

# #ENGLISH

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STUDENT'S BOOK



Express Publishing

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**WRITING:** a forum entry | an informal email giving advice


Values: creativity  
Culture: social media platforms in the UK  
Project: create a new app  
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**SPEAKING:** compare types of holidays | talk about past actions | describe a monument | compare manners | describe how food/drinks taste | Pronunciation: u /ɜ:/, /ʌ/, /ʊ/, /ju:/

**WRITING:** a story | an article

Values: cultural diversity  
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Project: create a dialogue for a film  
Public Speaking: present a landmark

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**SPEAKING:** express likes/dislikes | discuss favourite music/band/songs | describe a painting | discuss preparations for a school puppet show | describe a theatre performance you attended | Pronunciation: consonant clusters/digraphs

**WRITING:** a formal email asking for information | a review

Values: art  
Culture: musical instruments in Scotland  
Project: decide on a school show  
Public Speaking: present a traditional type of theatre

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# #1

## MODULE WORK AND PLAY

### WHAT'S IN THIS MODULE?

#### VOCABULARY

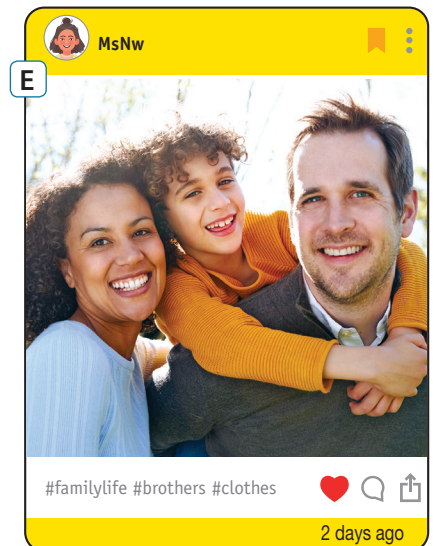
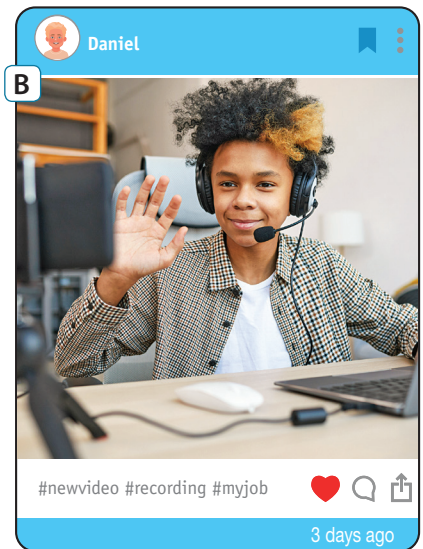
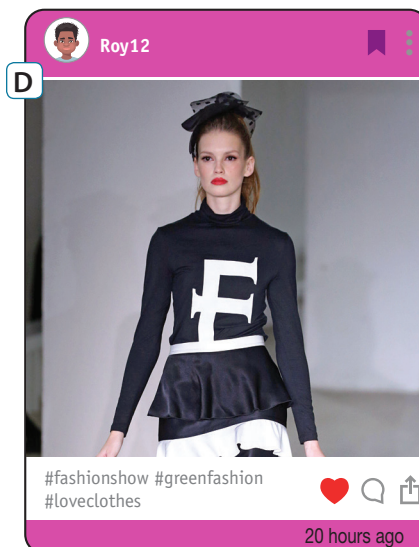
personality adjectives | sports | money  
clothes & patterns | jobs

#### GRAMMAR

present simple – present continuous – stative verbs |  
past simple – past continuous – used to | (to)-infinitive/-ing form  
passive (present & past simple)

- 1 Match the questions to the pictures.
- 1 What sport has got similar rules to floor hockey?
  - 2 How much money can popular YouTubers make?
  - 3 What does TOBEFRANK make clothes from?
  - 4 What is the typical British family?
  - 5 What are US paper notes made of?

Go through the units (1-5).  
Answer the questions.



How do you  
spend family  
days?

#1

## FAMILY RELATIONS



Watch the video. How many members are in Tom's family? How many pets have they got?



**Lucy:** Excuse me, why are you searching my room?

**Sam:** I can't find my blue T-shirt.

**Lucy:** But you're always so organised. Is it in your wardrobe?

**Sam:** **Are you serious,** Lucy? You are always taking my clothes.

**Lucy:** Don't be so selfish! I just borrow your clothes sometimes.

**Sam:** Sure you do, but you're so messy! You never put them back.

**Lucy:** You know you can be really rude sometimes, but I'm a very helpful person, so look! Here's your T-shirt!

**Sam:** Thank you, **that's very kind of you!** Now, get ready and **don't be long!** It's our cousin Mary's housewarming dinner tonight, and we're leaving in half an hour!

**Lucy:** Hm! I don't really like these big family dinners.

**Don't get me wrong,** I love our family, but when everyone is together, they're so noisy!

**Sam:** Hey, stop making excuses. Mary's only having our family of six and mum's sister for dinner tonight, so that's only eight people.

**Lucy:** Well, I guess I can come, then. Besides, Mary makes delicious food!

- search • borrow
- housewarming dinner
- make excuses

## #READING

1 Who is Mary? Listen and read to find out.

2 Read the questions and choose the best answer.

- 1 Why does Sam go into Lucy's room?
 

A to borrow Lucy's T-shirt	B to find her T-shirt
C to lend Lucy her T-shirt	
- 2 What does Sam say about Lucy?
 

A She is messy.	B She is selfish.	C She is rude.
-----------------	-------------------	----------------
- 3 Who finds the T-shirt?
 

A Sam	B Lucy	C Mary
-------	--------	--------
- 4 What doesn't Lucy like about family dinners?
 

A the food	B the noise	C the people
------------	-------------	--------------
- 5 How many people are going to the dinner?
 

A six	B seven	C eight
-------	---------	---------



## CULTURE

The typical British family is 'the nuclear family'. That is, two parents – married or civil partners – and their children living together. Is it the same in your country?



3



Family meals are a great opportunity for family members to come together. Do you agree? Why? Why not?

## #VOCABULARY

### Personality adjectives

4 Complete the gaps. Use: *helpful, noisy, organised, rude, selfish, messy, patient, hardworking, polite.*



1 .....



2 .....



3 .....



4 .....



5 .....



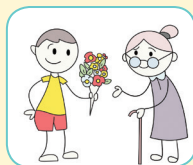
6 .....



7 .....



8 .....



9 .....

5 Which adjectives best describe you/ your family members? Tell your partner.

## #GRAMMAR

### Present simple – Present continuous – Stative verbs

#### Present simple

I **have** piano lessons every Tuesday at 5:00. I am never late. (habits/routines)

We **don't live** in a flat. (permanent situations)

**Does it snow** here in the winter? (general truths)

#### Present continuous

John **isn't hoovering** the carpets now. (actions happening now)

Jane **is staying** at her aunt's this week. (temporary situations)

Why **are you always borrowing** my clothes? (annoyance)

They **are visiting** us tonight. (fixed arrangements)

Some verbs don't have continuous forms because they describe a state. He **wants** to study Art. (NOT: *He's wanting...*)

\*Find examples in the dialogue on p. 12.

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

- A: ..... (you/live) here?  
B: No, we don't. We ..... (stay) with our aunt this week because our parents ..... (be) on holiday.
- A: ..... (Lucy/use) the computer now?  
B: No, she ..... (tidy) her room.
- A: ..... (your mum/work) at the hospital?  
B: Yes, but she ..... (not/work) at the moment.
- A: ..... (you/like) Helen? She ..... (seem) very rude!  
B: I ..... (not/think) she's rude. She's shy.



Some verbs can be used in continuous tenses, but with a difference in meaning.

I **have got** a car. (own)

I'm **having** lunch now. (am eating)

7 Put the verbs in brackets into the *present simple* or the *present continuous*.

- These cushions ..... (feel) like velvet and Mum hates velvet!
- ..... (he/have) a shower now?
- Amy ..... (look) really happy today.
- Peter ..... (think) of studying Spanish.
- I ..... (see) Sam tonight.
- The cake ..... (smell) really nice.

## #PRONUNCIATION

au /ɔ:/ - ou /ʌ/

8 Listen and repeat. Can you add more words to each?

au /ɔ:/: naughty, daughter, sauce

ou /ʌ/: cousin, couple, trouble

## #SPEAKING

9 You are doing your homework, but your brother is playing his electric guitar. Take roles and act out a dialogue similar to the one in Ex. 1.

# #2

# SPORTS



Watch the video. Which of these sports are part of the Special Olympics?

bocce

floorball

skiing

windsurfing

floor hockey

## Julie's Blog

- HOME
- ABOUT US
- SERVICE
- PRODUCTS
- CONTACT



Hi, everyone! Guess what I was doing at 4 o'clock yesterday afternoon? I was playing floor hockey! I joined the school team a few months ago. While we were practising yesterday, our team captain, Gemma, was telling us about the history of the game. In 1962, an American man, Tom Harter, ordered plastic hockey sticks and pucks and came up with the rules. He used rules from ice hockey, but he made the game much easier and safer. People used to play floor hockey on the streets. These days, however, we usually play inside. We use basketball courts because they have smooth and shiny floors. I'm really enjoying floor hockey. It's a great team sport. What sports do you play?



**lucy\_jones123:** Great post, Julie. Did you know that floor hockey is one of the sports people do at the Special Olympics? Another one is cricket, and that's a sport I love! It started in England in the 13th century, so it's very old. Shepherds played it in the fields, and we still play it outside today. In those days, however, the ball was sheep's wool and the shepherds used their sticks to hit it! By the 18th century, people were playing cricket with bats, balls - and rules! The oldest set of rules we know about is from 1744.



**carl\_evans00:** Interesting post, Lucy. I play broomball. The rules are similar to floor hockey, but we play inside or outside on an ice rink. We don't wear ice skates, however - we have special shoes so that we don't slip on the ice. The sport gets its name from the sticks we use to hit the ball. They look a bit like the brooms people use to sweep the floor! Broomball started in Canada, but no one knows exactly when. Most people think it was around 1900!



- team captain • stick • puck • rule
- smooth • shiny • shepherd • hit • slip
- broom • sweep

## #READING

- 1 Read the blog posts quickly. Which sport in the posts isn't part of the Special Olympics?
- 2 Listen to and read the blog posts. Match the sports to the questions.

### VALUES!

"Alone we can do so little; together we can do so much."

Helen Keller  
Discuss.

	Floor hockey	Cricket	Broomball
1 Which sport started in the USA?	A	B	C
2 Which sport is the oldest?	A	B	C
3 Which sport was Julie practising yesterday?	A	B	C
4 Which sport do people play on ice?	A	B	C
5 Which sport do people only play outside?	A	B	C

3



Mix two sports to create another. Explain the rules.

## #VOCABULARY

### Sports

4 Choose the correct sport. Which are team sports? individual sports?



1 archery/  
darts



2 cycle-ball/  
cycling



3 diving/  
boxing



4 fencing/  
go-karting



5 jet-skiing/  
softball



6 kickboxing/  
wrestling

5 Which of the sports in Ex. 4 take place: on a court, pitch, rink, track? in a field, ring, pool? What other sports can we play/do in these places?

## #GRAMMAR

### Past simple/Past continuous – used to

#### Past Simple

Anna **went** cycling yesterday morning. (action that started and finished in the past)

Tom **put on his trainers, picked up his ball and left.** (actions happening one after the other in the past)

#### Past continuous

He **was playing** tennis at 10:00 yesterday morning. (action in progress at a specific time in the past)

She **was swimming** while he **was snorkelling.** (actions in progress at the same time in the past)

#### used to

We use **used to** to talk about things that happened regularly in the past, but they don't happen anymore. He **used to go/went** swimming as a child.

He **didn't use to go** cycling.

**Did he use to go** diving? **No, he didn't.**

**BUT He took** part in the competition last week.

(NOT: He ~~used to take~~ part ... – past action)

\*Find examples in the text on p. 14.

6 Put the verbs in brackets into the *past simple* or the *past continuous*.

- I ..... (call) you yesterday, but you ..... (not/answer).
- He ..... (play) softball yesterday.
- We ..... (watch) Jenny while she ..... (practise) archery yesterday.
- Why ..... (you/run) when I saw you at 4 o'clock yesterday?
- She ..... (meet) her brother, ..... (take) him home, and then she ..... (leave) for her lesson.

7 Choose the correct option. Sometimes, both are correct.

- The ancient Egyptians **used to invent/invented** bowling over 5,000 years ago!
- Sheffield FC is the oldest football club in the world. It **used to open/opened** in 1857!
- In 1971, astronaut Alan Shephard **used to play/played** golf on the Moon!
- Before 1894, people **used to play/played** basketball using a football.

## #SPEAKING

8 Choose a famous retired athlete and interview him/her.

A: Did you use to get up early?

B: Yes, I did.

## #LISTENING

9 Listen and match the people to the sports they are doing. Two are extra.

- |                                  |                |
|----------------------------------|----------------|
| 1 <input type="checkbox"/> Jamie | A netball      |
| 2 <input type="checkbox"/> Beth  | B horse riding |
| 3 <input type="checkbox"/> Luke  | C softball     |
| 4 <input type="checkbox"/> Marie | D archery      |
|                                  | E sprinting    |
|                                  | F diving       |

## #WRITING (a blog comment)

10 **ICT** Collect information about the history of a sport. Write your comment on Julie's blog.

### Plan

greet blogger/comment on her blog – name of sport – its history and where we play it

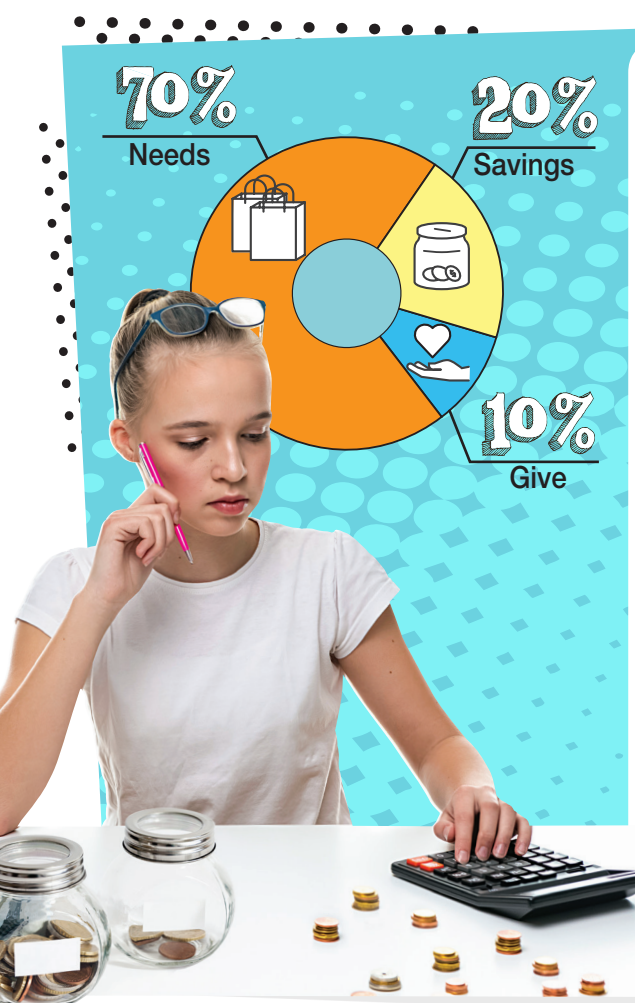
p. 120





Watch the video. When did people start using paper money (notes)?

- A** 3,000 years ago      **B** in the 9th century      **C** in the 17th century



70%

Needs

20%

Savings

10%

Give

## MONEY MATTERS

Imagine getting €50 for your birthday. What would you like to do with it? Would you spend it on clothes or computer games? Maybe you want to save it, or use it to help someone. Well, there is actually a smart way to do all three: use a budget!

### What is a budget?

A budget is a plan for your money. It helps you organise what you do with your money.

### How do I create a budget?

First, write down all the money you spend during a month. Don't leave anything out! Organise what you spend into lists: food and drinks, clothes, transport, phone and money for having fun. Next, work out how much money you receive each month from pocket money or doing chores. You want the money you spend to be only 70% of the money you receive. If it isn't, you should decide what to stop buying to get that number down to 70%.

### Save, spend, give

So, what happens to the other 30% of your money? Well, you save some of it, and you can give some of it away to a charity. Remember the 70 – 20 – 10 rule: spend 70% of the money you get, save 20% and give the other 10% away. If you find it difficult to keep track of your money, get three jars. Put a label on each one: **Spend**, **Save** and **Give**. Then, it's easy to organise your money!

- save • smart • budget • leave out • receive
- pocket money • keep track • label

## PROBLEM

You have €60. Using the advice in the text, work out how much you should spend, save and give.

# WOW!

US paper money isn't paper at all! It is 75% cotton and 25% linen.

## #READING

- 1 Listen to and read the text. What is the 70 – 20 – 10 rule?
- 2 Read the text. Decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't Say).
  - 1 A budget helps us to spend, save and give money. ....
  - 2 A budget doesn't include the money we spend on food and drinks. ....
  - 3 Most young people receive money for doing chores. ....
  - 4 We should save 70% of the money we receive. ....
  - 5 Keeping our money in jars is an easy way to organise it. ....

- 3 Saving money is important. Why?



## # VOCABULARY

### Money

4 Use the verbs to complete the questions and choose the correct preposition.

• waste • earn • pay • borrow • spend • lend

- 1 Do you ever ..... money **from/** **by** your friend?
- 2 I never ..... money **for/to** people I don't know well. They may not give it back.
- 3 Do you ..... money by doing chores **with/for** family and neighbours?
- 4 How much money do you ..... **on/to** important things every month?
- 5 Do you ..... money **at/on** things you don't really need?
- 6 Do you ..... for the things you buy **in/by** cash or **by/with** cheque or credit card?

5 Which of the methods of payment do you/your parents often/sometimes/never use? Tell your partner.

- cheque • coins • notes • prepaid card
- credit/debit card • online banking
- bank transfer • digital wallet

## # GRAMMAR

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



We use the **to-infinitive**:

- › after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. **Anna agreed to lend me some money.**
- › with *would love, would like* and *would prefer*. **I would like to buy a new wallet.**

We use the **infinitive without to** after: modal verbs (*can, may, should*, etc.). **You shouldn't waste your money.**

We use the **-ing form**:

- › at the beginning of a sentence as a noun. **Budgeting is an important skill.**
- › after *avoid, can't stand, miss, (not) mind, suggest, imagine, postpone*, etc. **She suggested opening a bank account.**
- › after **prepositions**. **John is good at planning budgets.**
- › after *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. **I prefer buying second-hand clothes.**

\*Find examples in the text on p. 16.

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

- 1 ..... (**budget**) is useful.
- 2 Ryan managed ..... (**save**) enough money to buy a TV for his bedroom.
- 3 I'd love ..... (**play**) this game.
- 4 Do you fancy ..... (**go**) out?
- 5 You should ..... (**give**) some money to charity.
- 6 I broke my phone and my parents refused ..... (**buy**) me a new one.
- 7 Jenny is an expert at ..... (**create**) budgets.
- 8 We don't mind ..... (**wait**) for you.

## # EVERYDAY ENGLISH

### Ask for/Offer help

7 Listen to and read the dialogue. How will Pedro get the money he needs?



**Pedro:** Hi, Dad! I want to buy a new video game, but I haven't got enough money. Can you give me £15?

**Dad:** I'd prefer not to give you money, Pedro. But I don't mind paying you for your work.

**Pedro:** OK. What do you want me to do?

**Dad:** You can vacuum the carpets for £5 and wash the car for £10.

**Pedro:** Sure, Dad!

## # SPEAKING

8 You want to buy a pair of trainers, but you don't have enough money. Ask your dad. Act out a similar dialogue. Use the phrases below.

- Please, can I have ... ?
- How can I earn some money?

- I don't really want to ...
- Why don't you ... ?

**I've got a tail and a head, but I haven't got a body. What am I?**



# #4

## FASHION



Watch the video. What is green fashion?

- a clothes made from plants
- b clothes that don't damage the environment

# THROWAWAY FASHION!

British designer Frankie Phillips owns the fashion label TOBEFRANK. "We use rubbish," her website says – and it's true! All TOBEFRANK clothes are created from fabrics, threads and buttons that clothing factories throw away.

Frankie started her company when she was 22. Everything was made in England, beautiful – and very expensive! A few years later, Frankie went on a trip to Asia to visit clothing factories, and it changed her business forever. "Once you've built friendships with people in the factories and have seen the pollution ... you cannot turn a blind eye," she says. One of the things Frankie noticed was the material on the factory floors. It came from cutting the clothes and was thrown away at the end of each day. She decided then and there that TOBEFRANK would use this material to make its designs.

Now, every month, TOBEFRANK collects 800 tonnes of material from factory floors. It takes 160 million litres of water, 6 months of farming day and night, and an area of land five times the size of London to make this much material. Frankie's company stops this waste and turns it into fantastic fashion. Even the labels inside TOBEFRANK's clothes are recycled! TOBEFRANK is working hard to make our world a better place through fashion.



- own • fabric • thread • button • throw away
- factory • turn a blind eye • farming • waste

## #READING

1 Read the text quickly. What do these numbers refer to?

- 22 • 800 • 160 • 6

2 Listen to and read the text. Complete the sentences.

- 1 Frankie Phillips is from .....
- 2 Frankie was ..... when she started her own business.
- 3 She changed her business after what she saw in ..... in Asia.
- 4 She decided to use cloth that came from ..... in factories.
- 5 TOBEFRANK clothes have got ..... labels.

3 What recycled materials would you use to make clothes?



## #VOCABULARY

### Clothes & Patterns

4 Match the words (a-g) to the numbers (1-7).

- a  floral      d  spotted      f  baggy  
 b  checked      e  striped      g  tight  
 c  plain



5 Discuss as in the example.

- A: What is Laura wearing?  
 B: She's wearing ...

## #GRAMMAR

### Passive voice (present/past simple)

We form the passive with the verb **to be** and the past participle of the main verb.

	Present simple	Past simple
Active	Frankie Phillips <b>makes</b> clothes from rubbish.	The Romans <b>built</b> the first shopping centre.
Passive	Clothes from rubbish <b>are made</b> by Frankie Phillips.	The first shopping centre <b>was built</b> by the Romans.

#### Changing the active to the passive

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active **verb** changes into a **passive form (to be + past participle of main verb)**.
- The **subject** of the active sentence becomes the **agent**.
- The **agent** is introduced with **by** (person) or **with** (instrument, material, ingredient) or it is **omitted** because it is unimportant or easily understood.

Find examples in the text on p. 18.

6 Put the verbs in brackets into the *present simple* or the *past simple passive*. Then, choose *by* or *with*.

- Jeans ..... (make) **by/with** cotton. The first pair of jeans ..... (sell) in the USA in 1873.
- Purple clothes ..... (not/wear) **by/with** ordinary people in ancient Rome. Only rich people could wear purple. Purple clothes ..... (colour) **by/with** liquid from snails!
- The most expensive shoes in the world ..... (design) **by/with** Harry Winston in 1989. They ..... (cover) **by/with** 4,600 rubies!

## #SPEAKING

7 Ask and answer questions.

- when/jean/invent? (1871)  
 A: When were jeans invented?  
 B: Jeans were invented in 1871.
- who/the little black dress/design by? (Coco Chanel)
- when/business suits/first wear/women? (1979)
- how many/T-shirts/sell/every year? (2 million)

## #LISTENING

8 a) What is the poster about? Listen and check.

b) Listen again and complete the gaps. Present the competition to the class.

## PROJECT

9 Design a new school uniform. Think about: *materials* – *patterns* – *accessories*. Present your uniform to the class.

# #5

## WORLD OF WORK



Watch the video. What online jobs can a teenager do?



### How to make money online!

What teenager wouldn't want to make money from the comfort of their own bedroom? Let's look at some of the ways you can earn online.

#### THE YOUTUBER

Are you a natural in front of the camera? As a YouTuber, you can create and upload videos online for everyone to watch. You can talk about anything that interests you, from computer games to green fashion. YouTubers can work when they like, which is why this is a great job for teenagers. You can create videos after you finish your homework, in the evenings or at weekends. You earn money from the adverts before and after your videos, but you need lots of subscribers. Most YouTubers don't make much, but it's possible to make millions if you're popular! Being a YouTuber is fun. If you want to try being a Youtuber, you should know that it's also hard work!



#### THE ILLUSTRATOR

Do you like Art? If you have a drawing tablet, you can become an illustrator. You can create pictures and then upload them to special websites. Your pictures are then put on mugs, clothes, bags and birthday cards. People order through the website. You can work when you have time, and you usually receive about 20% of the price the customer pays. It doesn't sound like much, but think about it. You only draw a design once, and it keeps selling for months! An illustrator is a good job for creative teens. You can learn lots of new skills, and it can help you get a job in the future.



#### #READING

1 Listen to and read the text. Who is it for?

2 Read the text. Answer the questions.

- 1 Why is being a YouTuber a great job for teenagers?
- 2 How do YouTubers earn money?
- 3 What do YouTubers need to earn money?
- 4 What does a teenager need to be an illustrator?
- 5 How much of the price of each item do illustrators get?

3 Do you agree part-time jobs are good for teens? Explain.

- comfort • a natural • advert
- subscriber • drawing tablet
- illustrator • mug • order
- customer • creative • skill

Imagine you have a part-time job and earn money. What do you do with it?

## #VOCABULARY

### Jobs

4 Match the pictures to the jobs.

- |                  |                    |
|------------------|--------------------|
| A hairdresser    | F civil engineer   |
| B factory worker | G personal trainer |
| C tour guide     | H pet sitter       |
| D make-up artist | I chemist          |
| E game tester    | J architect        |



## #SPEAKING

5 Discuss the jobs in Ex 4. Use: *stressful, easy/hard, relaxing, boring, challenging, risky, dangerous, exhausting, exciting, safe, well-paid.*

A: What do you think the job of a civil engineer is like?

B: Well, I guess it's a well-paid job, but it can be exhausting because they work long hours.

## #GRAMMAR

### to-infinitive/-ing form (change in meaning)

Certain verbs take the *to*-infinitive or *-ing* form, but their meaning changes.

- > He **forgot to lock** his shop last night. (= didn't remember)  
He will never **forget meeting** his manager for the first time. (= will always remember)
- > I **remembered to upload** my new design yesterday. (= not forget)  
Grandma **remembers working** at a café when she was a teenager. (= recall)
- > We **stopped to buy** coffee on our way to work. (= stop sth to do sth else)  
She **stopped working** at the café. (= finish)
- > She **tried to finish** the project on time. (= do one's best)  
If you want a part-time job, **try applying** to some local shops. (= do sth as an experiment)

Find examples in the text on p. 20.

6 Put the verbs in brackets into the correct form.

- 1 Dad was driving to the office, but he stopped ..... (**put**) petrol in his car.
- 2 Alex tried ..... (**get**) a job as a game tester, but he didn't manage it.
- 3 I don't remember ..... (**ask**) you to cut my hair.
- 4 She forgot ..... (**book**) an appointment with her personal trainer last week.
- 5 My mum stopped ..... (**go**) to work when I was born.
- 6 If you want to practise your English, try ..... (**work**) as a tour guide in the summer.

## #WRITING (an article about a part-time job)

7 Write an article for the school's English magazine about a part-time job for teens (80-100 words). Follow the plan.

### Plan

- Para 1: name of job
- Para 2: job description, work hours, earnings
- Para 3: recommendation

p. 121

# #1

# PUBLIC SPEAKING

## #PRESENT A DANGEROUS JOB

### Beginning

You can start your presentation using an 'imagine' scenario and an interesting photo. This attracts the audience's attention.

### 1 Read the beginning. What is the imaginary scenario?

Imagine you are riding a horse. Suddenly, you jump off the horse, fall off a bridge and into a river! This isn't a terrible accident – it's your job. You're a stunt person. I'm Greg Miller and today I'm going to tell you how people can make money doing dangerous things!

### Brainstorming – Organising ideas

### 2 List the notes under the headings.

Job	Job description	Working hours
	Why dangerous	Why important

- accidents can happen
- films not as exciting without action
- stunt person
- long hours when filming
- keep actors and actresses safe
- do dangerous stunts in films and TV series
- things can easily go wrong

### Ending

You can end your presentation using a cartoon.

### 3 Listen to Greg's presentation. Which cartoon matched the ending?



Do anything you want.

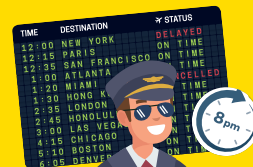


Choose a job you love and you will never have to work a day in your life.

Confucius

## YOUR TURN!

### 1 Think of a dangerous job. What is it?



### 2 Now think of what the duties/working hours are. What does a person do at work? What hours do they work? What makes this job dangerous? Why is this job important?

### 3 Use your notes to prepare your presentation.



### 4 Present your dangerous job.




Which job is the most dangerous to you? Why?

## #VOCABULARY

- 1 Choose the correct option.**
- 1 Tidy your room. You're so **selfish/messy!**
  - 2 He shouted at us! He was **hardworking/rude.**
  - 3 Be quiet! You're being **noisy/organised.**
  - 4 Brian is very **helpful/selfish** and does chores around the house.
  - 5 Be **patient/noisy**, Sir. Mr Smith will be here in two minutes.
- ...../5

- 2 Write the correct sport.**
- 1 I love jumping off the board and into the pool. d.....
  - 2 He's good at shooting a bow. a.....
  - 3 Jack drives so fast. I'm sure he can win the race. g..... k.....
  - 4 Hit the ball with the bat! s.....
  - 5 He can score goals while riding a bike! c..... b .....
- ...../10

- 3 Complete with: earns, borrow, spent, pay, lent.**
- 1 Can I ..... £1 from you?
  - 2 Can I ..... you now?
  - 3 Bob ..... lots of money from his job.
  - 4 John ..... me £20.
  - 5 I only ..... £10 on snacks.
- ...../10

- 4 Label the patterns.**
- 
- 1 .....
  - 2 .....
  - 3 .....
- ...../3

- 5 Match to form jobs.**
- |                                     |            |
|-------------------------------------|------------|
| 1 <input type="checkbox"/> personal | A engineer |
| 2 <input type="checkbox"/> make-up  | B worker   |
| 3 <input type="checkbox"/> game     | C trainer  |
| 4 <input type="checkbox"/> civil    | D tester   |
| 5 <input type="checkbox"/> factory  | E artist   |
- ...../5

## #GRAMMAR

- 6 Put the verbs in brackets into the present simple or the present continuous.**
- 1 Daniel ..... (not/walk) to school every day.
  - 2 ..... (Jess/do) her homework now?
  - 3 Steffi ..... (have) netball practice this afternoon.
  - 4 We ..... (not/meet) Tim this afternoon.
  - 5 ..... (you/like) zorbing?
- ...../5

- 7 Choose the correct option.**
- 1 Was Dad cooking/Did Dad use to cook while Mum was doing the gardening?
  - 2 I used to leave/left my sports bag at school yesterday afternoon.
  - 3 He wasn't sleeping/slept when I called him.
  - 4 Peter didn't use to go/go out last week.
  - 5 We were playing/used to play outside at 5 pm yesterday.
- ...../5

- 8 Put the verbs in brackets into the (to-) infinitive or the -ing form.**
- 1 Would you like ..... (join) us?
  - 2 Julie avoids ..... (exercise).
  - 3 I can't ..... (come) cycling with you.
  - 4 We stopped ..... (work) there a few months ago.
  - 5 Luke forgot ..... (fix) my computer.
- ...../5

- 9 Use the verbs in the list in the correct passive tense to complete the sentences.**
- not/sell • clean • make • design • wear
- 1 That dress ..... by Gucci in 2006.
  - 2 These shoes ..... online. You can only buy them in this shop.
  - 3 ..... trousers ..... by women in the 18th century?
  - 4 Her office ..... every evening.
  - 5 In the past, all clothes ..... from natural materials.
- ...../10



# #1 REVIEW

## #EVERYDAY ENGLISH

**10** Complete with: *Why don't you do the laundry this weekend? – How can I earn some money? – Sure, Mum! – Can you give me £10? – But I don't mind paying you for your work.*

**Colin:** Hi, Mum! I'd like to buy a new phone case, but I haven't got any money.

1) .....

**Mum:** I don't really want to give you money, Colin.

2) .....

**Colin:** OK. 3) .....

**Mum:** 4) .....

You can iron the clothes, too.

**Colin:** 5) .....

...../10

## #LISTENING

**11** Listen and match the people to the jobs they do. Two jobs are extra.

- |   |                    |
|---|--------------------|
| 1 <input type="checkbox"/> Tom's mum    | A civil engineer   |
| 2 <input type="checkbox"/> Olivia's dad | B personal trainer |
| 3 <input type="checkbox"/> Dave's mum   | C pet sitter       |
| 4 <input type="checkbox"/> Lisa's dad   | D game tester      |
|   | E architect        |
|   | F tour guide       |

...../12

**12** a) Use the verbs in the list into the correct *passive tense* to complete the gaps.

- not/sew • throw • wear • produce • invent

Fashion has a long history. In Ancient Egypt, Greece and Rome, clothes  
**1)** ..... to show how important or rich people were. Before machines **2)** ....., people used to make their own clothes. These days, clothes **3)** ..... by hand. They **4)** ..... in factories, and so they don't cost a lot of money. This means that a lot of people can afford fashionable clothes and they buy more clothes than they need. This is why, every year, 31 kg of clothes **5)** ..... away – for each person on Earth!



...../10

b) Answer the questions.

- 1 What did clothes show in the past?
- 2 How did people get their clothes before machines were invented?
- 3 Why aren't clothes expensive nowadays?
- 4 Why do people buy more clothes than they need?
- 5 How many clothes are thrown away for each person every year?

...../10

TOTAL ...../100

Now I can ...

### Vocabulary

- ✓ talk about personality
- ✓ talk about sports
- ✓ talk about money
- ✓ talk about clothes, materials & patterns
- ✓ talk about jobs

### Reading

- ✓ understand a dialogue making complaints (read for detail – multiple choice)
- ✓ understand a blog about sports (skim – read for specific information – multiple matching)

- ✓ understand an article about budgeting (read for detail – T/F/DS statements)
- ✓ understand an article about fashion (read for detail – complete sentences)
- ✓ understand an article about online jobs for teens (read for detail – answer questions)

### Listening

- ✓ listen to a dialogue (listen for gist/detail – multiple matching)
- ✓ listen to an announcement (listen for detail – gap fill)

### Speaking

- ✓ talk about people in my family
- ✓ talk about sports
- ✓ ask for/offer help
- ✓ describe people's clothes
- ✓ talk about jobs
- ✓ present a dangerous job

### Writing

- ✓ write a comment on a blog
- ✓ write an article about a job



**ICT** Choose the correct option. Check your answers online.

- China/Japan invented paper money.
- The first US pennies were 100 percent rubber/copper.
- Euro coins first came into use in 2000/2002.
- The motto on the first US coin was "Mind Your Step/Business".
- Pocahontas/Sacagawea was the first woman to appear on US dollar bills.
- Queen Isabella I of Spain/Catherine the Great of Russia issued the largest copper coin. It weighed 1 kg!

Circle the correct particle.

A: Why did the leopard put **on/up** a spotted hat?

B: So that people couldn't spot it.



put on: wear •  
put up: hang up •  
dn buy: dn put •

**MEMES**

WHAT DO YOU CALL A TINY MUM?



Make your own meme.

## Sing it!

- Listen to the song. What two pieces of advice does the singer give?

Life can seem so complicated,  
When you're young and starting out.  
But have no fear, the path is here,  
Let me tell you what it's about.  
*Trust your choices, follow your heart.  
Life is on your side.*

*Face the future, follow your heart.  
Your heart is your best guide.*

First step is a job you can love.  
Earn money to pay your way.  
Save a little, don't spend it all,  
You might need it on a rainy day.

Don't forget to play hard,  
There's no point in wasting time.  
Go diving, skiing, have some fun.  
There's no mountain you can't climb!



- Give the song a title.

- "All work and no play makes Jack a dull boy." Discuss.

## REAL ENGLISH

What does it mean?

**This costs an arm and a leg.**



# #CodeCrackers

## EPISODE 1

Listen to and read the episode.  
What is Ulama?

SOMETIME IN THE EARLY 1500S...



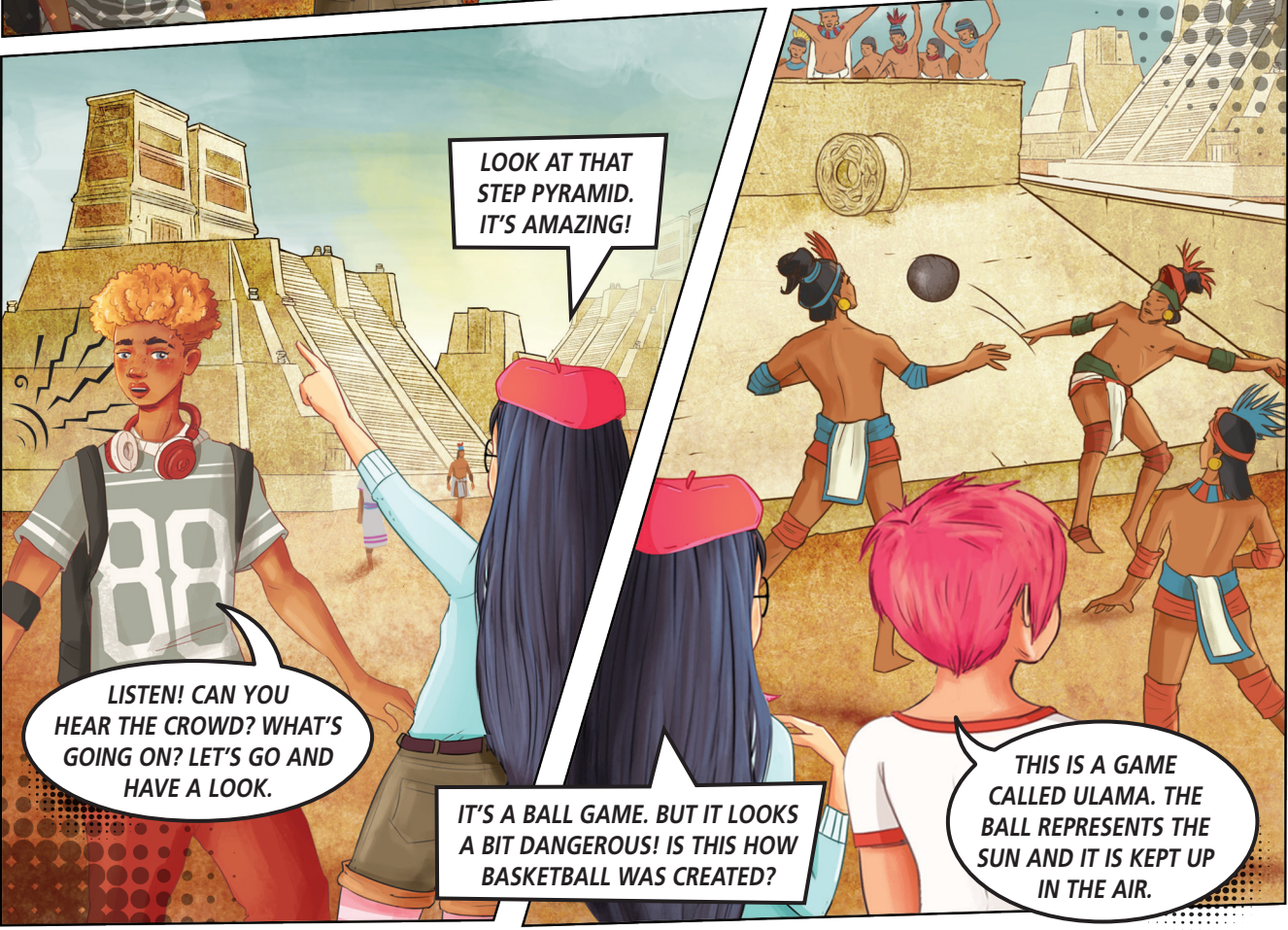
THIS PLACE LOOKS INTERESTING! WHERE DO YOU THINK WE ARE, LIV?

AZTEC?

WOW!

I LOVE THE WAY PEOPLE ARE DRESSED. THEIR CLOTHES ARE SO COLOURFUL!

IT LOOKS LIKE AN AZTEC CITY TO ME.

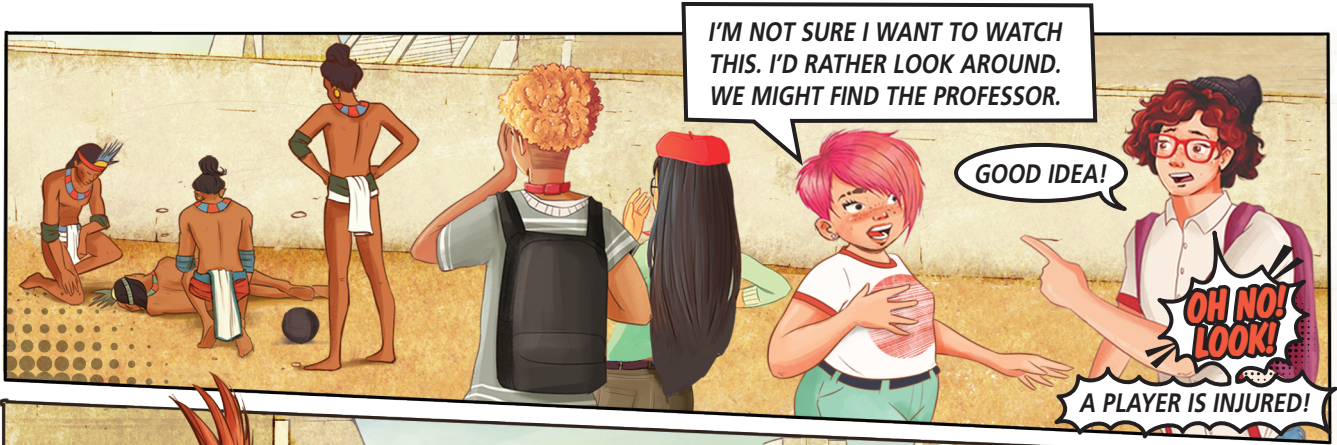


LOOK AT THAT STEP PYRAMID. IT'S AMAZING!

LISTEN! CAN YOU HEAR THE CROWD? WHAT'S GOING ON? LET'S GO AND HAVE A LOOK.

IT'S A BALL GAME. BUT IT LOOKS A BIT DANGEROUS! IS THIS HOW BASKETBALL WAS CREATED?

THIS IS A GAME CALLED ULAMA. THE BALL REPRESENTS THE SUN AND IT IS KEPT UP IN THE AIR.



I'M NOT SURE I WANT TO WATCH THIS. I'D RATHER LOOK AROUND. WE MIGHT FIND THE PROFESSOR.

GOOD IDEA!

OH NO! LOOK!

A PLAYER IS INJURED!



A MEMBER OF OUR TEAM IS HURT. CAN YOU PLAY WITH US? YOU ARE TALL AND STRONG!

WELL, ERM... YES, I SUPPOSE SO! I'M GOOD AT MOST SPORTS.



REMEMBER: YOU CAN'T USE YOUR HANDS OR FEET TO TOUCH THE BALL!

NO HANDS OR FEET? LIV, HOW DID THEY USE TO PLAY THIS GAME?

LEO, NO! DON'T PLAY! I JUST REMEMBERED WHAT HAPPENS TO THE LOSERS!



ARE THEY GIVEN A REWARD?

NO!

THEY ARE GIVEN TO THE GODS!

OH NO!

I'M PRETTY SURE I DON'T WANT TO PLAY THIS GAME. LET'S GET OUT OF HERE, SUKI!

- colourful • step pyramid • crowd • represent
- injured • loser • reward • god

# #CodeCrackers

## ACTIVITIES

### 1 Read the episode and answer the questions.

- 1 Where does Liv think the #CodeCrackers are?
- 2 How is *ulama* played?
- 3 Why does the man ask Leo to join the game?
- 4 Why is Leo afraid of playing the game?

### 2 Complete the gaps with words from the list.

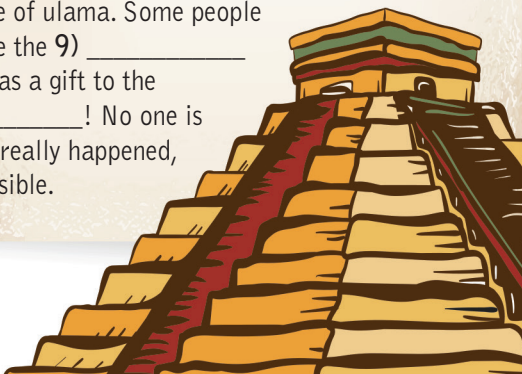
- court • hoop • gods • teams • losers
- pyramids • hands • called • played
- represented



The Aztec civilisation was important in Mexico between 1300 and 1521. The Aztecs built great cities with huge step 1) \_\_\_\_\_. Their biggest city was Tenochtitlan, which is now Mexico City.

The Aztecs 2) \_\_\_\_\_ lots of games, and the most popular was ullamaliztli, or *ulama* for short. It was played on a 3) \_\_\_\_\_ in the shape of a capital I. There were two 4) \_\_\_\_\_ in a game of *ulama*. They played with a heavy rubber ball. The aim of the game was to get the ball through a stone ring high on the wall. The ring was like a basketball 5) \_\_\_\_\_ except it was sideways. There were two rings in the middle of the court, one on each side. The players could hit the ball with their knees, elbows, hips or shoulders, but they couldn't use their 6) \_\_\_\_\_ or feet. They also had to make sure the ball didn't touch the ground, so the game was very difficult!

*Ulama* was very important. People watched it for fun, but it also seems that the game 7) \_\_\_\_\_ the battle between day and night, with the ball as the Sun. The Sun was very special to the Aztecs – they 8) \_\_\_\_\_ themselves 'the people of the Sun' and they thought they had to give things to the Sun so that it would rise every morning. This is why it was very bad to lose a game of *ulama*. Some people even believe the 9) \_\_\_\_\_ were given as a gift to the 10) \_\_\_\_\_! No one is sure if this really happened, but it's possible.



### 3 Which modern sports are related to *ulama*? How? How was *ulama* different from the sports we play today?

### 4 How much do you know about the Aztecs? Do the quiz. Check your answers online.



- 1 What did the Aztecs call themselves?  
A Mexica    B Nahuatl    C Azteca
- 2 What did they build their city Tenochtitlan on?  
A a volcano    B an island  
C a mountain
- 3 How many gods did the Aztecs have?  
A 2    B 20    C 200+
- 4 Which drink did the Aztecs invent?  
A milkshakes    B hot chocolate  
C smoothies
- 5 What didn't the Aztecs use?  
A boats    B calendars    C wheels
- 6 What did all Aztec boys and men learn to do?  
A fight    B cook  
C ride horses
- 7 Which animals didn't the Aztecs eat?  
A turkeys    B ducks    C cows
- 8 Which modern Mexican festival began with the Aztecs?  
A Carnival    B The Day of the Dead  
C Independence Day



### 5 Tell the class a summary of the episode.

### 6 Collect information about games in the Aztec Empire, or another ancient civilisation. Give the class a presentation.

# #ENGLISH

## 3

#English is an engaging three-level course for learners at CEFR Levels A1-A2+. Each level consists of 30 units in 6 themed modules. This flexible series offers an effective combination of print and digital resources, and aims to enhance student autonomy and boost the development of real-life skills.

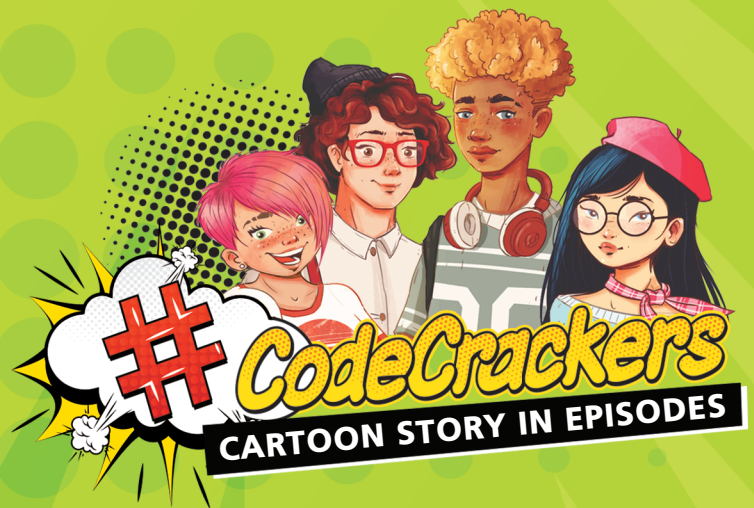
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	CEFR Level
#English 1	A1
#English 2	A2
#English 3	A2+



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