a sign that the police need Batman. This is Gotham, a city on an island on the east coast of the USA. It's home to a **population** of over 8 million. Three road bridges and several underground train tunnels **connect** it to the mainland. Planes also **land** at the airport, or visitors can catch a ferry into the harbour. There are a lot of tall glass skyscrapers across the city, some older stone buildings, and the mansion of billionaire Bruce Wayne. There are fourteen neighbourhoods in Gotham. The most famous is The Narrows, an island in the Gotham River. You can come across a lot of strange people in The Narrows, and the streets are dark and dangerous. In fact, Gotham is quite a dangerous city, but Bruce Wayne has a **secret**. At night, he becomes Batman and **patrols** the dark alleys to make sure the **residents** of Gotham sleep safely in their beds.

Hobbiton

Not every imaginary place needs a superhero to **protect** its **citizens**. Hobbiton is a very peaceful place. This village, from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien, is in The Shire, a quiet area of Middle-earth with green fields, forests and friendly **locals**. Everyone in Hobbiton lives in underground houses with round doors and windows. They grow their own food and keep animals in their gardens.

Hobbiton looks a lot like England in the 18th century. There are tracks and paths instead of roads and there are no cars or buses. Some people ride ponies, or use ponies to pull wooden carts, but most of them travel on foot.

There are hundreds of hobbits* in Hobbiton and they all live very quiet lives. That is, until the wizard Gandalf arrives, and then their **adventures** begin!

*Hobbits are a race of small people that Tolkien imagined.

Reading

1 1.5 Listen to the audio and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.

2 Read the texts again and decide if the statements (1-6) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Then explain the words in bold.

- 1 The only way to get to Gotham City is by plane.
- 2 There is a river which flows through Gotham City.
- 3 Gotham City is a lot safer than most cities.
- 4 Hobbiton is the smallest village in The Shire.
- 5 Hobbits keep animals in their underground houses.
- 6 The people in Hobbiton don't drive.

3 **Think** Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: *location – transport – housing – lifestyle*.

- bat • mainland
- harbour • mansion
- peaceful • track
- path • cart

Vocabulary

Features of a city

- 4 Fill in: *friendly, busy, historic, sandy, open-air, local, lively, trendy*.
- You can buy designer label clothes in the _____ shops.
 - Relax on the _____ beach in the mornings.
 - Try the food in the _____ restaurants.
 - Tenerife is famous for its _____ nightlife.
 - Visit _____ buildings for free with the London Pass.
 - Get to know the _____ locals.
 - Buy fresh fruit and vegetables at the _____ market.
 - The _____ streets of Manhattan are always crowded with people.


- 5 Read the Phrasal Verbs box, then complete the sentences with the correct particles.

- Sarah always comes _____ great ideas for day trips.
- Away from the crowds, you come _____ lovely little shops.
- The cost of the museum tickets came _____ £38.

Phrasal Verbs

come across = discover by chance
 come to = reach (an amount)
 come up with = suggest, create

Listening

- 6  1.6 Listen to someone talking about Mexico City and complete the missing information (1-5).

MEXICO CITY

Location: 1) _____ of Mexico

Population: 2) _____ people

Nickname: The City 3) _____

Sights: Angel of Independence, 4) _____


Activities: visit art galleries and 5) _____,
 visit traditional markets, watch live entertainment



Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous Hobbit houses.




 Is there a place in your country that has appeared in a film? Find information and write a short paragraph about it.

Study skills


Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

Writing (an article about a city)

- 7  Collect information about a city in your country. Make notes under these headings: *name – where it is – population – what visitors can see and do*. Use your notes to write an article about it for a travel magazine (100-120 words). Alternatively, do the tasks on p. 110.

1 • CLIL (Citizenship)

- 1  1.7 Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.



BE PART OF GREEN NEIGHBOURHOOD SATURDAY on 28th June

Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so get involved, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Artists will be there to show you how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

Other ways to help

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!



And don't forget that going green isn't just for a day, it's a way of life.



For more information, visit the council's website.





- raise awareness
- recycled art
- recyclable material
- breathe

- 2 Think of another title for the advert.

- 3 Match the phrasal verbs in bold to their synonyms in the list.

- collect • look at • take something somewhere and leave it there • reduce

- 4  **Think** Think of one more environmental thing to do during this event.

- 5   Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: *using less electricity – saving water – avoiding food with packaging*. Make a leaflet with your ideas and display it in the classroom.


Project Time 1

- 1   What is your ideal neighbourhood like? Think about: *streets – buildings – parks – transport – facilities*. Draw a map of the area and tell the class.

My ideal neighbourhood is a place ...



- where everyone talks to each other
- where people feel safe on the streets
- with good schools and libraries

- 2  1.8 Listen to two people presenting their ideal neighbourhoods and make notes. Were the features of their neighbourhoods the same as yours?

Presentation skills

- 3 Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.

VALUES

Cooperation

- 4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

- | | |
|---------------------------------|-----------------------------------|
| 1 is fun. | 5 takes more time. |
| 2 brings people together. | 6 encourages people to talk. |
| 3 leads to more mistakes. | 7 means everyone makes decisions. |
| 4 gives people more confidence. | 8 makes the work easier. |

- b)  **Think** Why should people work together? Tell the class.



1 • Progress Check

Vocabulary

1 Choose the correct word.

- Beth finds crowded places very **stressful/peaceful**.
- It takes a long time to cross the road because there is **trendy/heavy** traffic.
- Jake loves swimming at the sandy **lake/beach** in front of the hotel.
- Tom went to the **mall/bank** to take out some money.
- The big **rectangular/courageous** windows let a lot of light in.

5 x 2 = 10

2 Fill in: *have, miss, explore, head, spend*.

- Let's _____ the day at the beach.
- Don't _____ a tour of the Tower of London!
- They are planning to _____ the city on foot.
- The two cities _____ crowded streets.
- First, visit the tower and then _____ on a boat trip around the island.

5 x 2 = 10

Grammar

3 Put the verbs in the brackets into the correct present tense.

- _____ (Max/see) the view from the top yet?
- You're red in the face! _____ (you/run)?
- She _____ (always/talk) on the phone. It's so annoying!
- We _____ (go) on a day trip to Blackpool tomorrow.
- Tom _____ (think) about moving to a new flat.

5 x 2 = 10

4 Choose the correct item.

- Anna **has gone/has been** shopping, but she'll be back soon.
- I haven't been abroad **for/since** two years.
- Jack hasn't packed his luggage **already/yet**.
- I'm **thinking/think** of going to the bank today.
- She has been packing **recently/all morning**.

5 x 2 = 10

5 Put the verbs in brackets into the correct form, *-ing* or *(to-)*infinitive.

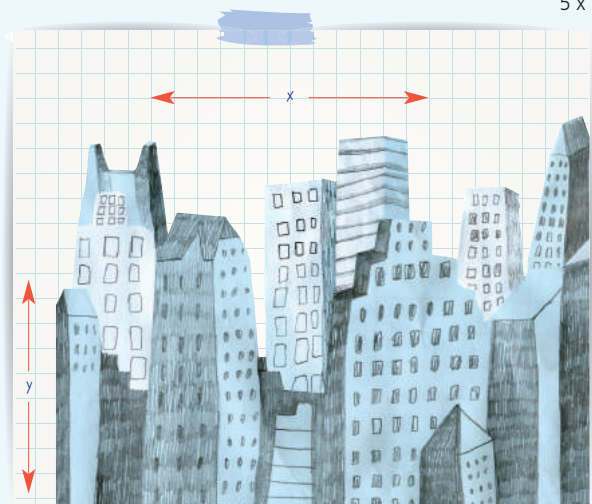
- There's no point _____ (cook) tonight. We're not hungry.
- We've decided _____ (hire) a car.
- The tickets are too expensive for us _____ (buy).
- You should _____ (take) more photos when you go on holiday.
- They don't let visitors _____ (eat) in the museum.

5 x 2 = 10

6 Choose the correct item.

- Are you interested **on/in/at** modern architecture?
- The tower is made **for/with/of** steel.
- We came **across/to/over** this restaurant while we were walking around the city.
- The cost of the tickets came **to/up/across** £45.
- No trip there is complete **without/from/of** visiting the tower.

5 x 1 = 5

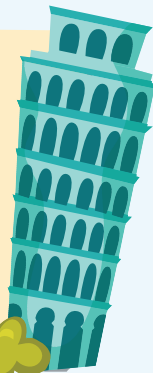


Listening

7 1.9 Listen and fill in the gaps.

THE LEANING TOWER OF PISA

- Located on the 1) _____ of Italy
- Height of about 2) _____ metres with 3) _____ steps
- Get information about when it's open on city's 4) _____
- Children under 5) _____ not allowed



5 x 2 = 10

Reading

8 Read the blog entry and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Poppy's Blog
http://www.poppysblog.com

Hi readers,
Sorry I haven't written for so long, but I've moved to the countryside. Let me tell you all about it. I've moved to Haarzuilens in Utrecht. It's a village in the middle of Holland. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the most peaceful villages in Holland. I can believe it! There isn't a lot to do, but it has some beautiful scenery. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top.
I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!




- 1 It's the first time Poppy has written a blog entry.
- 2 Poppy thinks that Haarzuilens is a quiet place.
- 3 Not many cars pass through Haarzuilens.
- 4 The castle is in the centre of the village.
- 5 Poppy has taken photos from the top of the castle.

5 x 2 = 10

Everyday English

9 Match the exchanges.

- | | |
|---|---------------------------------|
| 1 | We haven't been there for ages! |
| 2 | What are you doing on Saturday? |
| 3 | What about London? |
| 4 | Where do you want to go? |
| 5 | Let's go to the countryside. |

- a Not a lot.
- b We could go to the seaside.
- c I'd prefer somewhere more exciting.
- d It's got such a lot of heavy traffic.
- e That's true.

5 x 2 = 10

Writing

10 You have just moved from the countryside to the city. Write a blog entry describing your new neighbourhood. Write: *its name – where it is – what activities you do there (100-120 words)*. Use the blog entry in Ex. 8 as a model.

15 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about geographical features ★★★★★
- talk about shapes & types of buildings ★★★★★
- talk about places to live ★★★★★
- talk about features of a city ★★★★★

Reading

- read for specific information (multiple matching) ★★★★★
- read for detail (R/W/DS) ★★★★★

Speaking

make plans ★★★★★

Listening

listen for specific information (gap fill) ★★★★★

Writing

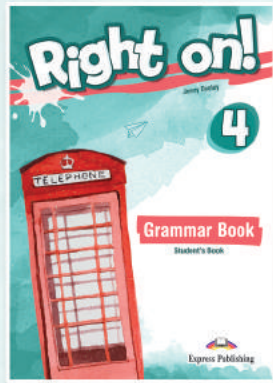
write an article about a city ★★★★★

Right on! 4

For the Student



Student's Book



Grammar Book
Student's Book



Workbook
Student's Book



ieBook software
(offline – Windows,
macOS)



For the Teacher



Teacher's Book



Class CDs



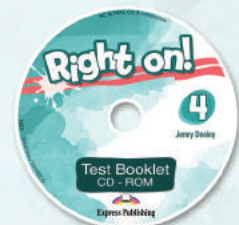
Grammar Book
Teacher's Book



Workbook
Teacher's Book



IWB software
(offline – Windows, macOS)



Test Booklet
CD-ROM



Right on!

Jenny Dooley

Student's Book

4



Express Publishing

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- Food & Drink
- Sports & Activities
- Types of holidays

- Subject/Object questions
- Prepositions of time
- C/U nouns – Plurals – Quantifiers
- Prepositions of place
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| | describing people's clothes | |
| <ul style="list-style-type: none"> • <i>Fun to Fame</i> • <i>Free Time's Fun Time</i> • Listening: an interview/dialogues (multiple choice) • Culture: <i>The National Centre for Circus Arts (London)</i> | <ul style="list-style-type: none"> • Inviting – Accepting/Refusing • Describing people's character • Asking for – Giving advice • Intonation: interjections (expressing emotions) | <ul style="list-style-type: none"> • A blog entry about your hobby • A summary of survey • An article expressing an opinion (opening/closing techniques; topic sentences) |
| <ul style="list-style-type: none"> • <i>My Wild West Getaway</i> • <i>The Maid of the Mist</i> • Listening: dialogues/a narration (multiple choice) • Culture: <i>Niagara Falls</i> | <ul style="list-style-type: none"> • Asking about/Stating a preference • Narrating an experience • Intonation: in exclamations (<i>what/how – so/ such</i>) | <ul style="list-style-type: none"> • An advert • A myth • A story (sequence of events, tenses, setting the scene; descriptive language) |
| <ul style="list-style-type: none"> • <i>Moving Home?</i> • <i>One language for all?</i> • Listening: an interview (multiple choice); a monologue (gap fill) • Culture: <i>Languages in the UK</i> | <ul style="list-style-type: none"> • Making predictions • A job interview • Intonation: in question tags | <ul style="list-style-type: none"> • A short descriptive text • A forum entry expressing an opinion • An informal email accepting/rejecting an offer (informal style; error correction) |
| <ul style="list-style-type: none"> • <i>The Voice from the Streets</i> • <i>Gathering up the Garbage</i> • Listening: a dialogue (T/F); an announcement (note taking) • Culture: <i>The sweethearts Wheelchair Foundation</i> | <ul style="list-style-type: none"> • Giving a witness statement • Making suggestions • Intonation: in compound nouns | <ul style="list-style-type: none"> • An article about a charity • An informal email asking for information • An email to the editor making suggestions (supporting sentences) |
| <ul style="list-style-type: none"> • <i>Tech Forum (Augmented reality)</i> • <i>Simply Genius!</i> • Listening: a dialogue/monologue (not taking) • Culture: <i>Tim Berners-Lee</i> | <ul style="list-style-type: none"> • Making suggestions • Complaining about damaged goods • Pronunciation: diphthongs | <ul style="list-style-type: none"> • A descriptive text • A biography • A pros & cons essay (linkers; formal style) |
| <ul style="list-style-type: none"> • <i>Game of Thrones</i> • <i>London, Capital of UK, festivals</i> • Listening: a dialogue (multiple choice); an announcement (T/F); • Culture: <i>Coronation Street</i> | <ul style="list-style-type: none"> • Expressing likes/dislikes • Asking about/Describing a concert • Intonation: in indirect questions | <ul style="list-style-type: none"> • A survey about favourite TV shows • An email about a festival you attended • A book review (recommending/using descriptive language) |

CLIL

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1

• Everyday life



What's in this module?

• Vocabulary

- hobbies/free-time activities
- sports
- character qualities
- teen problems
- routines & free time
- types of families

• Grammar

- present simple – present continuous
- stative verbs
- adverbs of frequency
- present perfect – present perfect continuous
- *have been* – *have gone*
- comparisons
- *like/as*
- relative pronouns/ adverbs – relative clauses

• Speaking

- express preference
- invite – accept/refuse
- ask for/give advice

• Listening

- an interview (multiple choice)
- dialogues (multiple choice)

• Writing

- a forum entry about your hobby
- a summary of a survey
- an article expressing your opinion

• CLIL (PSHE):

Everyone's different
Everyone's the same

• Values: Thoughtfulness

Vocabulary

Hobbies/Free-time activities

- 1 Which of the hobbies/free-time activities in the pictures do you: *go?* *play?* *do?*
Suggest more activities with these verbs.



1 knitting



2 Zumba

3 parkour



4 laser tag



5 fencing



6 archery



8 candle making



7 lacrosse

2



Think

Which of the hobbies/free-time activities in the pictures are: *creative*; *exciting*; *energetic*; *relaxing* for you?

Express preference

3

Use these adjectives to find out which hobbies your partner likes/doesn't like.

- exciting • relaxing • fun • fast-moving • difficult • boring
- expensive • dangerous • tiring

A: Do you like archery?

B: Not really. I find it difficult. / Yes, I do. I think it's exciting.



FUN to Fame

1 1.2 Look at the picture and read the title. What do you think the man in the picture does for a living? Listen and read to find out.



Goaaaaaaaaa! With more than four million subscribers, freekickerz is a German YouTube channel that has more viewers than lots of TV stations. In fact, freekickerz is the world's largest YouTube football channel. What's even more **impressive** is that Konstantin Hert, the YouTuber behind freekickerz, has built his success by doing something he's always loved – his hobby.

Konzi, as he is known to his fans, has always loved football and even played for a club as a child. In 2006, he uploaded his first video clip of an unknown player scoring an amazing goal. Since then, freekickerz has posted thousands of fun football videos. There are clips of free kicks, reviews of football equipment, and epic fails. His fans love them and since 2013 he's been a professional YouTuber.

So what makes him such a **hit**? Well for one thing, he's constantly learning. He admits that sometimes, "my videos have not always been that good." But this just **motivates** him to get better. He studies photography and editing to make his channel the best it can be. He is also a strong believer in never giving up: "Think like an athlete – if someone tells you that you won't make it, train **harder**, and prove your critics wrong."

The future looks **bright** for Konzi. He now has sponsorship from **major** sports brands and freekickerz is increasing its audience by about 50,000 every week. He also has a range of sportswear and another YouTube channel dedicated to music. He's turned his love of football into a social media success story. So what do you do in your free time? Could your hobby be the key to a future career?

2 Read the article again. For each question, choose the correct letter (A, B, C or D).

- Konstantin is successful because he
 - A enjoys what he does.
 - B works for a TV channel.
 - C spends lots of time online.
 - D has a good sense of humour.
- Konstantin is working hard
 - A to earn more money.
 - B to improve his video clips.
 - C because his fans ask him to.
 - D so he can buy new equipment.
- How does Konstantin feel about his critics?
 - A He wants them to be nicer to him.
 - B He agrees with the things they say.
 - C He tries to prove they are wrong.
 - D He says they are not real athletes.
- What does the writer say about Konstantin in the last paragraph?
 - A He is getting more popular.
 - B He likes buying sports clothes.
 - C He enjoys listening to music.
 - D He is working on a TV channel.
- What would be a good introduction to this article?

A Konstantin Hert's hobby became his job. Read on for his advice on choosing the right hobby for you.

C He hated football, but it became his job. Find out how Konstantin Hert found fame through social media.

B In this article, Konstantin Hert tells us how to make money by starting our own YouTube channel.

D Konstantin Hert is a YouTuber with millions of fans. Read on to find out more about his online success.

3 Match the words in bold in the article to their antonyms below.

- less • small • ordinary • failure • dark • discourages

- subscriber
- free kick • epic fail
- hit • admit
- motivate
- sponsorship
- dedicated to

Interview Konstantin. What does he owe his success to?

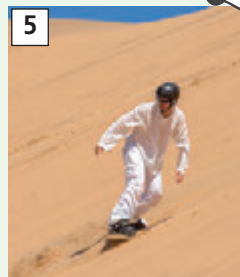
Vocabulary


Sports

4 Which of the sports in the list can you see in the pictures? Check in your dictionaries.



- bowling • darts • gymnastics • hiking • ice climbing • badminton
- paragliding • rock climbing • sandboarding • sky diving • ice skating



5  Which of the sports in Ex. 4 take place: *indoors?* *outdoors?* Which are extreme sports? Add more sports to each of these categories.

Speaking (Invite – Accept/Refuse)

6  Discuss, as in the example. Use the sports in Ex. 4 as well as your own ideas.

A: We're going ice skating this evening. Why don't you come, too?

B: Sorry, I can't. I'm going to Zumba class tonight. But I'm free on Saturday. Why don't we all go then?

A: We're going bowling on Saturday. Do you want to come play with us?

B: Sure, why not? What time?

A: At four thirty at the bowling alley in Kent Road.

B: That's fine. See you there, then.

Prepositions

7 Choose the correct preposition. Check in your dictionary. Then, answer the questions about you.

- 1 Do you like listening **of/to** music?
- 2 Are you keen **on/at** playing chess?
- 3 What do you do **in/for** your free time?
- 4 Are you interested **to/in** video games?
- 5 How do you feel **about/for** extreme sports?

Writing

8 Write a short entry for an online forum about your hobby. Use the prompts below. Write: *name of hobby – how you do/play it – why you like it*. Read it to the class.


Doing your favourite hobby is a great way to relax. My hobby is It's a(n) (*easy, difficult, etc*) hobby to do/play. You I think ... is the perfect hobby for me because it's (*exciting, fast-moving, etc*). Can you imagine your life without a hobby?



Culture Spot

The National Centre for Circus Arts in London offers courses in circus skills.



 Are there any special schools in your country? Find information and write a short paragraph about one.



Present simple – Present continuous – Stative verbs See pp. GR4-GR5

- O:** Are you going to the sports centre, Bianca?
- B:** No, I'm not. I don't have basketball practice on Mondays. I'm thinking of going to the mall. I'm jogging a lot these days, so I need a new pair of trainers. Do you want to come?
- O:** I don't think I can today. I'm taking these books back to the library. It closes at 4. Then I'm having a piano lesson. Sorry!

1 Read the cartoon dialogue. Identify the *present simple* and *present continuous* tenses. How do we form these tenses? Which tense do we use for: *actions happening now?* *repeated actions?* *temporary actions?* *fixed arrangements in the future?* *timetables?* Which tense do we use with stative verbs?

2 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- 1 A: _____ (you/go) to Poppy's party this weekend?
B: No, I _____ (want) to study for Monday's Maths test.
- 2 A: Come on! The film _____ (start) at 7:50.
B: OK! I _____ (put) my coat on now!
- 3 A: I _____ (look) for my keys. Can you help me find them?
B: Harry! You _____ (always/lose) them!
- 4 A: What _____ (Emily/do) tomorrow night?
B: I think she _____ (go) to Zumba every Tuesday.
- 5 A: _____ (you/know) where Tom is?
B: I _____ (think) he's in his bedroom.
- 6 A: Where _____ (Dan/work) these days?
B: In a sports shop. He really _____ (like) it.

3 Look at the underlined verbs in the cartoon. How does the meaning differ?

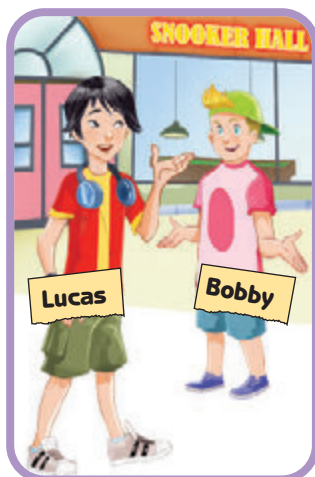
4 Put the verbs in brackets in the *present simple* or the *present continuous*. Explain the difference in meaning.

- 1 a I _____ (not/think) I've got any free time this week.
b John _____ (think) of joining the chess club.
- 2 a Paragliding _____ (look) dangerous to me.
b Jack and Sue _____ (look) for a new place to live.
- 3 a We _____ (have) pizza for dinner tonight.
b Alfie _____ (have) a new games console.
- 4 a This coffee _____ (taste) very sweet.
b Anna _____ (taste) the curry to see if it's spicy enough.
- 5 a I _____ (see) there's a new cinema in town.
b Max _____ (see) the doctor after school.
- 6 a Kelly _____ (appear) on a TV game show on Friday.
b Luke _____ (appear) to be very annoyed.

Adverbs of frequency See p. GR4

5 Your partner is a famous sportsperson. Use adverbs of frequency (*always, usually, often, sometimes, rarely/seldom, never*) to find out how often he/she does the following. You can use your own ideas as well.

- go to the gym • drink coffee • eat pizza • visit the doctor
- stay up late • go on trips at the weekend • lose their temper
- appear on TV • sign autographs



- L:** Hi, Bobby. Have you been waiting long?
- B:** No, I haven't. I've just arrived. Are you OK, Lucas?
- L:** Sorry, I've been studying all morning and I feel a little tired. But it's OK. Let's go and play snooker. Have you been here before?
- B:** I've been a member since it opened. The last time I came was last week. Have you ever played snooker?
- L:** Yes, I have, but I'm not very good.

Game!

In teams make sentences. Use: *still, yet, already, since, for, ever, never.*

Present perfect – Present perfect continuous

See pp. GR5-GR6

- 6** Read the cartoon dialogue. Identify the *present perfect* and *present perfect continuous* tenses. How do we form these tenses? Which tense do we use:
- for actions that happened at an unstated time in the past?
 - for actions that started in the past and continue up to the present?
 - for actions that started in the past and lasted for some time and whose results are visible in the present?
 - to put emphasis on the duration of an action that started in the past and continues up to the present?
 - for actions that happened in the past at a specific time?
- 7** Put the verbs in brackets in the *present perfect* or the *present perfect continuous*, then choose the correct adverb.
- _____ (you/buy) a new pair of trainers **since/yet**?
 - Ben _____ (try) skydiving **once/yet** this summer.
 - They're tired because they _____ (run) **for/since** an hour.
 - _____ (Ryan/play) video games **all morning/just**?
 - Max _____ (never/try) fencing **ago/before**.
 - Rachel _____ (not/do) Zumba **since/for** last month.
 - We _____ (not/finish) our game of chess **just/yet**.
 - Sorry, but I _____ (not/see) Harry at all **today/before**.
- 8** Fill in *have/has (not) been* or *have/has (not) gone*.
- Dave's not here. He _____ to basketball practice.
 - Kelly _____ to the sports centre twice this week.
 - Do you know where Molly and Tracey _____ all week?
 - I _____ to the craft fair yet. I'm going tomorrow.
 - Liam and Amy _____ to the library. They'll be back in an hour.
- 9** Put the verbs in brackets in the *present perfect*, *present perfect continuous*, *present simple* or the *present continuous*.

Hey Abby,
How are you? I 1) _____ (not/see) you at football practice recently. I hope everything's OK.

2) _____ (you/hear) about Pro Camp yet? Coach told us about it yesterday, but you weren't there, so I'm letting you know. It's a great opportunity for young people like us who 3) _____ (play) football for a club for more than three years. It 4) _____ (take) place in Wales, near Cardiff, and 5) _____ (last) a week. You get the chance to train with professional coaches, and even meet some top players. It sounds so exciting!

I 6) _____ (already/check) the website and it's £150 for the week.

I 7) _____ (think) it's a good deal. I 8) _____ (book) my place, but there are still spaces if you want to sign up. I 9) _____ (hope) you do! It would be great to have you there.

Let me know if you 10) _____ (come).

Layla



1c • Listening

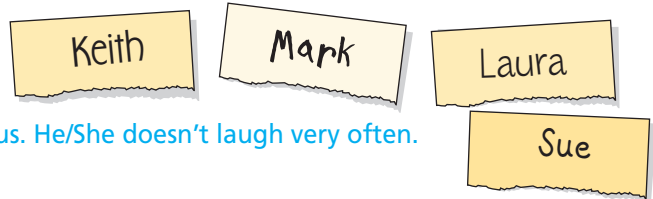


Character qualities

- List the adjectives under the headings: *Positive* – *Negative*. Check in your dictionary. Which of them can you see in the photos?
 - arrogant • bossy • brave • calm • cheerful • confident • cruel • friendly
 - generous • intelligent • jealous • lazy • loyal • patient • rude • reliable
 - relaxed • serious
- Complete the sentences using adjectives from Ex. 1.
 - Steve never shows fear in dangerous situations. He's _____.
 - He likes causing pain to others. He is very _____.
 - Bob is sure of his abilities. He's _____.
 - Ann likes telling others what to do. She's _____.
 - Jenny is 100% _____. When she says she'll do something, she does it.
 - Mark is _____. He behaves as if he is more important than others.

-  Write names of your friends/family members on pieces of paper. Discuss, as in the example:

- A: Who's ...?
 B: He's/She's my ...
 A: What's ... like?
 B: He's/She's a bit serious. He/She doesn't laugh very often.




Note!

For positive character qualities we can use: *He's/She's very/really ...*
Caitlyn's a very intelligent girl.


For negative character qualities we can use: *He's/She's a bit/can be (a bit) ... (sometimes/at times).*
Olivia can be arrogant at times.

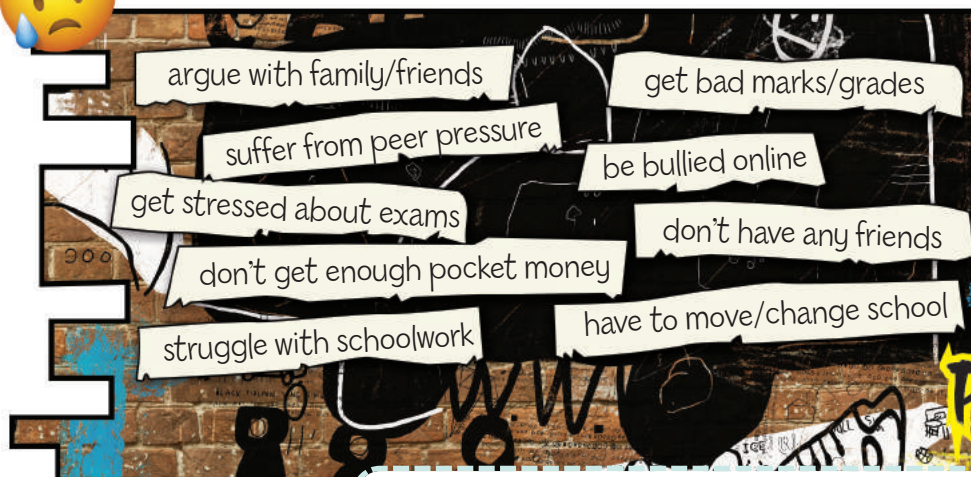
Listening

-  1.3 You are going to listen to a radio interview with a vlogger called George. For each question, choose the correct answer.
 - George has been vlogging
 - A since he was at school.
 - B for less than two years.
 - C since he started college.
 - What does George do on his vlog?
 - A He reviews music magazines.
 - B He plays musical instruments.
 - C He teaches song-writing techniques.
 - What does George say about his hobby?
 - A He wants to get better at it.
 - B He thinks it takes up most of his time.
 - C He still doesn't believe he has so many fans.
 - In the future, George plans to
 - A run his own business.
 - B work with his family.
 - C become an actor.

Everyday English • 1d

Asking for/Giving advice

- 1  1.4 Which of the problems below does Jerry have? What advice does Mark give him? Listen and read to find out.




Teen PROBLEMS



- Mark** You don't look very happy. What's the matter?
Jerry It's my brother. We've been arguing a lot recently.
Mark Really? What about?
Jerry He keeps borrowing my things without asking me. I can't stand it. What should I do?
Mark Poor you! Have you discussed this with your parents?
Jerry They said we're old enough to sort it out ourselves.
Mark They're probably right. Have you tried explaining to your brother how it makes you feel?
Jerry Not really. We usually just shout at each other.
Mark It might be a good idea to try talking to him calmly. I think he'll listen to what you have to say.
Jerry I guess you're right. I'll give it a try, thanks.
Mark You're welcome.

- 2 Find sentences in the dialogue which mean the same as the sentences below. Which of these phrases/sentences asks for advice?

- Actually, I haven't.
- You've got a point.
- Thanks for the advice.
- Are you alright?
- It really bothers me.
- What do you advise?

- 3  Use the ideas below to act out a dialogue similar to the one in Ex. 1.

don't have any friends:

- try talking to more people
- join a club

Intonation Interjections (expressing emotions)

-  1.5 Listen and match the interjections to the emotion each expresses. Listen again and repeat.

- | | | | |
|---------------|----------------|------------|--------------|
| 1 Wow! | | 3 Oh dear! | |
| a bored | b surprised | a angry | b sad |
| 2 Poor you! | | 4 Really? | |
| a sympathetic | b uninterested | a doubtful | b interested |



- B:** I think Steve is the best player on the team. He's the tallest of all and jumps the highest of all.
- L:** That's true, but he's not as cooperative as Mark is, and he can be really arrogant at times.
- B:** Yeah, but Steve is friendlier and more serious than Mark. He's also the most hard-working of all and he always arrives for practice earlier than the others. I think Steve is good enough to be the captain of the team.
- L:** I guess you're right. I'll vote for Steve then.

Comparisons – *likelas*

See pp. GR6-GR7

- 1 a) Read the cartoon dialogue. Find the comparative and superlative forms and complete the table.

| Adjective/Adverb | Comparative | Superlative |
|------------------|------------------------|---------------------------------------|
| good/well | better than | |
| bad/badly | worse than | the worst (of/in) |
| tall | taller than | |
| high | higher than | |
| friendly | | the most friendly/friendliest (of/in) |
| serious | | the most serious (of/in) |
| hard-working | more hard-working than | |
| early | | the earliest (of/in) |

- b) How do we form the comparative/superlative forms of adjectives and adverbs? Which adjective in the table forms their comparative/superlative form in two ways?

- 2 Choose the correct item.

- Our school team played **well/better** than the other team.
- Mario is **bossier/bossiest** than his older brother, Peter.
- Golf is **more boring/boring** than darts to me.
- Danny is the **most pleasant/more pleasant** boy I know.
- Poppy arrived at the gym **more early/earlier** than expected.
- Harry runs the **slowest/slower** of all my friends.
- Olivia is more intelligent **than/of** Emily.
- That was the **worse/worst** game of bowling I've ever played.

- 3 Put the words in brackets into the correct comparative/superlative form.

- A: Phew! Getting in shape is tiring.
B: The _____ (**hard**) you exercise, the _____ (**fit**) you get!
- A: Karen's not _____ (**cheerful**) as Beatrice.
B: She's a lot _____ (**confident**), though.
- A: The more knitting I do, the _____ (**relaxed**) I get.
B: I prefer _____ (**exciting**) hobbies than that.
- A: You look _____ (**heavy**) than when I saw you last.
B: That's because I don't go to the gym _____ (**often**) as I used to.
- A: Chris is _____ (**rude**) person I've ever met!
B: I agree. I thought he would be _____ (**friendly**) than he is.

- 4 Fill in: *like* or *as*.

- Tom works in the gym _____ a personal trainer.
- I had to run _____ the wind to catch up with you!
- Your brother looks so much _____ you; you could be twins.
- There is nothing _____ exercise to help you beat stress!

Note!

like (for similarities)
No one can sing **like** Erica. (in the same way) Nick plays **like** a professional player. (but he isn't)

as (for jobs) He works **as** a football coach. (He is a football coach.)

Relative pronouns/adverbs – Relative clauses

See pp. GR7-GR8



O: Do you know the boy whose dad works at the sports centre?

B: That's Tony. His mum, who's a French teacher, works in my brother's school. They live in the building where my aunt lives. They're good friends, actually.

O: Really? Tony's sister's in the football team which I play for. It's a small world, isn't it?

5 a) Read the cartoon dialogue. Look at the underlined clauses. Which refers to: a person? a place? a thing? Which shows possession?

b) Look at the underlined clauses again. Which are defining relative clauses? Which is a non-defining relative clause? Which word can be omitted from a defining relative clause? Why?

6 Choose the correct item.

- That's the sports centre **which/where** you can do Zumba.
- Clara, **who/whose** loves knitting, is making me a jumper.
- In our team we don't have players **whose/that** try to cheat.
- The bad weather is **why/when** I don't like jogging in the park.
- She's the player **whose/which** goal won her team the cup final.
- Jake didn't come to football practice, **that/which** was really surprising.

7 Fill in: *who, whose (x2), which, when, where (x2), why*. Put commas where necessary.

- Saturday is the day _____ we hang out at the mall.
- Matt _____ dad is a boxer wants to become a lawyer.
- Isn't that the woman _____ works in the sports shop?
- I've just got back from the gym _____ I do aerobics.
- Is this the video game _____ Tom wants to buy?
- Dan's moved back to the area _____ he grew up.
- The reason _____ I can't go rock climbing is that I'm scared of heights.
- Ben _____ mother is a ski instructor broke his leg skiing!

8 Join the sentences. Use the relative pronouns/adverbs in brackets. Put commas where necessary.

1 He doesn't like water sports. The reason is that he can't swim well. (**why**)

2 Gary collects stamps. He gets them from his penfriends. (**which**)

3 Molly is talking to a woman. She runs the chess club. (**who**)

4 8 o'clock is the time. We have our yoga lesson. (**when**)

5 My uncle is a chef in a restaurant. He lives in Italy. (**who**)

6 101 High Street is next to the library. My best friend lives there. (**where**)

Game!

Find the person, object, animal or place. Use relative pronouns/adverbs. Play in teams.

A: It's a place where we can exercise.

B: It's a gym.

Reading & Speaking



- 1 Look at the pictures of the people and read the texts about them. What free-time activities do you think they would like to do? Make a list. Tell the class.
- 2 The teenagers want to do an activity in their free time. Read the leaflet and decide which activity (A-E) would be the most suitable for the teenagers (1-3).



1

Zach's cousins are coming to visit this weekend and he wants to show them a few different attractions. They're students so they can't afford to go anywhere expensive.



2

Suri loves sports, as long as she can do them indoors. She enjoys singing and going to the cinema. One day, she hopes to meet some of her big screen heroes.



3

T Tyler's looking for something exciting to do this weekend. He enjoys learning interesting facts about his city, but he's tired of visiting the usual museums and landmarks.

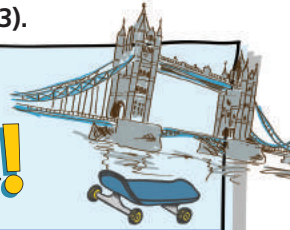


- award-winning
- haunted • spooky
- workshop • head
- resist • go paddling

- 3 Match the expressions in bold to their definitions below.
 - watch carefully • look without buying • whatever happens
 - all the advantages • have a really enjoyable experience • make more interesting

- 4 1.6 **Think** Listen to and read the leaflet. Which of the places in the text would you like to visit? Why?

Free Time's Fun Time!



A London Bridge Experience

Step back in time with an award-winning guided tour of what lies underneath the world's most haunted bridge. The tour uses performers to **bring to life** 2,000 years of spooky historical happenings. Warning! The London Bridge Experience is not for the easily frightened.

B Covent Garden

Shop 'til you drop at Covent Garden. It offers **the best of both worlds** from designer clothes to handmade art and crafts. No money? Then just **go window shopping** or check out the street performers. It's also near popular landmarks like Nelson's Column and Piccadilly Circus.

C House of Vans

This skate park is not only for skateboarding; it's also for BMX sessions! Skaters can improve their skills and learn tricks in our workshops. There's also an art gallery and a cinema for skate and BMX movies. **Come rain or shine**, House of Vans is the place for street culture.

D All Star Lanes

Forget the rain and head down to All Star Lanes for a game of 10-pin bowling. **Keep an eye out** for a Hollywood star or two – they can't resist a bit of bowling when they're in London. Try the delicious burgers and become a star yourself in our special karaoke room.

E Lee Valley White Water Centre

You don't have to be an athlete to **have the time of your life** at this water park which was built for the 2012 London Olympics. Try white-water rafting, canoeing and kayaking, or just go paddling in the lake. Lee Valley has something for everyone – if you don't mind getting wet!



Vocabulary

Routines & Free time

Phrasal Verbs

get about/around =
to go to lots of
places

get across = to
communicate

get along = to have a
good relationship
with sb

get away = to have a
holiday

get over = to recover

- 5 Fill in: *have, make, go, go to, take, play, do*. Use the phrases to compare your daily routine and weekend activities to those of your partner.

- _____ the chores, the gardening, exercise, homework, the dishes, the shopping
- _____ the bed, breakfast, a phone call
- _____ out with friends, jogging, cycling, fishing
- _____ the gym, the park, the mall, the library, a concert, bed
- _____ a break, a snack, a shower, a drink, a rest, dinner, a sleepover
- _____ a walk, the bus/train etc, the rubbish out
- _____ video games, football, squash, the guitar, the piano

- 6 Read the Phrasal Verbs box. Then, choose the correct particle.

- Do you get **along/over** well with your brothers?
- Finn hired a car to get **across/about** while he was in London.
- Has Tracey got **over/away** the flu yet?
- He needs to get **about/away** for a few days.
- She didn't manage to get her ideas **across/along**.

- 7 Read the Word Formation box, then complete the gaps with words derived from the words in brackets.

- What's the _____ between squash and badminton? (**DIFFERENT**)
- I often eat out of _____ rather than hunger. (**BORED**)
- Mum was amazed by the _____ of my bedroom. (**TIDY**)
- Our team needs a coach with the _____ to motivate us. (**ABLE**)

Word Formation

We form nouns from
adjectives with:

-ence (*silent-silence*)

-(i)ty (*secure-security*)


-dom (*free-freedom*)

-(i)ness (*happy-happiness*)

- 8  1.7 Listen to three dialogues. For each question, choose the correct answer.

- You will hear two friends talking about chores. What does the girl's brother do?
A make the beds B do the washing-up C keep his room clean
- You will hear two friends arranging to go out. What time will they meet?
A 7:30 pm B 8:00 pm C 8:30 pm
- You will hear two friends talking about their daily routines. When does the boy usually make his bed?
A before breakfast B after his shower C before bedtime

Writing (a summary of a survey)

- 9  Write a list of free-time activities. Prepare a questionnaire about what your classmates like doing in their free time. Use the answers to write a paragraph summarising the findings. Use: *most, some, a few, very few, almost none*.

SEX: MALE FEMALE **AGE:** _____

Tick the activities you enjoy doing in your free time in order of preference from 1 (like the least) to 5 (like the most).

| | 1 | 2 | 3 | 4 | 5 |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 hang out with friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rubric analysis

- 1 Read the rubric. Underline the key words and answer the questions.

You see this notice in an international English-language magazine.

We want your articles on great weekends!

We want to know what makes a great weekend. Is it the place, the people, the activities – or all these things? Why do we need time away from work or study?

Write an article answering these questions and we will publish the best one in next month's issue.

Write your article in 100-140 words.

- 1 What are you going to write? Who for?
- 2 What are you going to write about?
- 3 What questions do you need to answer?
- 4 How many words should you write?

Model analysis

- 2 Read the article and match the paragraphs (A-D) to the headings (1-4) below.

What makes a Great Weekend?

- A** ▶ Cartoonist Bill Watterson once said, "Weekends don't count unless you spend them doing something completely pointless." To my mind, great weekends are not about what we do, but who we do it with.
- B** ▶ A great weekend begins and ends with friends and family. They make us laugh, they give advice and they offer support. Sharing time with these people makes us feel better about ourselves.
- C** ▶ We need weekends because the week is often really busy. It's always full of schoolwork and chores. It is important to have free time with the people who understand us the best because then we can really be ourselves.
- D** ▶ I strongly believe that a great weekend is about being with the people we care about. It's what I look forward to most of all during the week. After all, without friends and family who are we?

- | | | |
|---|--|--------------------------------------|
| 1 | | second viewpoint & reasons/examples |
| 2 | | restate opinion |
| 3 | | first viewpoint & reasons/examples |
| 4 | | introduce topic & state your opinion |

- 3 Which techniques has the writer used to start/end the article in Ex. 2?

- 4 Read the article in Ex. 2 again and complete the notes in your notebook.

Viewpoints

Reasons/Examples

| | | |
|---|--|--|
| 1 | | |
| | | |
| 2 | | |
| | | |

Great Weekends



Study skills

To attract the reader's attention you can start/end an article with:

- a quotation **Gus Van Sant** once said, "Free time keeps me going."
- a rhetorical question (a question that doesn't need an answer) **What would life be like without free time and hobbies?**
- addressing the reader directly **How important to you are your hobbies?**

Study skills**Topic sentences**

We introduce each main body paragraph with a topic sentence. A topic sentence summarises the content of the paragraph. It is followed by supporting sentences (reasons & examples) that develop the main idea of the paragraph.

Useful Language**Expressing an opinion**

- I think/feel (that) ...
- I (strongly) believe (that) ...
- As far as I am concerned, ...
- In my opinion/view, ...
- To my mind, ...
- The way I see it, ...

- 5 Find the topic sentences in the model in Ex. 2. Replace them with other appropriate ones.

Expressing an opinion

- 6 Find two phrases the writer uses in the model in Ex. 2 to express his/her opinion. Replace them with phrases from the Useful Language box.
- 7 Rewrite the following statements so that they express an opinion.
- 1 Hobbies take your mind off your problems.
 - 2 A hobby is an opportunity to be creative.
 - 3 Our hobbies can teach us important skills.

Your turn

- 8 Read the rubric. Underline the key words and complete the sentences.

You see this notice in an international English-language magazine.


SEND US YOUR ARTICLES ON HOBBIES!

We want to know all about the hobbies you do in your free time.

Why is it important to have hobbies? Tell us what you think!

Write an article answering these questions. The most interesting articles will appear in next month's issue.

Write your article in 100-140 words.

- 1 You are going to write a(n) _____ for _____.
 - 2 You are going to write about _____.
 - 3 You should write _____ words.
- 9  1.8 Listen to two people talking about hobbies. Which of these ideas do they mention?
- | | |
|---------------------------------|-----------------------------|
| 1 clear your mind | 4 help you express yourself |
| 2 help you become more creative | 5 teach you to be patient |
| 3 relieve stress | 6 help you make friends |
- 10 Use the ideas in Ex. 9 as well as your own to write your article. Follow the plan. Give your article a title.

Plan

- (Para 1) present the topic & give your opinion
 (Para 2) first viewpoint & reasons/examples
 (Para 3) second viewpoint & reasons/examples
 (Para 4) restate opinion


Checklist

When you finish writing your article, check for the following:

- an appropriate title
- your opinion in introduction/conclusion
- clear topic sentences to introduce main body paragraphs
- supporting sentences with reasons/examples
- appropriate techniques to start/end the article
- grammar/spelling/punctuation mistakes
- correct number of words

Reading & Listening

- 1 How are these words related to the title of the leaflet: *race, religion, age, gender, culture*? Read to find out.



EVERYONE'S DIFFERENT EVERYONE'S THE SAME



Today's young people are living 1) _____ a world of technology, development and change. No previous generation has ever experienced life like this. So what is the key to not just surviving, but becoming successful, in such a world? That's simple: all you have to do is be yourself – but be 2) _____ best version of yourself.

So be ...

- Y**oung at heart, but never childish
- O**pen 3) _____ meeting new people and having new experiences
- U**nderstanding when someone 4) _____ a different opinion
- R**espectful of the way others want to live 5) _____ lives
- S**upportive 6) _____ anyone that faces hatred and prejudice
- E**ager to explore different cultures and learn 7) _____ other people
- L**oyal to your friends and those 8) _____ one day will become your friends
- F**earless and follow your dreams!

- race • religion
- gender
- understanding
- hatred • prejudice

Note!

Be careful! Some adjectives might seem the same but have a slightly different meaning.

- 2 a) Read the leaflet again and think of the word which best fits each gap (1-8). Use only one word in each gap.
- b) 1.9 Listen and check.
- 3 Look at the pairs of words (1-4). Which word in each pair has: *a negative meaning?* *a positive/neutral meaning?* Check in your dictionary.
- | | |
|------------------------|------------------|
| 1 childish – childlike | 3 alone – lonely |
| 2 slim – skinny | 4 nosy – curious |

Project Time 1

- 1 a) Look at the pictures. Which shows: a nuclear family; an extended family; a single-parent family?



- b) Describe the pictures. Talk about: *the people – the place – the weather – what they are doing.*

- 2 Read the sentences about what makes a good family. Number them in order of importance.

A We share our problems.

B We go on holiday together.

C We find time to eat as a family.

D We celebrate together.

E We show love and affection to each other.

F We talk all the time.

G We listen to what each other says.

H We argue but make up afterwards.

- 3 **Think** Read the family mottos below. Create your own family motto. Prepare a class poster.

Together through rain and shine

Always there to share and care

We love, we fight, we're there.
We forgive, we forget, we care



Presentation Skills

- 4 What makes a good family? Use the ideas in Ex. 2 as well as your own to prepare and give a presentation to the class.

VALUES

Thoughtfulness

- 5 Read the sayings below. What do you think they mean? How can we apply these sayings in daily life?

Kindness is its own reward.

Think of others before yourself.

Kind words are worth much and cost little.




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