



# GOALS CHANGER

STUDENT BOOK AS THE MAIN  
FOREIGN LANGUAGE

AZERBAIJAN EDITION

**GRADE 6**

VIVIANE KIRMELENE AND  
DENISE SANTOS WITH PAULO MACHADO

Better  
Learning



## AZƏRBAYCAN RESPUBLİKASININ DÖVLƏT HİMNİ

Musiqisi *Üzeyir Hacıbəylinin,*  
sözləri *Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!  
Ey qəhrəman övladın şanlı Vətəni!  
Səndən ötrü can verməyə cümlə hazırız!  
Səndən ötrü qan tökməyə cümlə qadiriz!  
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu,  
Sinən hər bə meydan oldu!  
Hüququndan keçən əsgər,  
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,  
Sənə hər an can qurban!  
Sənə min bir məhəbbət  
Sinəmdə tutmuş məkən!

Namusunu hifz etməyə,  
Bayrağını yüksəltməyə  
Cümlə gənclər müştəqdir!  
Şanlı Vətən! Şanlı Vətən!  
Azərbaycan! Azərbaycan!

ƏHİLƏ  
LƏYİLƏ



**HEYDAR ALIYEV**  
THE NATIONAL LEADER OF THE AZERBAIJANI NATION

LAZYHØ



# **GAME CHANGER**

STUDENT BOOK

AZERBAIJAN EDITION

as the main foreign language for the 6<sup>th</sup>  
grades of general secondary schools

Please, send your inquiries, comments and  
suggestions to us at the following email  
address: [derslik@edu.gov.az](mailto:derslik@edu.gov.az)

We thank you for the cooperation.

## GRADE 6

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Viviane Kirmeliene and Denise Santos  
with Paulo Machado



**CAMBRIDGE**

# CONTENTS

UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
Welcome! p.6							
<b>1</b> <b>About Town</b> p.11  Changing Cities	Places in Town p.12 Prepositions of Place p.16  <b>MEDIATION</b>	<i>There is/are</i> (Affirmative, Negative, Yes/No Questions and Short Answers) p.15 Adverbs of Frequency p.17  <b>MEDIATION</b>	A Blog Post: Unusual Towns p.14  Around the World: Beautiful Olinda p.18  Children's Day 	A Dialogue Asking for and Giving Directions p.16	Giving Directions <b>Pronunciation:</b> Question Intonation p.20 	A Flyer* 	Is it important to have places in town where teenagers can hang out? Do you feel safe during Carnival? 
<b>2</b> <b>Delicious Diversity</b> p.22  Let's Eat Bread!	Food p.23 Cooking p.27  <b>MEDIATION</b>	<i>Can</i> for Permission (Affirmative, Negative, Yes/No Questions and Short Answers) p.26 Making Suggestions and Responding p.28 Subject and Object Pronouns p.28  <b>MEDIATION</b>	An Online Article: School Life – What's for lunch today? p.25  Science: Tips for a Healthy Diet p.29  The Mediterranean Diet 	A TV Cooking Program p.27	Planning a Recipe* <b>Pronunciation:</b> the <i>th</i> sound /θ/ and /ð/ 	A Recipe p.31 	Where do you usually eat? Think about your school. Who cleans it? How do you help to keep it clean? Do you think that it is a good idea to have a meat-free day every week? 
Review p.33							
<b>3</b> <b>What a Holiday!</b> p.35  Let's Go On Holiday!	On Holiday p.36 Facilities, People and Activities p.40  <b>MEDIATION</b>	Past Simple of <i>be</i> (Affirmative and Negative) p.39 <i>There was/were</i> p.39 Past Simple of <i>be</i> (Yes/No Questions and Short Answers) p.41 <i>There was/were: Yes/No</i> Questions and Short Answers p.41  <b>MEDIATION</b>	An Online Forum: Your Favorite Holiday Destination p.38  Around the World: A Family Road Trip Through France p.42  Come To Costa Rica! 	A Podcast p.40	Talking About Your Holiday <b>Pronunciation:</b> Compound Nouns p.44 	An Email* 	Why are holidays important? Imagine you are on a road trip in a campervan with your family. What do you like? What don't you like? 
<b>4</b> <b>We've All Got a Story</b> p.46  Tell Me a Story!	Story Verbs p.47 Time Expressions p.51  <b>MEDIATION</b>	Past Simple of Regular Verbs (Affirmative) p.50 Past Simple of Irregular Verbs (Affirmative and Negative), Past Simple of Regular Verbs (Negative) p.52  <b>MEDIATION</b>	A Story: Peter and the Wolf p.49  History: The History of Storytelling p.53  Stories From Beijing 	A Radio Interview about Urban Myths p.51	Showing Interest* <b>Pronunciation:</b> <i>-ed</i> in the Past Simple 	A Story Summary p.55 	Why do you think people read stories? We often watch films and series alone. What is good about that? Is there anything bad? 
Review p.57							

## KEY COMPETENCIES



C1 Competence in linguistic communication



C3 Mathematics, science and technology (STEM) competence



C5 Personal, social and learning to learn competence



C7 Entrepreneurship competence



C2 Multilingual competence



C4 Digital competence



C6 Citizenship competence



C8 Competence in cultural awareness and expression

UNIT	VOCABULARY	GRAMMAR	READING	LISTENING	SPEAKING AND PRONUNCIATION	WRITING	CRITICAL THINKING
<b>5</b> <b>Incredible Journeys</b> p.59  Travel Like an Egyptian!	Transport p.60 Transport Verbs p.64  MEDIATION	Past Simple of Regular and Irregular Verbs (Questions and Answers) p.63 Could for Ability in the Past (Affirmative, Negative, Yes/No Questions and Short Answers) p.65  MEDIATION	A Fact Sheet: Amazing Travellers (Nellie Bly) p.62  Around the World: Getting Around ... Hong Kong with Tom! p.66  Beating The Traffic! 	A Radio Program About Travel in the Past p.64	Asking Questions About the Past <b>Pronunciation:</b> -ed in the Past Simple: /t/, /d/ and /ɪd/ p.68 	A Biography* 	How was travelling different 100 years ago? Imagine you can take only one small suitcase on an around-the-world journey. What do you pack? 
<b>6</b> <b>Heroes Make a Difference</b> p.70  You Can Be A Hero	Personality Adjectives p.71 Feelings p.75  MEDIATION	Past Continuous (Affirmative and Negative) p.74 Past Continuous (Questions and Answers) p.76  MEDIATION	An Online Article: Can We See With Our Ears? p.73  Physical Education: The Olympic Games p.77  The First Superheroes 	An Interview About an Anecdote p.75	Describing a Person* <b>Pronunciation:</b> the schwa /ə/ sound 	A Social Media Post p.79 	What kind of person can be a hero? What can you do to be an everyday hero? Do you think modern athletes are great heroes? 
Review p.81							
<b>7</b> <b>Great Ideas</b> p.83  The History of Television	Innovation Verbs p.84 Technology p.88  MEDIATION	Past Continuous and Past Simple p.87 Possessive Pronouns p.89  MEDIATION	An Online Magazine Article: Teen Inventors p.86  Around the World: Why is Estonia Called Estonia Now? p.90  Changing Technology 	A Game Show About Technology From the Past p.88	Telling an Anecdote <b>Pronunciation:</b> Linking Words p.92 	A Review* 	How can we help each other have great ideas? Compare the use of technology in your country to Estonia's. What are the similarities? What are the differences? 
<b>8</b> <b>Our Natural World</b> p.94  Our Amazing World	Nature p.95 The Weather p.99  MEDIATION	Verbs to Express Likes, Wants and Needs p.98 Connectors (After, And, Before, But, However and So) p.100  MEDIATION	A Letter: Dear Prime Minister p.97  Geography: Deforestation p.101  You're Destroying My Habitat! 	A Weather Forecast p.99	Giving your Opinion* <b>Pronunciation:</b> Word Stress 	A Poster p.103 	What small things can we do to help nature? Is it important to know what your home town or village looked like in the past? 

Review p.105

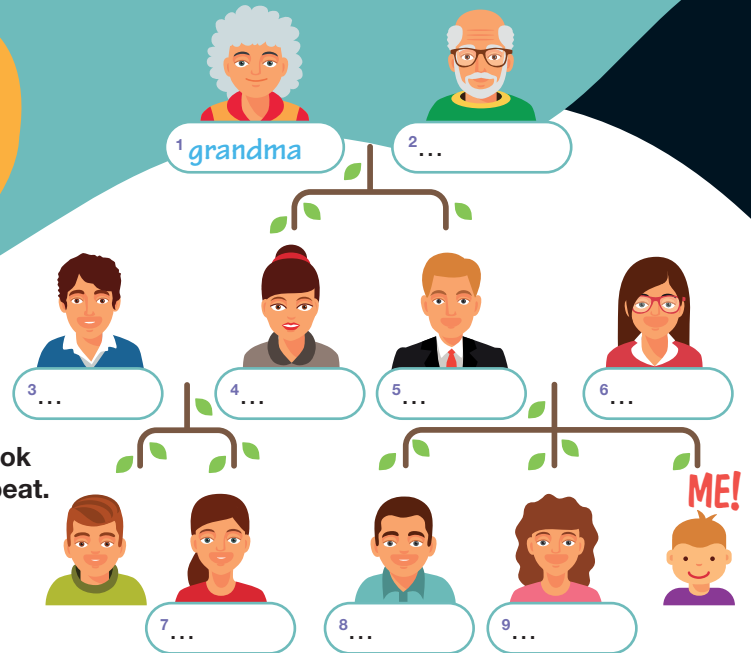
Reading: Across the Curriculum p.108; Puzzles and Games p.111; Projects p.114; Irregular Verb List p.118; Grammar Reference p.119

# WELCOME!

## FAMILY

1 0.01 Complete the family tree in your notebook with the words below. Then listen, check and repeat.

- aunt
- brother
- cousin
- dad
- grandma
- grandad
- mom
- sister
- uncle



## POSSESSIVE ADJECTIVES

2 Copy the table in your notebook and complete with the correct words.

		Possessive Adjectives
Singular	I	my
	you	<sup>1</sup> your
	he	<sup>2</sup> ...
	she	<sup>3</sup> ...
	it	its
Plural	we	<sup>4</sup> ...
	you	<sup>5</sup> ...
	they	<sup>6</sup> ...

3 Use possessive adjectives to complete the sentences in your notebook.

- 1 My friend Zoë and I do **our** homework at school.
- 2 Hi, ... name's James. What's your name?
- 3 Emma loves ... new bike. She takes it everywhere.
- 4 You've got a lot of clothes. Is ... wardrobe big?
- 5 This is the new student. ... name is Peter.
- 6 My sisters like sport. ... favorite lesson is PE.

## POSSESSIVE ('S)

4 Rewrite the sentences in your notebook so that they have the same meaning. Use the possessive ('s).

- 1 Dan has got brown hair.  
**Dan's hair is brown.**
- 2 Maria has got blue eyes.
- 3 My mom has got long hair.
- 4 My cousin has got a big garden.



### USE IT!



MEDIATION

5 Draw your family tree. Ask and answer questions with a partner.

Who's that?



That's my uncle. His name's Mario.

**VERB BE**



- 1  **0.02** Complete the labels in your notebook with the countries (C) and nationalities (N). Then listen, check and repeat the words and letters.

1  

C: Brazil  
N: Brazil*ian*

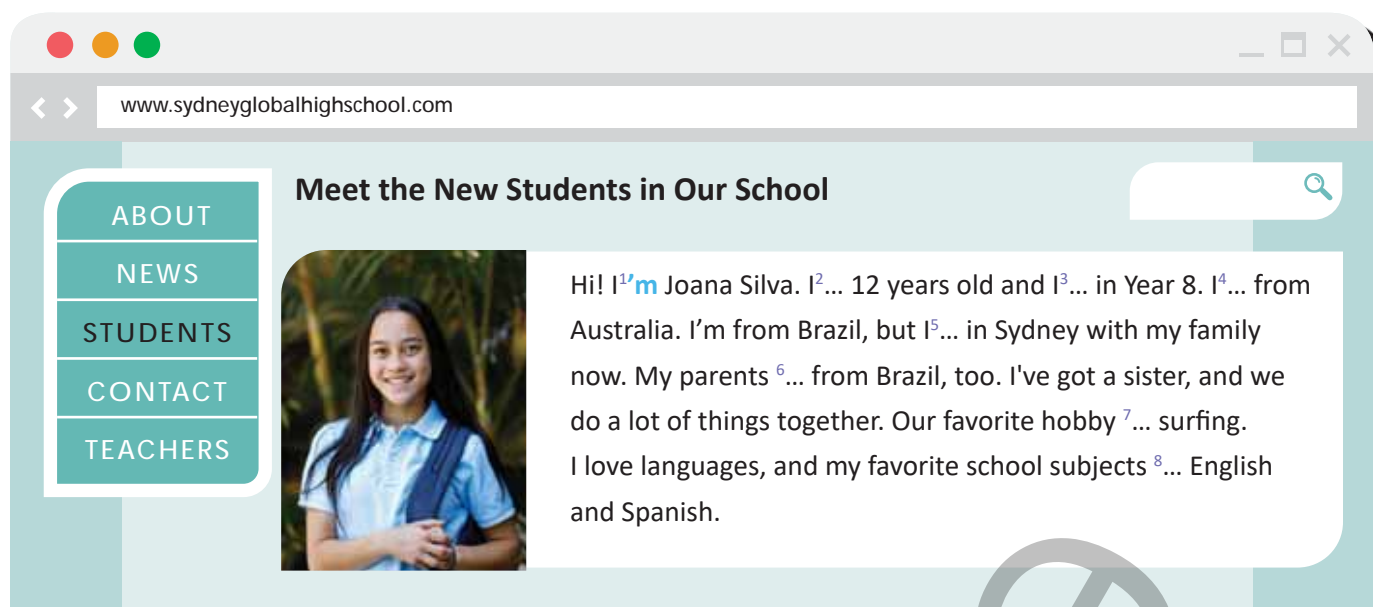
2  

C: The Uni... States  
N: ...can

3  

C: Japan  
N: Japan...

- 2  **0.03** Complete the post in your notebook with 'm, 'm not, is or are. Then listen and check.



www.sydneyglobalhighschool.com

Meet the New Students in Our School

Hi! I<sup>1</sup>**m** Joana Silva. I<sup>2</sup>... 12 years old and I<sup>3</sup>... in Year 8. I<sup>4</sup>... from Australia. I'm from Brazil, but I<sup>5</sup>... in Sydney with my family now. My parents<sup>6</sup>... from Brazil, too. I've got a sister, and we do a lot of things together. Our favorite hobby<sup>7</sup>... surfing. I love languages, and my favorite school subjects<sup>8</sup>... English and Spanish.

- 3 Put the words in the correct order in your notebook to make questions.

- 1 old / Are / 12 / you / years / ?  
*Are you 12 years old?*
- 2 you / Russia / Are / from / ?
- 3 school / big / your / Is / ?
- 4 your / nice / Are / teachers / ?

**LOOK!**

I am Mexican. = I'm Mexican.

She is not Mexican. =

She's not Mexican. / She isn't Mexican.

You are not Mexican. =

You're not Mexican. / You aren't Mexican.

**USE IT!****MEDIATION**

- 4 Work in pairs. Ask and answer the questions in Exercise 3.



## CAN FOR ABILITY

1 0.04 Complete the sentences in your notebook. Use the correct form of *can* and the verbs in brackets. Then listen and check.

- |   |   |
|---|---|
| 1 Sarah <i>can ice-skate</i> (ice-skate) very well. (+) | 4 I ... (dance) the samba. (-)              |
| 2 My grandparents ... (play) video games. (-)           | 5 ... your parents ... (run) 10 km? (?)     |
| 3 ... you ... (ski)? (?)                                | 6 My friends and I ... (speak) English. (+) |

## IN, ON, AT

2 Copy the table in your notebook and complete. Use *in*, *on* and *at*.

We use ...	with ...
1 ?	time (7 o'clock, 7 pm)
2 ?	months (March), years (2030)
3 ?	days of the week (Monday)

3 Complete the sentences in your notebook with *in*, *on* or *at*. Write the sentences that are true for you. Then tell a partner.

- I go to the science lab *on* Wednesdays.
- My birthday isn't ... May.
- I go to bed ... 10:15 ... Saturdays.
- I eat dinner ... 7 o'clock every day.

## PRESENT SIMPLE

4 Read Mia's plans for the week. Write *T* (true) or *F* (false) in your notebook. Then correct the false sentences.

Weekly Planner	Monday	Tuesday	Wednesday	Thursday	Friday
	First day of school. Take Bus 22.	Buy blue vase for Mom after school.	Mom's birthday. Party at 7 pm 	Film night at Pat's house. My house next week!	Music lessons at 6 pm every week!

- Mia has a party on Thursday. **F**  
*She doesn't have a party on Thursday. She has a party on Wednesday.*
- She practices music on Fridays.
- She watches films on Thursdays.
- Her mom hates blue.
- She walks to school.



### USE IT!



### MEDIATION

5 Work in pairs. Talk about what you do every week.

I play soccer on Saturdays.

That's nice!

I hang out with my friends on Sundays.

Me too.

**1** Complete the questions with **Do** or **Does** in your notebook. Then ask and answer with a partner.

- 1 **Do** you have computer science lessons?
- 2 ... your friend watch films at your house?
- 3 ... you like cold pizza?
- 4 ... your cousins go to bed early on Saturdays?
- 5 ... you and your friends do your homework at school?
- 6 ... your English teacher wear glasses?

**CLOTHES**

**2** **0.05** Complete the clothes words in your notebook. Then listen, check and repeat.

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 	<b>5</b> 	<b>6</b> 
sweater	j...	d...	t...	s...	s...

**PRESENT CONTINUOUS**

**3** Look at the image. Complete the sentences with the correct affirmative (+) or negative (-) form of the present continuous in your notebook.



Beatrice

Leonard

Isaac

Laura

Thomas

- 1 Beatrice **is wearing** a skirt.
- 2 Beatrice and Thomas ... trainers.
- 3 Laura ... glasses.
- 4 Leonard ... shorts.
- 5 Isaac and Thomas ... trousers.
- 6 Isaac is saying: 'I ... a blue T-shirt.'



**LOOK!**



We add **-ing** to the verb in the present continuous:  
*wear* → *wearing*; *take* → *taking*; *swim* → *swimming*.



**USE IT!**



**MEDIATION**

**4** Work in pairs. Take turns to describe a classmate for your partner to guess.

She's wearing blue jeans and a red T-shirt.

Is it Melanie?

No, it's not!

## PRESENT CONTINUOUS

- 1 In your notebook, write questions about the teenagers in the image. Then ask and answer the questions with a partner.



- Sophia and Evelyn / talk / ?  
*Are Sophia and Evelyn talking?*
- Evelyn / wear / jeans / ?
- Jessica / watch / TV / ?
- Noah and Samuel / read / book / ?
- Sophia and Evelyn / sit / on the sofa / ?

Are Sophia and Evelyn talking?

Yes, they are.

## PRESENT CONTINUOUS AND PRESENT SIMPLE

- 2 0.06 Write the correct options in your notebook. Then listen and check.

- Sarah *wears* / *is wearing* red shoes today.
- Mark *likes* / *is liking* sport.
- My friends and I *are not sitting down* / *don't sit down* all day at weekends.
- Do you go* / *Are you going* to restaurants on Saturdays?
- My friend and I *talk* / *are talking* on the phone now.
- Is your teacher writing* / *Does your teacher write* on the board now?

- 3 Complete the sentences in your notebook so they are true for you.

- I *like* (like) pizza.
- I ... (look) at my cell phone now.
- I ... (have got) a lot of cousins.
- I ... (wear) jeans now.
- I ... (do) my homework on Saturday evenings.



**USE IT!**



**MEDIATION**

- 4 Make questions from the sentences in Exercise 3. Ask and answer with a partner.

Do you like pizza?

Yes, I do.



# 1

# ABOUT TOWN



## UNIT GOALS

- Talk about places in town.
- Read about unusual towns.
- Listen to a dialogue.
- Learn about a festival.
- Speak about giving directions.
- Focus on the Key Competencies.



## THINK!



- 1 Where are the teenagers in the photos?
- 2 Is it important to have places in town where teenagers can hang out? Why / Why not?



## VIDEO



- 1 What things that change do you see?
- 2 Which four cities are in the video?



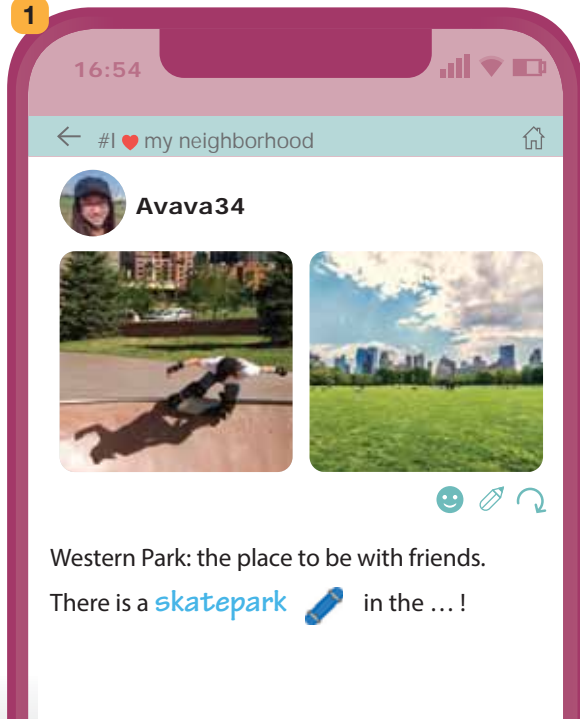
# VOCABULARY IN CONTEXT

## PLACES IN TOWN

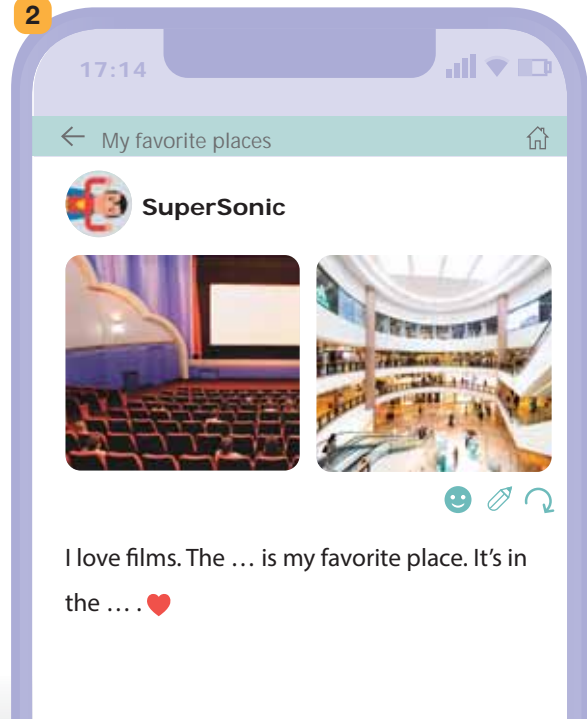
1 1.01 Complete the posts in your notebook with the words below. Then listen and check.

- bowling alley
- clothes shop
- supermarket
- shopping center
- cinema
- park
- skatepark
- stadium

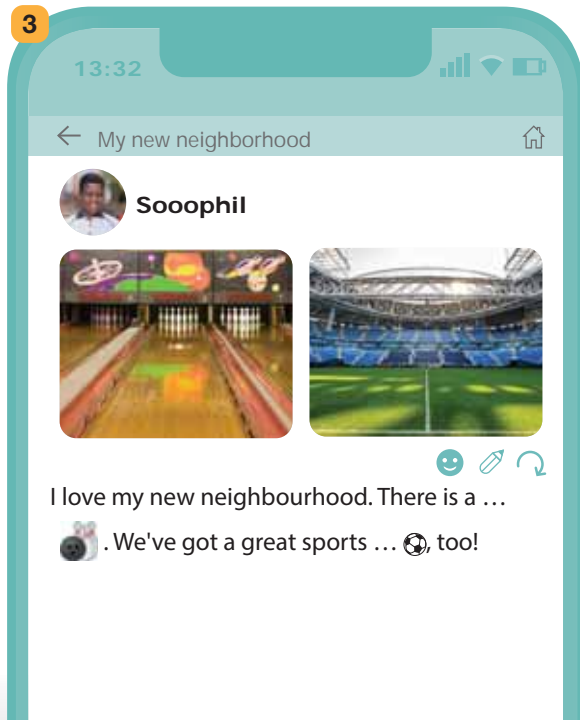
1



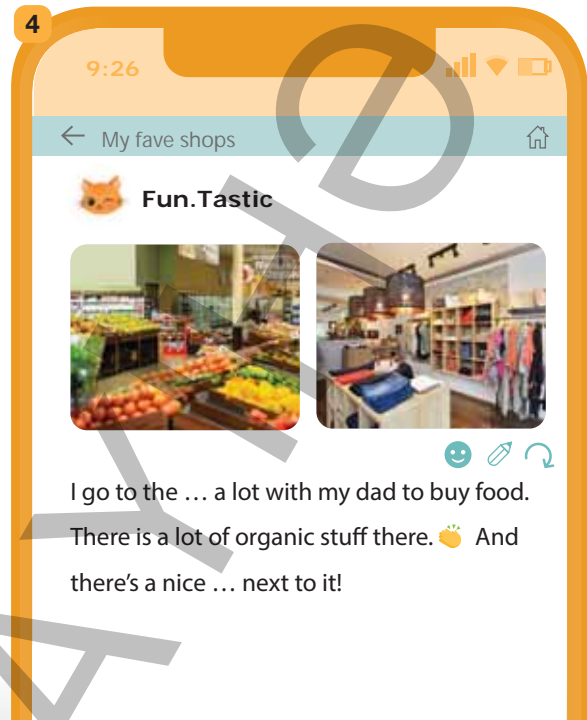
2




3



4







**2**  **1.02** Write the answers to the questions in your notebook using words from Exercise 1. Then listen, check and repeat.


**Where do you go to ...**

- 1 buy jeans or a T-shirt? *clothes shop*
- 2 buy stuff and have a snack with friends?
- 3 buy fruit, vegetables and other kinds of food?
- 4 hang out with friends, run or relax?
- 5 watch a soccer match?
- 6 see your favorite actor?
- 7 go bowling with friends or family?
- 8 hang out with friends and skate?

**3** Match the comments a–f with the posts 1–4 on page 10 in your notebook.

a Where's that? Have they got organic yoghurt there, too? 

b  That's my favorite place, too. Soccer is my life.

c Looks nice, but I don't have a skateboard .

d I go there every weekend. I like the shops on the first floor. They're awesome!

e You're right. It's really cool. I love their jeans.

f I  that place! My friends and I like to listen to music under the .

**4** Copy the table in your notebook and choose five words from Exercise 1. Write them in the table. Then write three more places in town in the table. You can use a dictionary.

I go there with my family	I go there with my friends
?	?



**USE IT!**



**MEDIATION**

**5** Look at your chart. Ask and answer questions in pairs. Which places in Exercise 4 do you and your partner both go to?

Do you go to the stadium with your family?

Yes, I do. Do you go to the park with your friends?





www.unusuaaltowns.myblog

home | about me | posts | contact me

**Whittier, Alaska, USA**  
 Whittier is an unusual town because all its residents (around 200 people) live in the same building. There isn't a shopping center in Whittier, but there is a small supermarket there. In the building, you can also find a hotel, a restaurant and a school. You get to the school through a tunnel under the ground. Why? Because it's very cold in Alaska!

[Read more](#)

**Thames Town, China**  
 The River Thames is in England, so Thames Town is an English town, right? No, that's wrong. It is in China, near Shanghai, but the streets and shops look English. The street names are also in English: Oxford Street, Chelsea Street. There are red telephone boxes on the streets, and you can see a statue of Harry Potter there!

[Read more](#)

**1** Look at the text, the title and the images. Then complete the sentences in your notebook with the phrases below.

- about me
- blog posts
- unusual towns

The text shows two <sup>1</sup> ... about <sup>2</sup> ... . To read about the author of the text, you have to click on <sup>3</sup> ... .

**2** **1.03** Read the text and listen. Where can we find 1–5? Write *W* (Whittier) or *TT* (Thames Town) in your notebook.

- 1 a statue **TT**
- 2 a supermarket
- 3 a tunnel to go to school
- 4 a street called Chelsea
- 5 a hotel

**3** Where is this image? Write *Whittier* or *Thames Town* in your notebook.



**4** Write *T* (true) or *F* (false) in your notebook.

- |  |  |
|--|--|
| 1 Whittier is an American town. <b>T</b>                                   | 4 Thames Town is a Chinese neighborhood in England.  |
| 2 There are 200 buildings in Whittier.                                     | 5 There are red streets in Thames Town.              |
| 3 The restaurant and the supermarket in Whittier are in the same building. | 6 The streets in Thames Town have got English names. |



## THINK!



Imagine you live in Whittier. Then imagine you live in Thames Town. Which do you prefer? Why?





**LANGUAGE IN CONTEXT**

- 1**  Look at the examples below. Copy the table in your notebook and complete the sentences from the blog post.

There is/are				
Affirmative (+)	Negative (-)	Yes/No Questions (?)	Short Answers	
There is a small supermarket in Whittier.	<sup>1</sup> ... a shopping center in Whittier.	Is there a school in Whittier?	Yes, there is.	No, there's not. / No, there isn't.
<sup>2</sup> ... red telephone boxes.	There aren't stadiums in Thames Town.	Are there stadiums in Whittier?	Yes, there are.	No, there aren't.

- 2** Read the questions in the table again. Write the correct short answers in your notebook.

- Is there a school in Whittier?
- Are there stadiums in Whittier?

- 3** Complete the sentences in your notebook. Use the correct form of *There is/are* affirmative (+) or negative (-).

- There is a bowling alley in my neighborhood. (+)
- ... a cinema in Whittier. (-)
- ... many clothes shops in this shopping center. (+)
- ... a nice library in my town. (+)
- ... Japanese restaurants near my house. (-)
- ... a canteen in my school. (-)

- 4** Write questions about your partner's town in your notebook. Use the phrases.

- (a cinema?) *Is there a cinema in your town?*
- (nice gyms?) *Are there nice gyms?*
- (Mexican restaurants?)
- (a skatepark?)
- (a bowling alley?)
- (clothes shops?)



**LOOK!**



Remember: we don't use the verb *have*. We use *There is* or *There's* for singular nouns and *There are* for plural nouns.

There is a shopping center. / There are two shopping centers in my neighborhood.



**USE IT!**



MEDIATION

- 5** Work in pairs. Ask and answer the questions in Exercise 4.

Is there a cinema in your town?

Yes, there is.





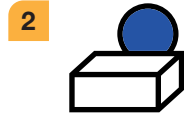
# LISTENING AND VOCABULARY

**1** **1.04** Match the diagrams in your notebook with the words/phrases below. Then listen, check and repeat.

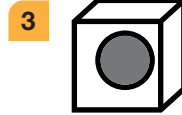
- behind
- between
- in front of
- in
- left
- next to
- right



in front of



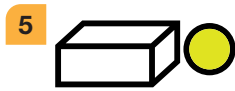
...



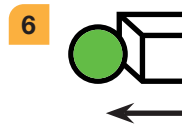
...



...



...



...



...

**2** Complete the sentences about the image in your notebook. Use the correct words and phrases from Exercise 1.

- 1 The bowling alley is on the *left* of the park.
- 2 The shopping center is on the ... of the park.
- 3 The supermarket is ... the shopping center.
- 4 The park is ... the bowling alley and the shopping center.
- 5 The restaurant is ... the shopping center.
- 6 There is a man ... the restaurant.
- 7 The restaurant is ... the man.



**3** **1.05** Look at the images. Make predictions and answer the questions in your notebook. Then listen and check.

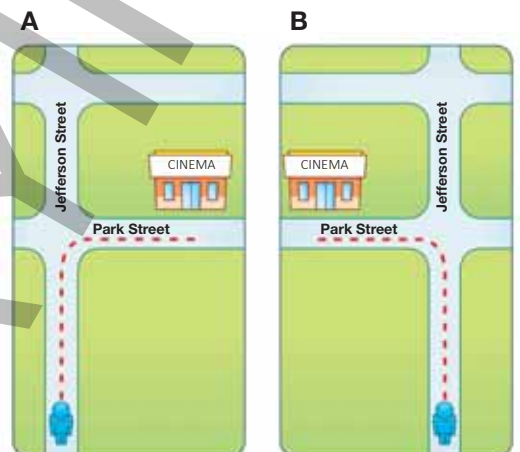
- 1 What are the girls talking about?
  - a directions to a place
  - b how to meet the boy
- 2 Do the girls know the boy?
  - a yes
  - b no



**4** **1.05** Listen again. Complete sentences a–c in your notebook. Then put them in the order you hear them (1–3).

- a We're here, ... Jefferson Street.
- b Can you see that sign over ... ?
- c I don't know where the cinema ... .

**5** **1.05** Listen again and write the correct route (A or B) in your notebook.





# LANGUAGE IN CONTEXT

**1**  Copy the table in your notebook and complete the sentences from the dialogue. Use the phrases below.

- always get
- never go

Adverbs of Frequency	
100%	<b>How often</b> do you go to the shopping center?
<b>Sevil:</b> You <sup>1</sup> ... lost.	I go to the shopping center <b>every day</b> .
<b>Davud:</b> I <b>often</b> go to the cinema.	I go to the shopping center <b>every weekend</b> .
<b>Sabina:</b> I <b>sometimes</b> go to the sports center.	I go to the shopping center <b>once/twice a month</b> .
0%	<b>Miray:</b> I <sup>2</sup> ... to the cinema.
	I <b>never</b> go to the shopping center.

**2** Put the words in the correct order in your notebook.

- friends / I / my / to / with / always / bowling / go / the / alley  
*I always go to the bowling alley with my friends.*
- with / sometimes / shopping center / out / her / at / Leyli / the / hangs / friends
- often / TV / sister / evening / My / the / watches / in
- to / My / never / Wednesdays / the / on / friends / go / skatepark
- My / I / volleyball / school / brother / and / play / always / at

**3** Write questions in your notebook with *How often* using the words/phrases in brackets.

- How often do you go to a restaurant?* (go / restaurant)
- ...? (hang out / skatepark)
- ...? (watch / films)
- ...? (play / basketball)
- ...? (drink / orange juice)
- ...? (go / supermarket)



## USE IT!



MEDIATION

**4** Work in pairs. Ask and answer the questions from Exercise 3. Use adverbs of frequency in your answers.

How often do you go to a restaurant?

I go to a restaurant once a month.







# AROUND THE WORLD



< > www.ateenwholovestowrite.blog.com

Home | Posts | About me

## Beautiful Olinda

(in Portuguese, Olinda Linda)

I'm from Olinda, a town in Pernambuco State in Brazil. I love my town, and in this post I'm writing about Olinda again!

1 ...

At this time of the year, it's Carnival time! There are street parties for 11 days and nights in Olinda. People listen to music and watch the parades. Frevo is a traditional dance in Pernambuco. I love it!

2 ...

My mom is a cook. She sometimes works at Carnival. I always go to the Safe Zone for teens when she's working. I meet my friends and have snacks there. I often play video games there, too.

3 ...

Do you like colors? Then Olinda is the place for you. There are great art museums, but you can see art in the streets, too. Olinda is fun!

4 ...


Olinda is a UNESCO World Heritage Site. This means that the town is not only my Olinda: it's your Olinda, too!

REPLY



1 Look at the text quickly. Then write the correct answers in your notebook.

What?	1 The text is:	• in an encyclopedia.	• a blog post.
	2 The topic of the text is:	• a town.	• Carnival.
Who?	3 The author of the text is:	• a teenager.	• an adult.
What for?	4 The goal of the text is to give:	• directions.	• information.

2  1.06 Match the headings with the text (1–4) in your notebook. Then read, listen and check.

A Place For Teens

Art Is Everywhere

It's Carnival Time

Our Olinda

3 The text says: 'I love my town, and in this post I'm writing about Olinda again!' What does this mean? Write the correct options in your notebook.

- 1 The blog's author *lives / doesn't live* in Olinda.      2 This *is / isn't* the author's first blog about Olinda.

### WORDS IN CONTEXT



4 Look at the words in bold. Then match 1–4 with a–d in your notebook.

- |  |   |
|--|---|
| 1 I love samba school <b>parades</b> .       | a Don't talk to people you don't know.            |
| 2 My grandmother is a great <b>cook</b> .    | b There is a famous one in Rio.                   |
| 3 Be <b>safe</b> during Carnival.            | c I prefer to go to a restaurant after the match. |
| 4 I don't have <b>snacks</b> at the stadium. | d I love to have dinner at her house.             |

5 Read the text again. Write the correct options in your notebook to complete the sentences.

- |  |   |
|--|---|
| 1 People celebrate Carnival in Olinda ...<br>a from Saturday to Wednesday.<br>b for more than a week. ✓          | 4 The author of the text thinks that the art museums in Olinda are ...<br>a nice.<br>b big.                   |
| 2 The author goes to the Safe Zone ...<br>a every day.<br>b during Carnival.                                     | 5 In 'it's <u>your</u> Olinda, too!', <i>your</i> refers to ...<br>a the people from Olinda.<br>b the reader. |
| 3 In the Safe Zone, ...<br>a teenagers can hang out with their friends.<br>b teenagers can have science lessons. |   |



### THINK!



Do you feel safe during Carnival? Why / Why not? What do you think about the safe area for teens in Olinda?



### VIDEO



- 1 Why do people celebrate Children's Day?  
2 Which three countries are in the video?



## SPEAKING

## GIVING DIRECTIONS



### 1 1.07 Read and listen to Olivia and Benjamin. What's the problem?

**Olivia** Hey, **Benjamin**. Are you OK?

**Benjamin** Yeah ... But I can't find the **bowling alley**.

**Olivia** Where are you?

**Benjamin** Let me see. I'm on **Liverpool Street, in front of the park**.

**Olivia** OK. Go straight, then turn **right on Main Street**.

**Benjamin** OK ...

**Olivia** The **bowling alley** is **next to the shopping center**.

**Benjamin** Oh, I see. Thanks! I'm on my way.

## LIVING ENGLISH

### 2 Complete the mini dialogues in your notebook with the expressions below.

- Are you OK?
- I'm on my way.
- Let me see.

1 **A** What time is it?

**B** ... It's 7:15.

2 **A** Are you coming?

**B** I'm in the car. ...

3 **A** I've got a problem.

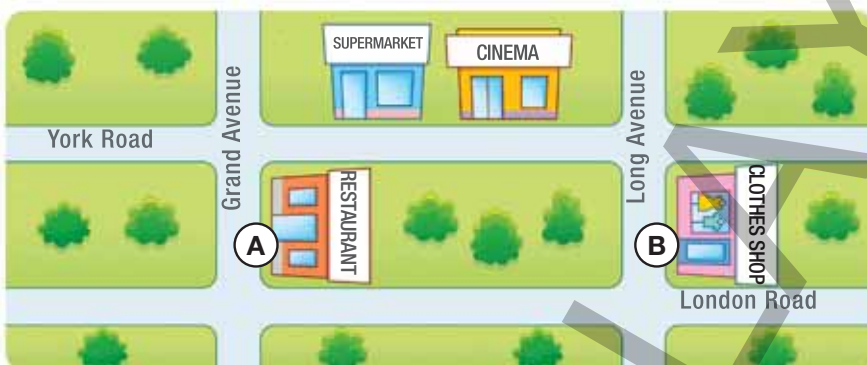
**B** What's your problem? ...

### 3 1.08 Listen and repeat the expressions.

### 5 1.07 Listen to the dialogue again. Then practice with a partner.

### 6 Role play a new dialogue. Follow the steps.

- 1 Choose to start from A (you want to go to the cinema) or B (you want to go to the supermarket).
- 2 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook asking directions to the cinema or supermarket.
- 3 Practice your dialogue with a partner.
- 4 Present your dialogue to the class.



## PRONUNCIATION

### 4 1.09 Listen and repeat the questions. Notice the intonation.

Where are you?

Are you OK?

 **READING**

**AROUND THE WORLD**



**CHINESE NEW YEAR**

**1** Look at the images. Discuss the questions with a partner.

- 1 What is Chinese New Year?    2 What things do people do at Chinese New Year?

**2**  **R.02** Read the blog and listen. Were your ideas in Exercise 1 correct?

ABOUT ME FASHION FOOD **FUN** STUDY TIPS



By Lian

**My favorite festival**

My favorite festival is Spring Festival. Some people also call it Chinese New Year. It's a big family **celebration** here in China. The date of the festival depends on the cycles of the moon. Some years, it is in January and others in February.

Before the festival, we clean and **decorate** our houses. Every neighborhood, street and building has got red decorations. We love the color red as it is a symbol of energy and being happy.

The Spring Festival dinner is very important. Many Chinese people travel to be with their families. We eat special food together. Parents and grandparents often give children red **envelopes** with money. You take the envelope with both hands. It isn't **polite** to use one hand or to open the envelope in front of the person. Today, a lot of people also send red envelopes to friends and family online.

Many cities and towns in China celebrate Spring Festival with **fireworks**, dragon and lion dances and fairs at parks. My favorite thing about Spring Festival is seeing the bright colors of the fireworks at night. They're beautiful!



Red envelopes with money



Chinese New Year lanterns



**3** Read the blog again and answer the questions in your notebook.

- Why does the date of Chinese New Year change every year?  
*Because the date depends on the cycles of the moon.*
- Why do Chinese people use red decorations?
- What do children get from their families for New Year?
- How do children take their presents?
- How can people receive presents in another country?

**4** Complete the sentences in your notebook. Use the words in bold in the blog.

- We put special lanterns in our house to **decorate** it for Spring Festival.
- Have you got any ...? I need to send some letters.
- I love watching the colors of the ... and listening to the loud sounds!
- We had a big ... for my 18th birthday.
- In my country, it isn't ... to eat with your mouth open.



**THINK!**



Is Chinese New Year similar to a festival in your country? What's different?



# 2

## DELICIOUS DIVERSITY



### UNIT GOALS

- Talk about food.
- Read about students' lunchtimes in two countries.
- Listen to a TV cooking program.
- Learn about how to have a healthy diet.
- Write a recipe.
- Focus on the Key Competencies.



### THINK!



- 1 Where do you usually eat?
- 2 Give three reasons why people eat together.



### VIDEO




- 1 How many different types of bread are in the video?
- 2 Say two types of bread that you see.






**VOCABULARY IN CONTEXT**


**FOOD**

1  2.01 Read the school lunch menu. Use the words in bold to write the names of the food in your notebook. Then listen, check and repeat.

 Varietas Middle School

## Lunch Menu

### Monday 7 September



- Carrot salad with cheese
- Rice and beans with chicken or fish


- Pineapple

Drink: orange juice




1 **beans**      3 ...

2 ...




4 ...



5 ...



6 ...



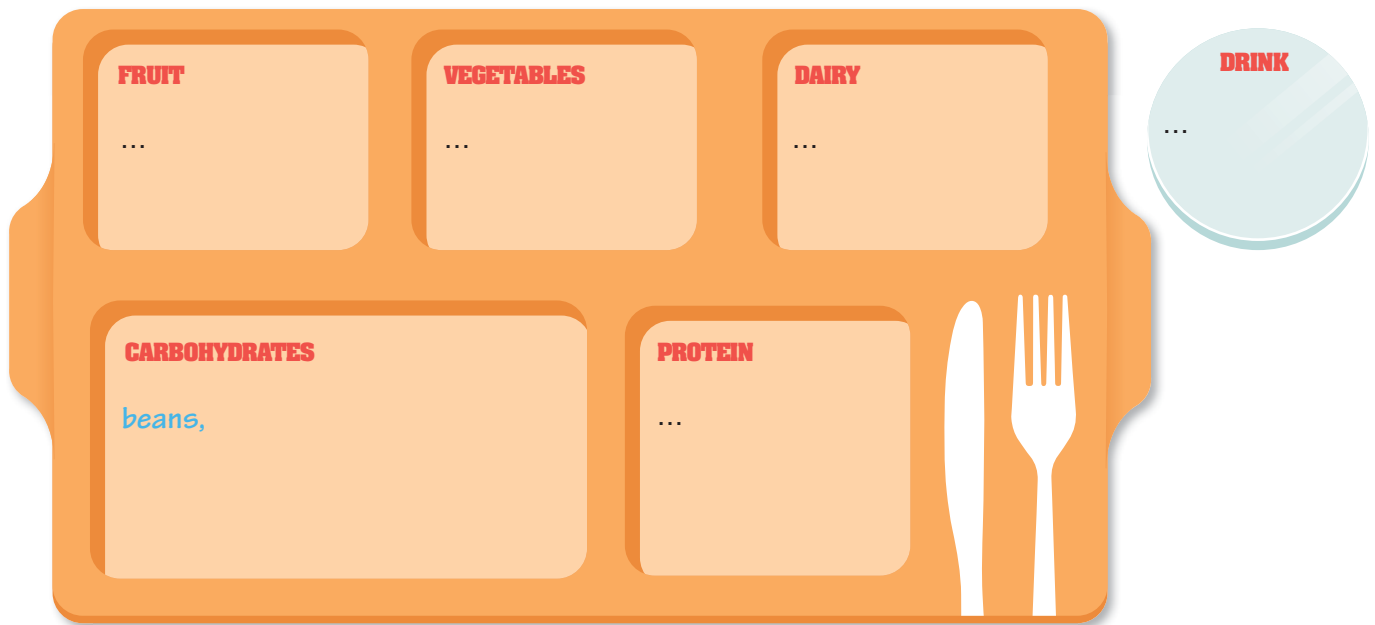
7 ...



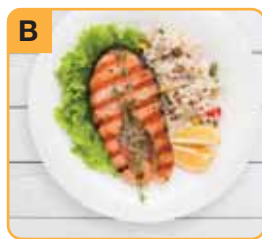
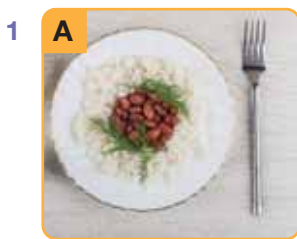
8 ...

2 Copy the diagram in your notebook and complete with the correct food and drink below.

- beans
- carrot
- cheese
- chicken
- fish
- orange juice
- pineapple
- rice



3 2.02 Listen to the conversations and write the correct images (A or B) in your notebook.

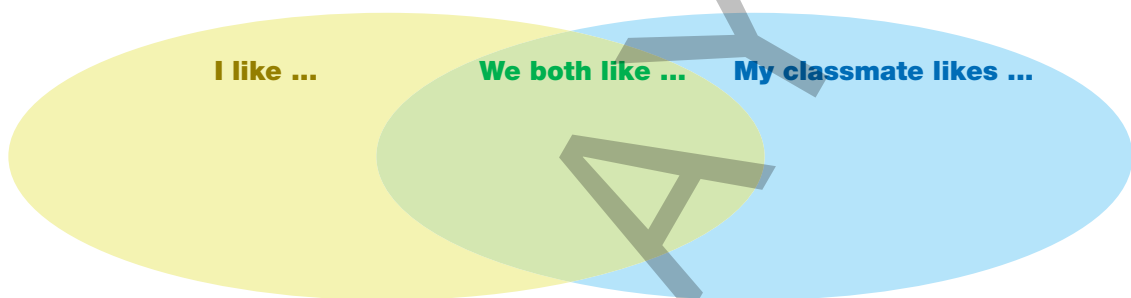


**USE IT!**



MEDIATION

4 Work in pairs. Ask and answer the question: What do you like to eat and drink? Copy the diagram in your notebook and complete.







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## SCHOOL LIFE

# What's for lunch today?

by Taylor Roberts, Monday 4 March

**Students have lunch at school every day. Read and find out what they eat in two countries!**






'*Hei* from Finland! School lunches are free but delicious! Today I'm having fish, potatoes and carrot salad. I love lunchtime because I can hang out with my friends!' *Olavi, 12*

**WOW! facts:**

- Students can't take food to school.
- Students can have a free lunch in the park during the holidays.

---

'Hi there! Here in South Korea, we have lunch with our teachers! Today, I'm having fish soup, rice and kimchi, a traditional dish with vegetables. I love it!' *Seo-Yoon, 13*

**WOW! facts:**

- Students clean the tables after lunch.
- In many schools, there aren't drinks during lunch.

**Do you have lunch at school? What is it like? Tell us at [troberts@teeninfomag.net](mailto:troberts@teeninfomag.net).**

**1 Look at the article. What is it about?**

- Life in Finland and South Korea
- School food in Finland and South Korea

**2 Write all the elements that you see in the article in your notebook.**

- a title ✓
- a graph
- the journalist's name
- images
- the date
- comments from readers

**3  2.03 Read the article and listen. Then read the sentences and write F (Finland), SK (South Korea) or B (both) in your notebook.**

- |   |  |
|---|--|
| 1 Students don't pay for school lunches. <b>F</b> | 4 There is free lunch for students at parks. |
| 2 Students and teachers eat together.             | 5 Students can't take lunch to school.       |
| 3 Students eat vegetables at school.              | 6 Students clean the tables after lunch.     |

**4 Read the article again. Write what Olavi and Seo-Yoon love in your notebook.**

- 1 Olavi ...
- 2 Seo-Yoon ...



**THINK!**



In South Korea, students clean the tables after lunch. Think about your school. Who cleans the school? How do you help to keep it clean?





# LANGUAGE IN CONTEXT

- 1 Look at the examples below. Copy the table in your notebook and complete the sentences from the online article.

Can for Permission (I, You, He/She/It, We, They)		
Affirmative (+)	Negative (-)	Yes/No Questions (?) and Short Answers
I <b>can hang out</b> with my friends.	Students <sup>1</sup> ... take food to school.	<b>Can I drink</b> juice at lunch time? Yes, I <b>can</b> . / No, I <b>can't</b> .  <sup>2</sup> ... you <b>take</b> food to school? Yes, you <b>can</b> . / No, you <b>can't</b> .

- 2 Complete the sentences in your notebook. Use the correct form of *can* and the verbs in brackets.

- At Gunay's school, students **can't listen** (listen) to music during lessons. (-)
- After school, I ... (play) video games before I do my homework. (+)
- Malahat ... (eat) in the classroom at her school. (-)
- My classmates and I ... (have) breakfast at school. (+)
- Students ... (have) dinner at school in South Korea. (+)
- Elchin ... (eat) fish. He is allergic to it. (-)

- 3 Write questions about what you can do at home in your notebook. Use *can* and the phrases in brackets.

- (go to bed after 10 pm on weekdays?)  
*Can you go to bed after 10 pm on weekdays?*
- (eat chocolate every day?)
- (have dinner in your bedroom?)
- (play video games in the evenings?)
- (use your cell phone during meals?)
- (do homework on your bed?)



## USE IT!



### MEDIATION

- 4 Work in pairs. Ask and answer the questions in Exercise 3.

Can you go to bed after 10 pm on weekdays?

Yes, I can.





## LISTENING AND VOCABULARY

- 1 **2.04** Put the letters in the correct order and write the words about cooking in your notebook. Then listen, check and repeat.

COOKING			
Food		Cutlery	
1 salt (tlas)	2 ... (nooin)	3 ... (frko)	4 ... (enifk)
Actions			
5 ... salt. (dad)	6 ... the fish. (utc)	7 ... the fish. (yrf)	8 ... the eggs. (ixm)

- 2 **2.05** Listen to the first part of a TV program. Write the best title in your notebook.



- 3 **2.05** Listen again and write the correct options in your notebook.

- 1 The participants have got *carrots and fish* / *rice and beans* / *fish and rice* to make a dish.
- 2 They decide to make a *French* / *Korean* / *Mexican* dish.

- 4 **2.06** Listen to the second part of the TV program. Number the sentences in the order you hear them in your notebook.

- a A Korean dish! Nice! And how do you make it?
- b Chef Jessica is coming ... don't look at her! **1**
- c Don't forget to add salt to the eggs.
- d Well, first we cut the fish with this special knife.
- e It sounds delicious! Good luck!
- f Then we mix the eggs.







# LANGUAGE IN CONTEXT

**1** Copy the table in your notebook and complete with the sentences from the TV program. Use the words/phrases below.

- Why don't I
- Let's
- How about

### Making Suggestions and Responding

- A <sup>1</sup>... making a Korean dish?  
 B **Great idea!** / **Well**, I prefer Mexican food.  
 A <sup>2</sup>... make saeng<sup>1</sup> sun jun!  
 B **Good idea!**  
 A <sup>3</sup>... cut the fish?  
 B **Sure!** / **Don't worry**, I can do that.



### LOOK!



Remember to use the **-ing** form of the verb after **How about / What about**.

**2** Write suggestions in your notebook. Use the words/phrases.

- |  |  |
|--|--|
| 1 have lunch together (let's)<br><i>Let's have lunch together!</i> | 4 make eggs for breakfast (let's)      |
| 2 have pizza for dinner (how about)                                | 5 do homework together (how about)     |
| 3 cut some carrots for a salad (why don't I)                       | 6 play volleyball after school (let's) |

**3** Look at the words in bold in the sentences from the TV program. Then copy the table in your notebook and complete with the correct object pronouns.

### Subject and Object Pronouns

- a **Olivia** Why don't I cut the fish?  
**James** Please pass **me** the eggs.  
 b **Olivia** Chef Jessica is coming ... don't look at **her**!  
 c **Olivia** Let's make saeng sun jun! **It's** fried fish – **it** is simple and delicious!  
**James** We can serve **it** with rice!  
 d **Olivia** Then we mix the eggs.  
**Chef Jessica** Use a fork to mix **them**, OK?

Subject pronouns	Object pronouns
I	<sup>1</sup> <i>me</i>
you	you
he	him
she	<sup>2</sup> ...
it	<sup>3</sup> ...
we	us
they	<sup>4</sup> ...



### LOOK!



Never omit **object pronouns**.  
Cut the fish and then fry **it**.

**4** Replace the words in bold with an object pronoun in your notebook.

- |   |   |
|---|---|
| 1 I don't watch <b>MasterCook</b> . <b>it</b> | 4 Chef Jessica talks with <b>Olivia and James</b> . |
| 2 Can you cut <b>the carrots</b> ?            | 5 Miguel goes to school with <b>you and Bruno</b> . |
| 3 Olivia likes <b>James</b> .                 | 6 Please pass the eggs to <b>Amelia</b> .           |



### USE IT!



MEDIATION

Let's have lunch together!

Great idea!

**5** Work in pairs. Take turns to make the suggestions in Exercise 2 and respond to them.

<sup>1</sup> Name of the dish.







# AROUND THE WORLD

SCIENCE



## Tips for a Healthy Diet

1

### Eat natural food

Natural food is all around us: fruit, vegetables, eggs ... they've got a lot of nutrients and keep us healthy.



2

### Be careful with oil, salt and sugar







They help make food delicious, but remember to use them in small amounts.



3

### Be careful with processed food<sup>1</sup> and avoid ultra-processed food

Processed food has got ingredients that are not good for us. Look at some examples.

	Natural food	Processed food	Ultra-processed food
	 fresh orange juice	 orange juice in a carton	 soft drink with orange flavour
	 chicken	 frozen chicken	 chicken nuggets

4

### Eat at regular times with company

It is important to eat slowly in a quiet place – and don't check your cell phone! Also, it is always more fun to have meals with family, friends or classmates.



5

### Eat a variety of food

Add color to your plate. Make sure that you always eat some carbohydrates, protein, fruit and vegetables every day. Variety is good for you.



6

### Have a meat-free day

How often do you eat meat? It's not healthy or necessary to eat meat for every meal. How about being vegetarian for one day a week?



<sup>1</sup> Any food or drink that is changed in some way.

**1** Look at the infographic and write the correct option in your notebook.

- It's short and informative.
- It's long and it tells a story.

**2**  2.07 Read the text and listen. Write *T* (true) or *F* (false) in your notebook.

- 1 Fruit and vegetables are healthy. **T**
- 2 It's positive to eat a lot of oil, salt and sugar.
- 3 Chicken nuggets are an example of ultra-processed food.
- 4 Eating with a friend is good for you.
- 5 Eating different types of food isn't good for you.
- 6 On a meat-free day, you can eat chicken.

**3** Read about the eating habits of six different people. Match them with tips 1–6 in the infographic in your notebook.

- a 'I usually have salad, rice, beans and chicken for lunch.' **5**
- b 'I never drink soft drinks or eat chicken nuggets.' ...
- c 'I never use my cell phone during meals.' ...
- d 'I don't add salt to my food or sugar to my coffee.' ...
- e 'I don't eat meat on Mondays.' ...
- f 'I always include fruit and vegetables in my meals.' ...

**WORDS IN CONTEXT**



**4** Look at the words in bold. Then match 1–4 with a–d in your notebook.

- 1 Vegetables are **healthy**.
  - 2 Mike and Lucas **avoid** ultra-processed food.
  - 3 Anna and Luisa eat **slowly**.
  - 4 The Taylors don't eat **meat** on Thursdays.
- a They try not to eat chicken nuggets.
  - b They take 45 minutes to eat a salad!
  - c They don't eat chicken or fish on this day.
  - d They are good for your body.



**THINK!**



Do you think that it is a good idea to have a meat-free day every week? Why / Why not?



**VIDEO**



- 1 What Mediterranean countries are in the video?
- 2 Say two foods that you see.



## WRITING

**1** Look at the recipe. What is it for?  
Complete the title in your notebook.

- a Chicken and Rice Special
- b Fish and Rice Special



One-pot ...

▣ Preparation time: 30 minutes

▣<sup>1</sup>Ingredients

2 carrots  
2 tbsp. of oil  
salt  
2 cups of rice  
½ onion  
8 cups of water  
chicken

▣<sup>2</sup>...



knife



tablespoon



pot



▣<sup>3</sup>...

1. <sup>4</sup>... the carrots, onion and chicken. Add salt to the chicken.
  2. Put the oil in a pot and <sup>5</sup>... the carrots for 5–6 minutes.
  3. Then <sup>6</sup>... the rice and onion. Fry them for one minute.
  4. Next, add the chicken and the water. <sup>7</sup>... for 10–15 minutes.
- Enjoy your meal!

**2** Complete the recipe in your notebook with the headings and the instruction words below.

**Headings**

- Ingredients
- Instructions
- Utensils<sup>1</sup>

**Instruction words**

- add
- cook
- cut
- fry

**3** 2.08 Read the recipe and listen. Check your answers to Exercises 1 and 2.

**4** Write a recipe in your notebook.

- 1 Choose a dish you like.
- 2 Collect information about the ingredients, utensils and instructions.
- 3 Find or draw an image to illustrate the recipe.
- 4 Write the first version of your recipe. Use vocabulary from the unit.

**5** Exchange your recipe with a partner and check their work. Use the checklist below.

- title
- clear sections: ingredients, utensils and instructions
- clear instructions in the imperative

<sup>1</sup> Tool used in the kitchen.

## WRITING

### A Description

# My Favorite Food

by João Pereira

1  My name's João and I'm from Recife in Brazil. Here are some photos of my favorite types of food. I often have these on the weekend.

2  My dad makes cheese bread for breakfast. There's a lot of cheese in it. It's excellent and I eat it when it's hot!



3  I usually buy lunch from a food stand. There are a lot of them in my part of town, so it isn't difficult to find delicious food! We often have chicken xim xim. It's very healthy. It's chicken with rice and there are a lot of peanuts. They're salty, but they're great.



4  I love chocolate balls. I always buy them after lunch from Thiago's stand. They're very sweet. I love eating them with my hands, but I can't eat more than two or three. They're definitely my favorite dessert!



1 Look at the photos. What do you think the food is? Read the description and check.

2 Match topics a–d with paragraphs 1–4.

- a dessert
- b introduction: who you are, what the description is about
- c breakfast
- d lunch

3 Find and underline examples of and, but, and or in João's description. Complete the information in the Useful Language box.

#### Useful Language

We use <sup>1</sup>\_\_\_\_\_ to add similar information.

We use <sup>2</sup>\_\_\_\_\_ to contrast different information.

We use <sup>3</sup>\_\_\_\_\_ when there is a choice (usually between two things).

#### PLAN

4 Plan a description of your favorite types of food. Take notes about where you get it from, what's in it, and what it's like. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

#### WRITE

5 Write your description. Remember to include four paragraphs, there is/are, countable and uncountable nouns, and phrases from the Useful Language box.

#### CHECK

- 6 Do you ...
- introduce yourself and say when / how often you eat your favorite foods?
  - use adjectives to describe food?
  - say why you like each type of food?



# REVIEW UNITS 1 AND 2

## VOCABULARY

1 Put the letters in the correct order and write the words/phrases in your notebook. Then match sentences 1–4 with images A–D.

- 1 I've got an idea. Let's go to the ... (maneci)!
- 2 My parents buy vegetables and fruit at this ... (eretmasuprk).
- 3 Have you got a skateboard? There's a nice ... (ksarekpta) near here.
- 4 I often go to the ... (utsmida) with my parents on Sundays. I love sport.



2 Name the images with the ingredients in your notebook. Use the words below. Which one is your favorite?

- beans
- carrots
- cheese
- chicken
- fish
- pineapple
- rice



chicken, ...

...

...

3 Write the word that doesn't belong. Then complete sentences a–d in your notebook with the words you chose.

- 1 onion / salt / **fork**
- 2 fry / chicken / cheese
- 3 rice / knife / beans
- 4 add / mix / carrots

- a Do you use your hands or a **fork** to eat pizza?
- b I need a ... to cut this chicken.
- c Why don't I ... the fish?
- d I love ... in salad, don't you?

4 Look at the image and complete the sentences in your notebook. Use the words/phrases below.



- behind
- between
- in front of
- in
- next to

- 1 The carrots are **behind** the onions.
- 2 The orange juice is ... the water.
- 3 The onions are ... the carrots.
- 4 The rice is ... the beans and the salt.
- 5 The carrots and onions are ... a box.



# LANGUAGE IN CONTEXT

5 Complete the sentences in your notebook with *There is/are* in the correct affirmative (+), negative (-) or question (?) forms.

- 1 ... clothes shops in this neighborhood? (?)
- 2 ... nice parks near my house. (-)
- 3 ... chicken for lunch today. (+)
- 4 ... a cinema in this town? (?)

6 Look at some of Liz's eating habits. Then complete the sentences in your notebook with the words below.

- always
- often
- sometimes
- never

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Have beans for lunch	✓	✓	✓	✓	✓	✓	✓
Have rice with eggs	✓	✓	✓	✓	✓		
Eat fish with carrots		✓		✓			
Add salt to food							



- 1 Liz ... eats fish with carrots.
- 2 She ... adds salt to her food.
- 3 She ... has beans for lunch.
- 4 She ... has rice with eggs.

7 Match the questions 1-4 with the answers a-d in your notebook.

- 1 Can I open the window?
- 2 Can I have lunch at school?
- 3 Can I have a soft drink?
- 4 Can I go to the park with my friends?
- a No, stay at home and do your homework.
- b No, it's cold in here!
- c Yes, but don't eat fast food.
- d Yes, they're in the fridge. But just one!

8 Write the correct options in your notebook.

**Alicia** Is there a restaurant near here?

**Jorge** I don't know. There's a woman over there. I can ask <sup>1</sup>she / <sup>her</sup>. Excuse me. Can you help <sup>2</sup>us / <sup>we</sup>? Is there a restaurant near here?

**Ana** Mmm ... Yes! Can you see the shopping center over there?

**Jorge** Yes, I can see <sup>3</sup>it / <sup>him</sup>.

**Ana** There are two restaurants in the shopping center: a Japanese one and an Italian one. <sup>4</sup>They / <sup>Them</sup> are very good.

**Alicia** That's great! <sup>5</sup>We / <sup>Us</sup> love Japanese food. Thanks!

## Check your progress



### I CAN...

- talk about places in town
- use *there is/are* and adverbs of frequency
- talk about food
- use *can* for permission, make and respond to suggestions and use subject and object pronouns.



## Learn to learn



### Finding the right meaning in a dictionary

Some words have got more than one meaning. You can look at the grammar function in the dictionary to find the correct meaning.

James and Sofia cook a Korean dish.

to resemble the cook animal

**cook** /kuk/ **noun** someone who prepares and cooks food

**cook** /kuk/ **verb** to prepare food and usually heat it

**cooker** /kuke(r)/ **noun** stove, for



# 3

## WHAT A HOLIDAY!



### UNIT GOALS

- Talk about things to do on holiday.
- Read about favorite holidays.
- Listen to a podcast.
- Learn about a road trip.
- Speak about a holiday.
- Focus on the Key Competencies.



### THINK!



- 1 Where is the girl?
- 2 Why are holidays important?



### VIDEO




- 1 Say two holiday activities in the video.
- 2 Who goes on holiday to Virginia in the United States?



# VOCABULARY IN CONTEXT

## ON HOLIDAY

1  3.01 Read part of a holiday survey. Name images 1–8 in your notebook with the words/phrases in bold. Then listen, check and repeat.

### What's your holiday style?

1 What do you like doing on holiday best?

- playing video games at home
- having fun at the beach
- camping in the countryside
- sightseeing in a big city

2 You have only one day in a big city. Where do you go?

- an amusement park
- an art museum
- the historic center
- the local street market



beach



...



...



...



...



...



...

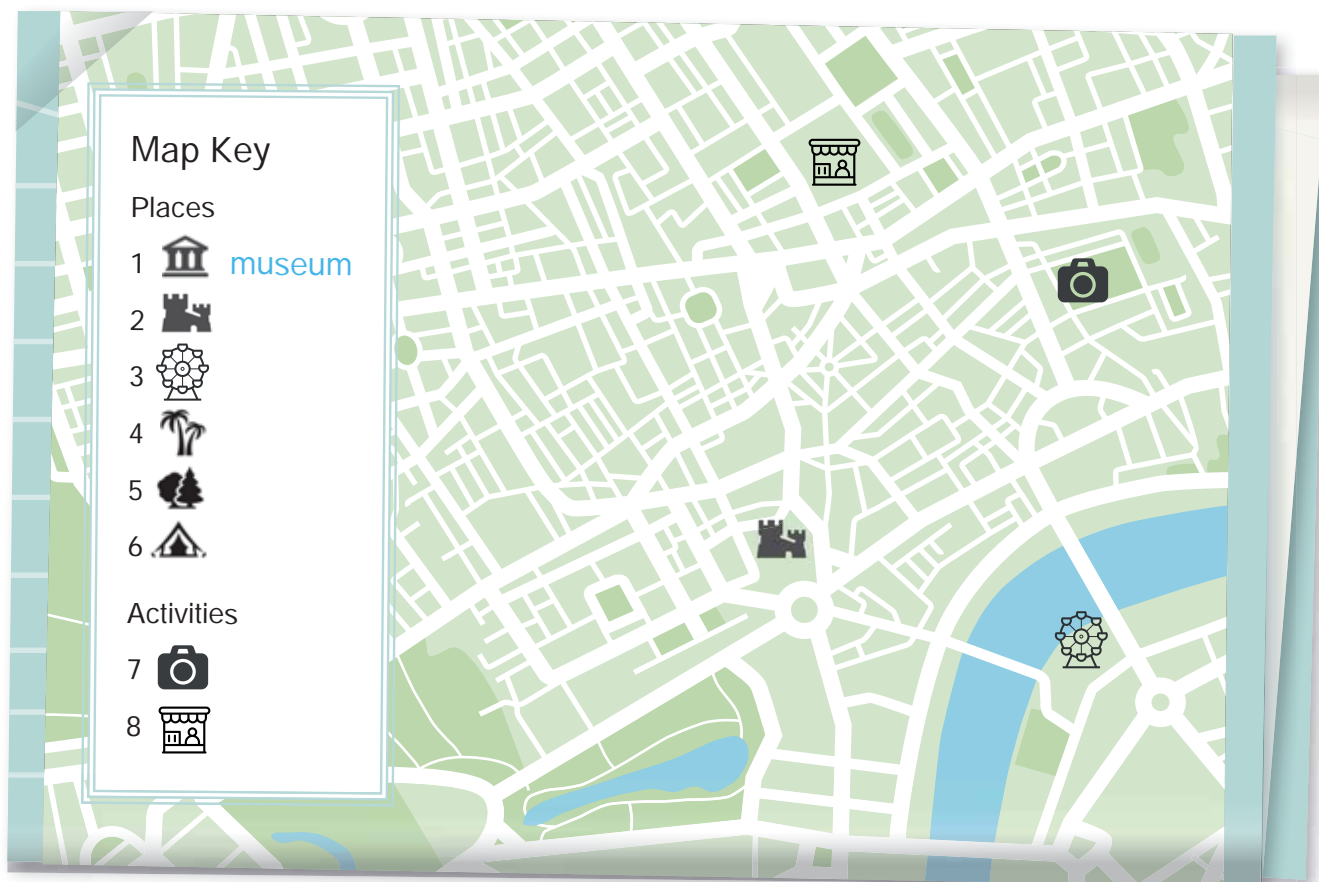


...

2 Work in pairs. Ask and answer questions 1 and 2 in the survey.

**3** Write the correct words/phrases for the icons on the map in your notebook.

- amusement park      • beach      • camping      • countryside
- historic center      • museum      • sightseeing      • street market



**4** Copy the table in your notebook and complete activities 5 and 6 with your own ideas. Then tick (✓) the columns with your opinions.

Holiday Activities	I love ... ♥♥♥	I like ... ♥	I don't like ... ♥
1 visiting museums			
2 swimming			
3 playing video games			
4 going to the beach			
5 going to ...			
6 hanging out at ...			



**USE IT!**



**MEDIATION**

**5** Work in pairs. Share your opinions from the table in Exercise 4.

I love visiting museums!

Me too!





## Teen Travel | Interest Forums | Favorite Holidays



Angelita

**Q** My family and I are planning a holiday and we need some ideas. Can you tell me about your favorite holiday destinations?



TravelBug

**A** Barcelona, Spain

I was there last spring. We weren't at the beaches. There were so many things to see and do – walk down La Rambla, visit Sagrada Familia, go to museums, parks and street markets. I'm a big soccer fan, so I was at FC Barcelona's stadium. There wasn't a match, but it was awesome! An interesting fact: there weren't any beaches in Barcelona before 1992 and the sand was from Egypt – it wasn't from Spain!

45 minutes ago | [REPLY](#) | [♥](#)



Julia2010

**A** Alter do Chão, Brazil

It's a small town by the Tapajós River in the Amazon forest – I was at my aunt's house there last December. There was a beautiful island across from the town in the middle of the Amazon – wow! We were at the beach every day! One day, my cousins and I were in the forest and there were some cute monkeys. They were by the river. That was really fun!

59 minutes ago | [REPLY](#) | [♥](#)



### 1 Look at the text. What is it?

- an online forum
- a magazine article

### 2 Write the names of the people from the text in your notebook.

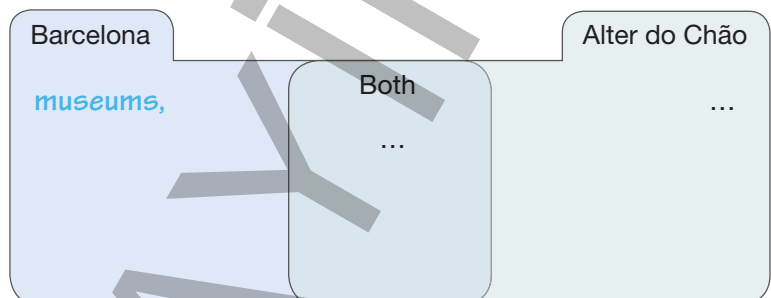
- 1 Who asks a question?
- 2 Who answers the question?

### 3 3.02 Read the text and listen. Write T (true) or F (false) in your notebook.

- 1 The online forum is about favorite holidays. **T**
- 2 Angelita is planning a holiday with friends.
- 3 TravelBug doesn't like soccer.
- 4 There were beaches in Barcelona in 1986.
- 5 Some of Julia2010's family live in Alter do Chão.
- 6 There were monkeys in the town.

### 4 Read the text again. Copy the diagram in your notebook and complete with the attractions below. Which attractions have Barcelona and Alter do Chão both got in common?

- beach
- forest
- island
- monkeys
- museums
- parks
- river
- stadium
- street markets



## THINK!



Imagine you are Angelita. Which place do you want to visit – Barcelona or Alter do Chão? Why?







**LANGUAGE IN CONTEXT**

- 1** Look at the examples below. Copy the table in your notebook and complete with the sentences from the online forum.

Past Simple of <i>be</i> (Affirmative and Negative)	
Affirmative (+)	Negative (-)
I <sup>1</sup> <i>was</i> at my aunt's house.	I <b>wasn't</b> in Barcelona in the summer.
You <b>were</b> in Alter do Chão with your family.	You <b>weren't</b> in Alter do Chão with your friends.
She <b>was</b> at the beach every day.	She <sup>4</sup> ... from Spain.
We <sup>2</sup> ... at the beach every day.	We <sup>5</sup> ... at the beaches.
They <sup>3</sup> ... by the river.	They <b>weren't</b> in the houses.

- 2** Complete the sentences in your notebook. Use the correct past simple form of *be*.

- I wasn't at home last weekend. I *was* at my uncle's house.
- Kamran was ill last Monday. He ... at school.
- The students weren't in the classroom for the art lesson. They ... at lunch.
- We were in Azerbaijan last spring. We ... in Sumgayit.
- Julia2010 wasn't in Belém in December. She ... in Alter do Chão.
- The weather was warm in Barcelona last spring. It ... cold.

- 3** Look at the examples below. Copy the table in your notebook and complete with the sentences from the online forum.

<i>There was/were</i>	
<b>Affirmative (+)</b>	<b>There</b> <sup>1</sup> ... a beautiful island across from the town. <b>There</b> <sup>2</sup> ... so many things to see and do.
<b>Negative (-)</b>	<b>There</b> <sup>3</sup> ... a match. <b>There</b> <sup>4</sup> ... beaches in Barcelona before 1992.

- 4** Look at the information about Cedar Town. Write sentences about the town in the 1980s in your notebook.

	In the 1980s	Now	
<b>1</b> bowling alley	X	✓	<b>1</b> ...
<b>2</b> historic center	✓	✓	<b>2</b> ...
<b>3</b> beaches	✓	✓	<b>3</b> ...
<b>4</b> amusement park	X	✓	<b>4</b> ...



**USE IT!**



**MEDIATION**

- Where were you last weekend? Write three places in your notebook.
- Work in pairs. Can you guess where your classmate was last weekend?

You were at the beach last Saturday.

No, I wasn't. I was at the beach last Sunday.

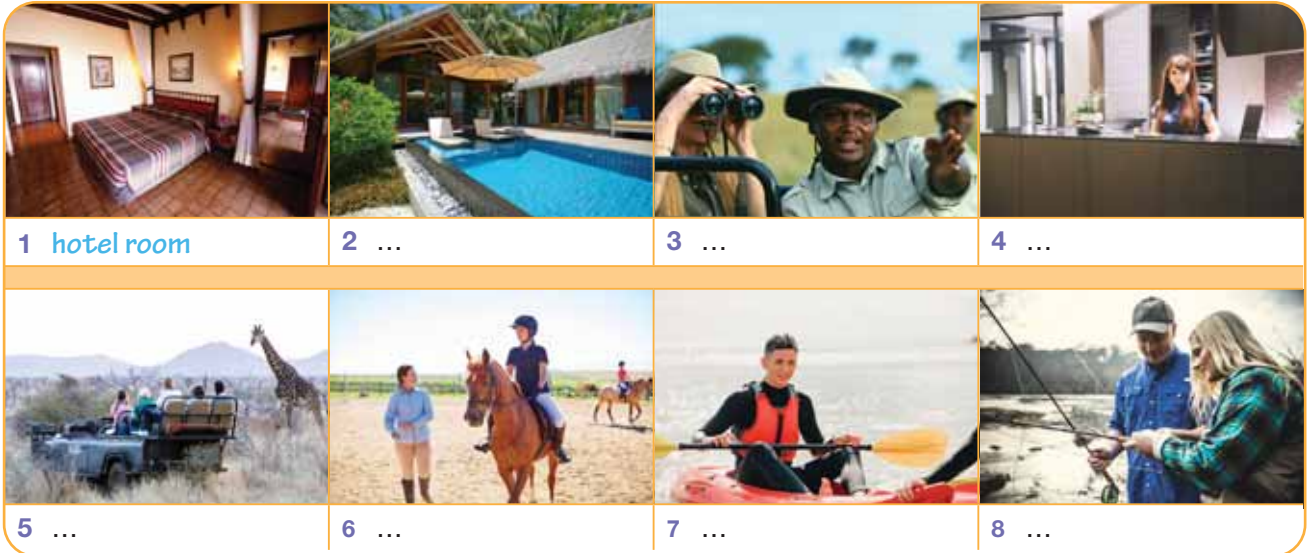




## LISTENING AND VOCABULARY

1 3.03 Name the images with the words/phrases below in your notebook. Then listen, check and repeat.

- fishing
- horse riding
- ~~hotel room~~
- kayaking
- receptionist
- safari
- swimming pool
- tour guide



1 hotel room

2 ...

3 ...

4 ...

5 ...

6 ...

7 ...

8 ...

2 3.04 Complete the advert in your notebook with words/phrases from Exercise 1. Listen and check your answers.



### Come and stay at the Amazing Safari Hotel!

We offer adventure, comfort and fun all in one place!

Stay in a big and comfortable <sup>1</sup>hotel room in the heart of a nature reserve! Relax by the <sup>2</sup>...!

Our experienced <sup>3</sup>... takes guests to see elephants, lions and other animals on <sup>4</sup>....

But that's not all! At the Amazing Safari Hotel, you can also go

<sup>5</sup>... and go <sup>6</sup>... at the river!

Just talk to a <sup>7</sup>... to make a reservation!

3 3.05 Listen to a conversation. Write the word/phrase that completes each sentence in your notebook.

- The conversation is part of a ...
  - TV program.
  - podcast.
- Lucas Williams is the ...
  - presenter.
  - guest.
- Camilla Abbott is the ...
  - presenter.
  - guest.
- The conversation is about a ...
  - camping holiday.
  - hotel holiday.

4 3.05 Listen again and complete the notes in your notebook.

Podcast title: <sup>1</sup>Teens on the Go

- Camilla was at a safari <sup>2</sup>... in Kenya last July.
- The <sup>3</sup>... was her favorite activity – James, the <sup>4</sup>... , was very good.
- There were a lot of wild <sup>5</sup>... on the reserve – giraffes, hippos, elephants and lions.
- She wasn't afraid of the lions. In fact, the lions were her <sup>6</sup>... animals.





**LANGUAGE IN CONTEXT**

- 1 Copy the table in your notebook and complete with the questions from the conversation. Use **was** or **were**.

Past Simple of <i>be</i> : Yes/No Questions and Short Answers		
<b>Was</b> I afraid of the lions?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
1... you afraid of the lions?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
2... the tour guide good?	Yes, he/she <b>was</b> .	No, he/she <b>wasn't</b> .
3... the hotel room comfortable?	Yes, it <b>was</b> .	Not, it <b>wasn't</b> .
<b>Were</b> we afraid of the lions?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
4... the other animals afraid of the lions?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

- 2 Look at the activities for the day at the Amazing Safari Hotel last July. Write questions and answers in your notebook.

**Amazing Safari Hotel**

**Activities**

7:30 am – breakfast at the Masai Restaurant

8:15 am – daytime safari with tour guide (James)

2 pm – kayaking at Amazing River

5 pm – fishing at Amazing River

6 pm to 7 pm – dinner by the fire

7:15 pm – night safari with tour guide (Makena)

- 1 breakfast / at the Masai Restaurant / was / ?
- 2 the guests / at Amazing River / were / at 2:30 pm / ?
- 3 were / in their hotel rooms / at 5:15 pm / the guests / ?
- 4 James / the tour guide / was / on the night safari / ?

- 3 Copy the table in your notebook and complete with the questions from the conversation. Use **was** or **were**.

There was/were: Yes/No Questions and Short Answers	
A 1... <b>there</b> a tour guide on the safari?	A 2... <b>there</b> wild animals on the reserve?
B Yes, <b>there was</b> . / No, <b>there wasn't</b> .	B Yes, <b>there were</b> . / No, <b>there weren't</b> .

- 4 Write questions about the facilities and the people at the Amazing Safari Hotel in your notebook.

- |   |   |
|---|---|
| 1 two restaurants? (X one restaurant)<br><i>Were there two restaurants?</i> | 3 two tour guides? (✓)                        |
| 2 swimming pool? (✓)  | 4 four receptionists? (X three receptionists) |



**USE IT!**



MEDIATION

- 5 Write the answers to the questions in Exercise 4 in your notebook. Then ask and answer with a partner.

Were there two restaurants?

No, there weren't. There was one.







# AROUND THE WORLD

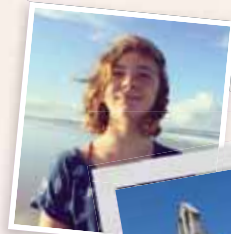
## A FAMILY ROAD TRIP THROUGH FRANCE IN OUR OLD CAMPER!



Mom, Dad, Elise and I are travelling around France.

### Day 7

This is our last day at the campsite near Avignon, in Provence. We were in the city this morning – Dad was on Saint Bénézet bridge – can you see him?



Dad

Melinda

### Day 8

The road trip through Provence was awesome! The lavender is beautiful – look at all the colors! Even old Melinda was beautiful in the countryside.



### Day 10

Bonjour! Here we are at a campsite at Sérignan beach. My sister Elise and I were at the beach all morning, sunbathing and swimming. There is a great bakery at the campsite. Every morning, we buy pastries for breakfast, and today we bought baguettes for a picnic!



Pastry

Baguette

### Day 12

Say hello to the Loire Valley! There are bike paths everywhere – you can rent electric bikes and ride all day!



This is my mom by the Loire River after our bike ride. The Loire Valley was my favorite place on our holiday.



**1** Look at Sophie's travel journal. Write the correct options in your notebook.

- 1 It is about Sophie's trip to *Paris / around France*.
- 2 She was with her *friends / family*.
- 3 They travelled by *bike / camper*.

**2**  **3.06** Read Sophie's travel journal and listen. Check your ideas in Exercise 1.

**3** Read the travel journal again. Write the sentence that is not correct in your notebook.

- 1 It is about a holiday in the countryside.
- 2 It is organized into days.
- 3 It combines text and images.
- 4 It doesn't present Sophie's opinions about the places.

**4** Number the events in Sophie's trip in order from 1–6 in your notebook.

- a bike ride around the Loire Valley
- b go swimming at the beach
- c picnic lunch
- d one week stay at a campsite near Avignon **1**
- e road trip through Provence
- f visit to the bridge in Avignon

## WORDS IN CONTEXT



**5** Match the words 1–4 with their definitions a–d in your notebook.

- |              |  |
|--------------|--|
| 1 bike path  | a long journey or holiday in a vehicle         |
| 2 campsite   | b place where you can go camping on holiday    |
| 3 road trip  | c special route for people to ride their bikes |
| 4 sunbathing | d sitting or lying in the sun                  |



## THINK!



Imagine you are on a road trip in a camper with your family. What do you like? What don't you like?



## VIDEO



- 1 Say two things you can do in Costa Rica.
- 2 What different animals do you see in the video?



## SPEAKING

### TALKING ABOUT YOUR HOLIDAY



**1** **3.07** Read and listen to Pedro and Mike. Where were they on holiday?

**Pedro** Hey, **Mike**, how was your holiday?

**Mike** It was **great!** I was at a **campsite on the beach**. You can **go swimming there**. What about you?

**Pedro** I was at my **grandparents' house in the countryside**.

**Mike** How was it?

**Pedro** It was **great!** There was a **big party in the town**.

**Mike** Wow! That sounds fun!

## LIVING ENGLISH

**2** Complete the mini dialogues in your notebook with the expressions below.

- Great! • Hey, • What about you?

**1 A** My holiday was really nice!

**B** ...

**2 A** I was at home all summer. ...

**B** I was at my aunt's house in the countryside.

**3** **3.08** Listen and repeat the expressions.

## PRONUNCIATION

**4** **3.09** Listen and repeat the compound nouns. Copy the words in your notebook and underline the stressed word or part of the word.

- 1 bike path
- 2 campsite
- 3 road trip
- 4 skatepark
- 5 street market
- 6 swimming pool

**3 A** ... Marina! Where were you?

**B** I was at the swimming pool.

**5** **3.07** Listen to the dialogue again. Then practice with a partner.

**6** Role play a new dialogue. Follow the steps.

- 1 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook.
- 2 Practice your dialogue with a partner.
- 3 Present your dialogue to the class.



## READING

## AROUND THE WORLD



## LIFE ON A FARM IN CANADA

1 Look at the images. Discuss the questions with a partner.

- 1 Who are these people?
- 2 What is their life like?

2 Read the blog. Were your ideas in Exercise 1 correct?

About me
Our farm
Family life
Food
Fun

My name's Felix Nagy. This is my blog about life on our eco-farm.

My mom, dad, sister and I live on a farm in Canada. Before we **moved** to the farm, we lived in the city of Quebec. It was very different. My mom and dad both had jobs and they were always **busy**, so they weren't at home very much.

One summer, they decided to buy a farm. We went to live in a beautiful place in the countryside, outside Quebec.

My mom and dad built parts of the house. We've got solar panels for electricity and big tanks for the **rainwater**. They also created a big garden.





My sister and I started at the secondary school. It's really **far**, so we go by bus every day. At first it was difficult because we didn't know anyone, but now there are always teenagers at our house!

When we're not at school, we help on the farm. We get all of our food from the garden. We've got chickens for eggs and a lot of fruit and vegetables.

I haven't got a phone, and we all share one computer. But it's never boring. One day, I was taking photos in the garden when I saw a huge snake in the grass. **Luckily**, it wasn't dangerous!

3 Read the blog again and answer the questions in your notebook.

- 1 Where did the family live at first?  
*in the city of Quebec*
- 2 Why did Felix's parents want to change their life?
- 3 What is special about the house the family live in?
- 4 How do the children go to school?
- 5 Where do they get their food from?
- 6 What do the children do when there isn't school?

4 Complete the sentences in your notebook. Use the words in bold in the blog.

- 1 You can use **rainwater** to water the plants.
- 2 My house isn't very ... from the supermarket.
- 3 They had a car crash, but ... they were all OK.
- 4 Our grandparents ... from their house to a flat.
- 5 I'm sorry, I don't have time. I'm too ...



## THINK!



Talk about the differences between life in a city and on a farm. Is Felix's life different to yours? What's different?



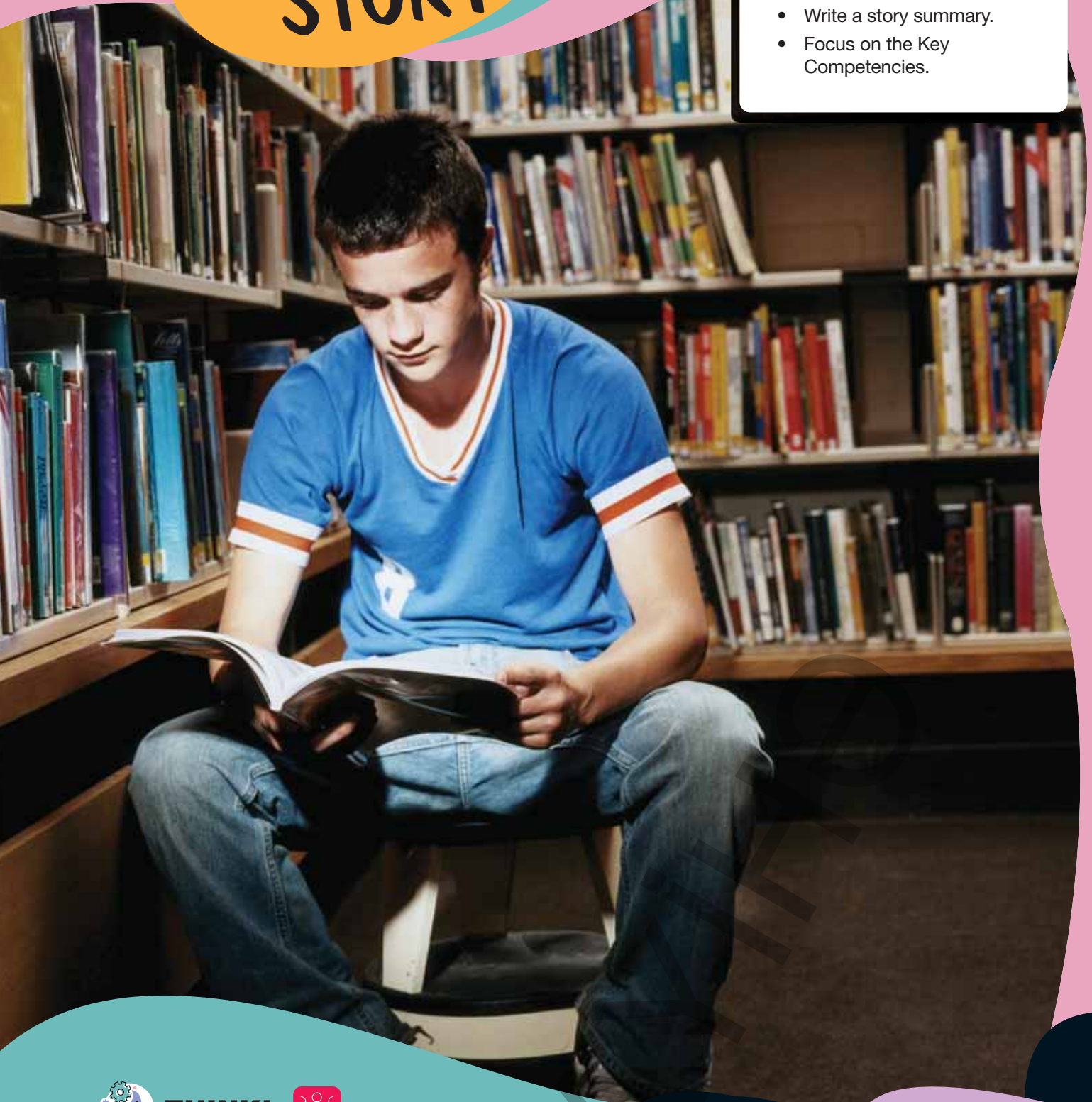
# 4

## WE'VE ALL GOT A STORY



### UNIT GOALS

- Talk about stories and storytelling.
- Read a story with a moral.
- Listen to a radio interview.
- Learn about storytelling.
- Write a story summary.
- Focus on the Key Competencies.



### THINK!



- 1 Where is the teenager? What is he doing?
- 2 Why do you think people read stories?



### VIDEO



- 1 What fun activity is the video about?
- 2 Which two countries are in the video?





**VOCABULARY IN CONTEXT**

**STORY VERBS**

**1** Read the first social media story post (1). Then read posts 2–6 and match them with the images (A–E) in your notebook.



**2** ...  
I arrive at school and go to my classroom. There's nobody there.  
16:55

**5** ...  
I use my mobile all the time, so I decide to make a video about my day.  
16:58

**3** ...  
But I'm hungry and I want some food. I walk to the canteen.  
16:56

**6** ...  
I show my video at the fair. My teachers tell me, 'That's very creative!' I laugh.  
16:59

**4** ...  
Then I remember! Today is our annual<sup>1</sup> Science Fair. This year's topic is 'creativity'.  
16:57



<sup>1</sup> Happening once every year

**2**  **4.01** Put the letters in the correct order to make verbs to complete the sentences in your notebook. Then listen, check and repeat.

- 1 I never **remember** (mrrermebe) the dates of school events, do you?
- 2 My parents always ... (letl) me, 'It's important to read a lot of books'.
- 3 Do you ... (akwl) to school or do you take the bus?
- 4 Do you ... (ulhga) when you watch comedy films? I do.
- 5 What's the first thing you do when you ... (rairev) at school?
- 6 Don't ... (htsuo) at your sister. That's not nice.
- 7 I often get up late on Monday mornings, and then I ... (hrus) to school.
- 8 I can't ... (eddice) what book to read next.
- 9 What do you ... (atwn) to watch, a drama or an adventure film?

**3** Copy the table in your notebook and complete with the verbs below. Then add other verbs you know to the table.

- decide
- laugh
- remember
- ~~rush~~
- shout
- tell
- walk
- want

Things you do with your ...		
<p><b>legs</b></p> 	<p><b>mouth</b></p> 	<p><b>brain</b></p> 
<p><b>rush</b></p>	<p>?</p>	<p>?</p>



**USE IT!**



**MEDIATION**

**4** Copy the table in your notebook and complete for you. Write *Yes, I do.* or *No, I don't.* Then ask and answer in pairs. Write your partner's answers in the table.

	You	Your Partner
1 Do you walk to school?		
2 Do you remember to bring your gym clothes for PE <sup>1</sup> lessons?		
3 Do you laugh when you play video games?		
4 Do you often arrive late at school?		
5 Do you want to go on a safari?		
6 Do you write stories on social media?		

**5** Write a affirmative (+) and a negative (-) sentence about your classmate in your notebook. Then tell the class your sentences.

*Daniela walks to school.*  
*She doesn't want to go on a safari. I do.*

- 1 (+) ...
- 2 (-) ...

<sup>1</sup>Physical Education.





### Peter and the Wolf



- 1** A long time ago, a man, a woman and their son, Peter, lived on a farm near a village. Peter was 13 years old, and he often helped his father on the farm.
- 2** One day, Peter decided to have some fun. He shouted, 'Wolf, wolf! Help!' The villagers rushed to help. When they arrived, they asked, 'Peter, are you OK? Are the sheep OK? Where is the wolf?' Peter laughed and laughed. He answered, 'There is no wolf. I'm just playing a trick.' The villagers were angry: 'Don't shout "wolf" when there's no wolf!' And they walked back to the village.
- 3** The next day, Peter decided to play a trick again. 'Wolf! Wolf! A wolf is attacking the sheep!' he shouted. The villagers arrived quickly, and they were angry again: 'Don't tell lies!'
- 4** A week later, there was a real wolf. Peter shouted very loudly, 'WOLF! WOLF!' But this time, nobody rushed to help, and the wolf attacked the sheep.

**1 Look at the image. Write the correct options. Use a dictionary to help you.**

The image shows a scene in <sup>1</sup> a city / the countryside. A boy is <sup>2</sup> shouting / laughing and there is a <sup>3</sup> dog / sheep next to him. We can also see a <sup>4</sup> tiger / wolf.

**2** **4.02 Read the story and listen. What is the main idea? Write the correct answer in your notebook.**

- Don't shout.
- Don't tell lies.
- Don't attack the sheep.

**3 Read the story again. Answer the questions in your notebook.**

- 1** How many people are there in Peter's family? Who are they?  
*Three. Peter, his dad and his mom.*
- 2** One day, Peter decides to shout 'Wolf' when there is no wolf. Why?
- 3** Why do you think the villagers rush to help?
- 4** The villagers rush to help the second time Peter shouts 'Wolf!', but not the third time. Why not?
- 5** How do you think Peter feels at the end of the story?

**THINK!**

In this story Peter gets a second chance, but he doesn't get a third chance. Is it OK to give people a second chance when they tell lies? Is it OK to give them a third chance? Why / Why not?





# LANGUAGE IN CONTEXT

- 1 Look at the examples below. Copy the table in your notebook and complete the sentences from the story.

## Past Simple of Regular Verbs: Affirmative

I **liked** the story about Peter and the wolf.

You **laughed** at Peter.

He often <sup>1</sup>... his father on the farm.

We **listened** to the story.

The villagers <sup>2</sup>... to help.

**Most verbs**

Add **-ed**, for example, play → **played**, walk → **walked**.

**Verb ends in -e**

Add **-d**, for example, arrive → **arrived**.

**Verb ends in consonant + -y**

Change **-y** to **-i** and add **-ed**, for example, try → **tried**.

**Verb ends in consonant + vowel + consonant**

Double the final consonant and add **-ed**, for example, plan → **planned**, stop → **stopped**.



## LOOK!



Don't forget to include the **-d** at the end of the verb when you're talking about the past. I liked the story.

- 2 Write the past simple of the verbs in your notebook. Check your answers in the story *Peter and the Wolf*.

1 live **lived**

3 shout

5 ask

2 decide

4 arrive

6 attack

- 3 Complete the story in your notebook. Use the past simple form of the verbs.

Sabina <sup>1</sup>**played** (play) video games all day at the weekends. Her friend Damla often <sup>2</sup>... (visit) her, but Sabina never <sup>3</sup>... (open) the door. One Monday, Sabina <sup>4</sup>... (decide) to stay at home to play. She shouted, 'Mom, I'm not well! Can I stay in bed?' 'OK,' her mother answered. Sabina <sup>5</sup>... (rush) to play her video game. Her mom was angry. The next day, the same thing happened. On the third day, Sabina really wasn't well. Her mother <sup>6</sup>... (shout), 'Don't tell lies! Go to school now!' At school, Damla <sup>7</sup>... (help) Sabina a lot. She <sup>8</sup>... (walk) her home, too. Sabina thanked Damla, saying, 'Thanks, you are a real friend.'



## USE IT!



### MEDIATION

- 4 Complete the sentences in your notebook so they are true for you. Use the correct form of the verbs below.

• ask • decide • help • live • visit • walk

1 In 2012, I **lived in Istanbul**.

3 Yesterday, I ...

2 Last year, I ...

4 This morning, I ...

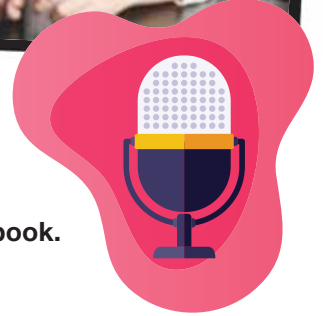
- 5 Talk to your partner about your sentences in Exercise 4.








## LISTENING AND VOCABULARY



**1**  **4.03** Look at the image. Make guesses and answer the questions in your notebook. Then listen and check.


- 1 Where are the people?
  - in a library
  - in a shopping center
  - in a studio
- 2 What are they doing?
  - asking and answering questions
  - making an album
  - studying for an exam

**2**  **4.04** Listen to the complete interview. Write the correct options in your notebook.

- 1 Anna talks about *clothes people like to wear* / *stories people talk about*.
- 2 Mystery Man is an example of a *radio program* / *an urban myth*.
- 3 *It's* / *It's not* possible to find false stories on the internet.

**3**  **4.04** Listen again and write the correct answers in your notebook.

- 1 John works ...
  - at Radio Teen.
  - with Mystery Man.
  - in a restaurant.
- 2 Mystery Man ...
  - is real.
  - has got red eyes.
  - likes photos.
- 3 Anna and John ...
  - want more urban myths.
  - wear black trousers.
  - know Mystery Man is fake.

**4**  **4.05** Read the sentences and write *T* (true) or *F* (False) in your notebook. Then listen, check and repeat the time expressions in bold.

- 1 **One day**, John Green interviewed Anna Beckett. **T**
- 2 There weren't urban myths **in the past**.
- 3 **Years ago** people talked about urban myths at school.
- 4 People read and listen to urban myths online **now**.
- 5 Anna Beckett read about Mystery Man **yesterday**.
- 6 There were false stories on the internet **last week**.





# LANGUAGE IN CONTEXT

**1** **4.06** Copy the tables in your notebook and complete with the past simple irregular verbs and the sentences from the interview. Use the words below. Then listen and check.

- believe
- read
- saw
- think

Irregular Verbs	
Infinitive	Past Simple
go	went
have	had
read	<sup>1</sup> ...
say	said
see	<sup>2</sup> ...
take	took

Past Simple: Negative
I <sup>3</sup> ... the story.
You <sup>4</sup> ... the story was true.
He <b>didn't write</b> the story.
We <b>didn't read</b> the book.
They <b>didn't post</b> the photos.

**2** Complete the sentences with the correct past simple affirmative form of the verbs in your notebook.

- I **went** (go) to Barcelona on my last holiday.
- My friends and I ... (have) lunch at school yesterday.
- Everybody in my class ... (read) the post about Mystery Man.
- Camilla ... (take) a lot of photos on her trip to Cancún.
- I wanted a different book, so I ... (say), 'Let's go to the library!'

**3** Put the words in brackets in the correct order and complete the sentences in your notebook.

- I **didn't post stories** (stories / post / didn't) about Mystery Man. I only posted true stories.
- I ... (cinema / go / the / to / didn't) yesterday. I went on Saturday.
- My friends and I ... (this / story / didn't / read) last year. We read it last month.
- My dad ... (a / take / didn't / bus) to hospital. He took a taxi.
- You ... (the / didn't / author / see) of the book, right? But I saw her.



## USE IT!



MEDIATION

**4** Write sentences that are true for you about last weekend in your notebook. Use the affirmative (+) or negative (-) form of the verbs in the tables in Exercise 1.

I **went horse riding**.

I **didn't see my friends**.

1 (+) ...

3 (-) ...

2 (+) ...

4 (-) ...

**5** Work in pairs. Take turns to read your sentences in Exercise 4. Then copy the table in your notebook and complete your partner's sentences. Start the sentences with your partner's name.

This is brilliant [ ...

This is interesting [ ...





# AROUND THE WORLD

## HISTORY



# The History of Storytelling

### 30,000 BCE

A long time ago, people painted pictures on cave walls in different parts of the world. These visual stories included animals, people and objects.



For many centuries, people didn't know how to write, and they listened to stories together. In Asia, people used paper puppets<sup>1</sup> to tell stories.



### Over 4,000 years ago

Sumerians used stones to tell the first written story in history.



### 15th century

Johannes Gutenberg from Germany invented the printing press. There were more books around and more people learned to read. At this time, many people went to the theatre, too.



### The end of the 19th century

People started going to the cinema.



### 1900–1970

People listened to stories on the radio and watched TV at home.



### 1970–1990s

A lot of new technologies arrived: video games, videotapes, DVDs and others.



### 1980–today

The internet changed how we tell stories. Now, we can watch films and television online, and we can read other people's stories on social media. People tweet, blog, post and share stories every day.

<sup>1</sup> A toy in the shape of a person or animal that you can move with strings.

- 1** Look at the timeline. Write the options to complete the sentence. Then read the text quickly to check your ideas.

In the timeline, I think there is information about ...

- clothes
- languages
- people
- dates
- objects
- places

- 2**  **4.07** Read the text and listen. Match 1–3 with a–c in your notebook to make sentences about the text.

- |  |                                   |
|--|-----------------------------------|
| 1 The history of storytelling              | a in the 20th century.            |
| 2 There were many new ways to tell stories | b started a long time ago.        |
| 3 New technologies help people             | c tell stories in different ways. |

## WORDS IN CONTEXT



- 3** Complete the sentences in your notebook with the words below.

- caves
- share
- storytelling
- written

- 1 ... is the activity of writing or telling stories.
- 2 Is this an oral or a ... story?
- 3 In pre-history<sup>2</sup>, people lived in ... .
- 4 I don't want it all for me. I want to ... it.

- 4** Read the text again. Number the events in order in your notebook from 2–8.

- |                           |                      |                  |
|---------------------------|----------------------|------------------|
| a cave paintings <b>1</b> | d the internet       | g the television |
| b first written story     | e the cinema         | h video games    |
| c paper puppets           | f the printing press |                  |

- 5** Write the correct options in your notebook.

- 1 People in pre-history painted their stories in *different countries* / *one country*.
- 2 People used *paper* / *stones* to write the first written story in history.
- 3 The inventor of the printing press was from *Germany* / *Greece*.
- 4 There *were* / *weren't* theatres in the 15th century.
- 5 In the 19th century, people *watched* / *didn't watch* films at home.
- 6 People invented the videotape and the internet *in the same year* / *in different years*.



## THINK!



In the past, people listened to stories with their friends and families. Now, we watch films and TV series alone. What is good about that? Is there anything bad?

<sup>2</sup> The time before people began to write



## VIDEO



- 1 What is the video about?
- 2 Say two things that the actors can do.





www.alwaysfavoritestories.com

HOME COMEDY DRAMA **FANTASY** MYSTERY OTHERS

- 1** *The Hobbit* is a fantasy story by Tolkien. The main character is a hobbit named Bilbo. At the beginning, he lived a quiet life in Hobbiton.
- 2** One day, a wizard named Gandalf visited Bilbo. He asked Bilbo to go with him on an adventure with some dwarves<sup>1</sup>. The dwarves wanted Bilbo to help them find their treasure.
- 3** At first, Bilbo didn't like the idea, but the adventure changed him. He went to a lot of magical places and talked to unusual creatures<sup>2</sup>.
- 4** At the end of the story, there was a big battle. After that, Bilbo went back to his home and lived a quiet life again.

**1** **4.08** Read the story summary and listen. Match paragraphs 1–4 with descriptions a–d in your notebook.

- a big, final event and conclusion
- b details about how the main character reacts to the problem
- c information about the title, author and main character
- d presentation of a problem that the main character has

**2** Match the time expressions (1–4) with the ideas they introduce in the text (a–d) in your notebook.

- |                    |  |
|--------------------|--|
| 1 At the beginning | a the main character's initial reaction to the problem   |
| 2 One day          | b the main character's situation when the story begins   |
| 3 At first         | c the main character's situation at the end of the story |
| 4 At the end       | d the problem the main character has                     |

**3** Write a story summary in your notebook.

- Choose a story you like.
- Collect information about the title, author, main character and sequence of actions.
- Find or draw an image to illustrate the story.
- Write the first version of your story summary.

**4** Exchange your summary with a partner and check their work. Use the checklist below.

- title and author
- details about the main character
- clear sequence of actions
- time expressions
- verbs in the past simple

**LOOK!**



**Sequence of Actions**

Gandalf arrived at Bilbo's house. **Then / Next** he invited Bilbo to go on an adventure.

<sup>1</sup> A person who is much smaller than the usual size  
<sup>2</sup> Any large or small living thing that can move




**WRITING**

**AROUND THE CURRICULUM**



**A Book Review**

## WHITE FANG




**BY JACK LONDON**

**Review** ★★★★★

White Fang is an adventure story from 1906. The action happens in the Yukon Territory of North Canada. At that time, a lot of people went to look for gold in the Klondike River. They used dogs to travel across the snow, usually six per sled. Wolves attacked men and dogs. Sometimes, dogs escaped and then lived with the wolves.

White Fang is a wolf dog. His mother, Kiche, is a sled dog, and his father is a wolf. The book is in three parts, and I liked it because the animals tell most of the story. Firstly, we hear from a man called Bill, then from Kiche, and finally from White Fang himself. We learn that the Yukon is a violent place, and food is difficult to find. It's hard for dogs (and wolves!) to survive. People are often cruel to each other and their animals. White Fang's life is full of problems, but his mother protects him, and he learns how to fight. There are very sad moments in the book, but White Fang survives, and the ending is a surprise.

This is an exciting book – I finished it super fast!



A man on a sled

**1** What is the review about? Tick (✓) the correct answer.

- a new book
- a classic novel
- a travel book

**2** Read the book review and complete the table.

<b>Title</b>	... <u>White Fang</u> ...
<b>Author</b>	.....
<b>Type of book</b>	.....
<b>Year</b>	.....
<b>Place</b>	.....
<b>Main characters</b>	.....
<b>Opinion of review</b>	.....

**3** Circle the one-word mistake in each sentence. Then write the correction.

- 1 In the book, people went to the Yukon to find dogs. gold
- 2 People travelled in the Yukon on sleds with horses. ....
- 3 White Fang is a wolf. ....
- 4 White Fang's father tells part of the story. ....
- 5 The Yukon was a friendly place to live. ....
- 6 White Fang survives because his friend protects him. ....



**THINK!**



The review says there are sad moments in the book. Which of these things do you think are possible? Why?

- White Fang dies in a fight.
  - White Fang's owner is cruel to him.
  - Kiche can't find food to give White Fang.
- Think of three reasons to read this book.

# REVIEW UNITS 3 AND 4

## VOCABULARY

1 Name the holiday activities (A–D) in your notebook. Then number the activities in your order of preference (1 = your favorite) in your notebook.



...



...

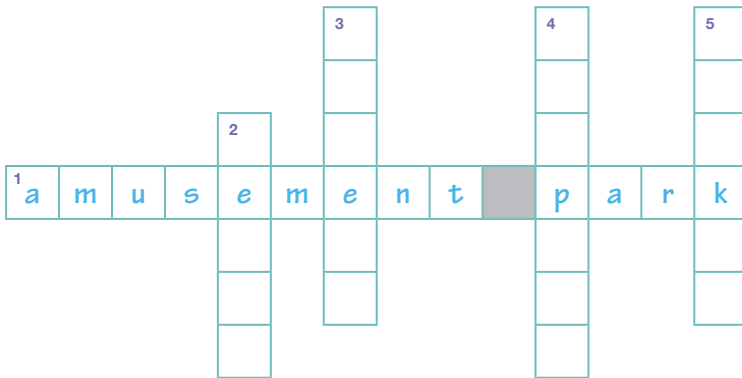


...



...

2 Look at the emojis in the messages. Copy the crossword puzzle in your notebook and complete.



### ACROSS →

1

Is there an 🎡 in your town?

### DOWN ↓

2

I like the countryside, but I prefer the 🏖️.

3

There's a nice art 🏛️ near here.

4

I always go 🏞️ near here.

5

I love to visit a street 🛍️ when I'm on holiday.

3 Complete the sentences in your notebook with the words below. Which sentences are true for you? Discuss with a partner.

- arrive
- remember
- rush
- walk

- I often ... out of the house on Monday mornings.
- I like to ... to the shopping center, but my sister prefers to take the bus.
- When I ... at school, I often hang out with my friends at the playing fields.
- I think it's important to ... to drink a lot of water during the day.

4 Put the letters in the correct order to write time expressions in your notebook. Then complete sentences a–d with the correct time expressions (1–4) in your notebook.

- in the past (ni het spta)
- ... (alts ewke)
- ... (sayre goa)
- ... (noe yad)

- In the past, people painted pictures to tell stories. We still like picture stories in the present.
- I lived near the beach when I was a child. ... my father said, 'Let's go kayaking!'
- I didn't go to the street market ... . I went there this week.
- ..., when my parents were teenagers, there was a farm here. Now there is a hotel.



# LANGUAGE IN CONTEXT

5 Write the correct options in your notebook.

**Nicolas** Hey! How <sup>1</sup>was / were your weekend?

**Paulina** It <sup>2</sup>was / were great, thanks!

**Nicolas** <sup>3</sup>Were you / You were at the beach on Saturday morning?

**Paulina** No, I <sup>4</sup>wasn't / weren't. I was at the swimming pool.

**Nicolas** <sup>5</sup>Was there / Were there many people there?

**Paulina** No, not really. But <sup>6</sup>there was / there were a problem: the water was very cold.

**Nicolas** Oh, no!

6 Complete the conversation in your notebook. Use the correct past simple form of the verbs.

Hi! I <sup>1</sup>arrived (arrive) here in Buenos Aires yesterday.

Really?

👍 Cool! How are you?

Well, we <sup>4</sup>... (go) to a restaurant, and after that, we <sup>5</sup>... (watch) a comedy show. I <sup>6</sup>... (laugh) a lot!

Fine! I <sup>2</sup>... (want) to stay in the hotel room playing video games last night, but my parents <sup>3</sup>... (have) different plans ...



7 Look at what Rafael and Julia did on their holidays (✓). Then write sentences using the correct affirmative or negative form of the past simple in your notebook.

- Rafael / go camping
- Rafael / go kayaking
- Julia / see the historic center
- Rafael and Julia / visit a street market



## Check your progress



### I CAN...

- talk about things to do on holiday
- use the past simple of *be* and *there was/were*
- talk about stories and storytelling
- use the past simple of regular and irregular verbs.



## Learn to learn



### Finding examples of new words

Find examples of new words in different places, for example: on websites, in videos, in songs or in this book. Write the examples in your notebook. Read your examples often.

Example	Where from
1 Healthy foods we saw this year.	Blog <a href="http://www.foodblogforteens.com">www.foodblogforteens.com</a>
2 They saw us at the park.	Actor in TV series 'Always on Holiday'
3 But I saw her.	My English textbook, Unit 4



# 5

## INCREDIBLE JOURNEYS



### UNIT GOALS

- Talk about means of transport.
- Read about an amazing traveller.
- Listen to a radio program.
- Learn about transport in Hong Kong.
- Interview someone about how they travelled to school in the past.
- Focus on the Key Competencies.



### THINK!



- 1 Look at the photo. What can you see?
- 2 How was travelling different 100 years ago?



### VIDEO



- 1 How did Ancient Egyptians travel on the River Nile?
- 2 What famous things did they build?



## VOCABULARY IN CONTEXT

### TRANSPORT

**1** **5.01** Read the facts about everyday journeys and write the means of transport in your notebook. Then listen, check and repeat.

• aeroplane • boat • car • ferry • motorbike • scooter • taxi • van • underground

#### /// EVERYDAY JOURNEYS ///



Metro, the <sup>1</sup>underground system in São Paulo, takes 5.2 million passengers every day.

The Airbus A380 is very large <sup>2</sup>... .  
It can take 850 passengers!



The electric <sup>3</sup>... is popular for short journeys in cities.

People all over the world get to work and school by <sup>4</sup>... . In China, there are almost 200 million!



In the UK and many other countries, millions of children use a <sup>5</sup>... to get to school.

In Giethoorn in the Netherlands, there aren't roads.  
You can travel by <sup>6</sup>... .



You can take a <sup>7</sup>... anytime on the streets of New York. There are 13,587 yellow cars.

Many families travel by <sup>8</sup>... in Thailand.  
There are around 20 million in the country.



Can you get from Europe to Asia in 20 minutes? Yes! Take a <sup>9</sup>... across the Bosphorus Strait in Istanbul, Türkiye.

**2** **5.02** Listen and match situations 1–5 with the means of transport a–e in your notebook.

- |             |               |        |
|-------------|---------------|--------|
| a aeroplane | c ferry       | e taxi |
| b bike 1    | d underground |        |

3 Write the means of transport the people are about to use in your notebook. Use the words below.

- bike
- boat
- bus
- car
- motorbike
- train



bus



...



...



...






...



...

4 Copy the table in your notebook and complete with the means of transport from Exercises 1–3. Then write two more words in each column. Use a dictionary to help you.

 Land	 Air	 Water
car	?	?



**USE IT!**



**MEDIATION**

5 Copy the table in your notebook and complete with your answers.

	My Answers	My Classmate's Answers
1 means of transport you use every week		
2 how you get to school		
3 how you get to the supermarket		
4 favorite car color		
5 means of transport you like to use		
6 means of transport you never use		

6 Work in pairs. Take turns to share your information from Exercise 5. Write your classmate's answers in the table.

The means of transport I use every week is a bike. What about you?

I use the bus.





# READING



## AMAZING TRAVELLERS

### Fact sheet #22 – Nellie Bly (1864–1922)

Who was Nellie Bly?

She was an American journalist. She travelled around the world in 72 days from 1889 to 1890.

What was the motivation for her journey? Jules Verne's book *Around the World in Eighty Days*.

Where did she grow up? She grew up in Pennsylvania. Her family was poor. Her father died when she was six.

How did she become a journalist? When Bly was 18, she wrote a letter to a newspaper. The editor liked her letter and offered her a job. In 1887, she started to work for a famous newspaper, the *New York World*.

When did she start her journey?  
On 14 November 1889, at 9:40 am. Bly left New Jersey on a ship to England – the first of many ships on her journey.

When did she arrive back?  
On 25 January 1890. Her journey took 72 days, 6 hours, 11 minutes and 14 seconds. It was a world record!



Did you know?

- The *New York World* made a board game about her journey.
- She took only one suitcase!

### 1 Look at the fact sheet. Write *T* (true) or *F* (false) in your notebook.

The fact sheet ...

- 1 is biographical.
- 2 is organised into long paragraphs.
- 3 is organized into questions and answers.
- 4 has images.

### 2 5.03 Read the fact sheet and listen. Then complete the sentences in your notebook with the words below. There are six extra words.

- board game
- book
- England
- father
- mother
- film
- newspaper
- ship
- train
- the United States
- 1864
- 1887

- Nellie Bly was a journalist from *the United States*.
- The motivation for her journey was a ... .
- Her ... died when she was a child.
- She started to work for the *New York World* in ... .
- To start her journey, Bly travelled by ... to England.
- In the 19th century, there was a ... about her journey.

### 3 Read the fact sheet again. Match a–f with 1–6 in your notebook.

- |                    |   |
|--------------------|---|
| a 1864 4           | 1 number of days of an around-the-world journey in Jules Verne's book |
| b 72               | 2 number of suitcases Nellie Bly took on her journey                  |
| c 80               | 3 date Nellie Bly finished her journey                                |
| d 14 November 1889 | 4 year Nellie Bly was born  |
| e 25 January 1890  | 5 number of days of Nellie Bly's around-the-world journey             |
| f 1                | 6 date Nellie Bly started her journey                                 |



## THINK!



Imagine you are Nellie Bly. You can take only one small suitcase on your around-the-world journey. What do you pack?







**LANGUAGE IN CONTEXT**

- 1** Look at the examples below. Copy the table in your notebook and complete the sentences from the fact sheet.

Past Simple of Regular and Irregular Verbs: Questions and Answers	
Yes/No Questions (?)	Short Answers
<p><b>Did I write</b> about Nellie Bly?  <b>Did you know</b> she was a journalist?  <b>Did she travel</b> by train?  <b>Did we read</b> the newspaper?  <b>Did they like</b> Bly's story?</p>	<p>Yes, I <b>did</b>. / No, I <b>didn't</b>.                      Yes, you <b>did</b>. / No, you <b>didn't</b>.                      Yes, she <b>did</b>. / No, she <b>didn't</b>.                      Yes, we <b>did</b>. / No, we <b>didn't</b>.                      Yes, they <b>did</b>. / No, they <b>didn't</b>.</p>
Wh- Questions (?)	Answers
<p><b>Where</b> <sup>1</sup>... she ... up?  <b>How</b> <sup>2</sup>... she ... a journalist?  <b>When</b> <sup>3</sup>... she ... her journey?</p>	<p>In Pennsylvania.                      She wrote a letter to a newspaper.                      On 14 November 1889.</p>

- 2** Write Yes/No questions in your notebook.

- 1 *Did* you *go* to the cinema last night? (go)
- 2 ... Sanan ... the film with you? (watch)
- 3 ... the students ... Nellie Bly's biography? (read)
- 4 ... Nellie Bly ... to Brazil? (travel)



**LOOK!**

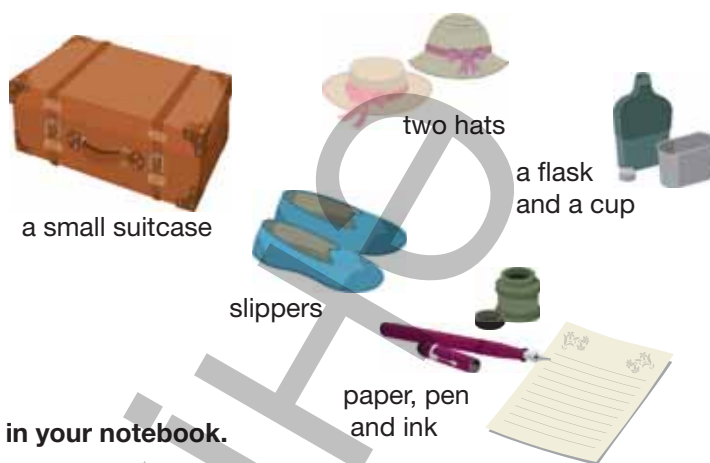


Use the infinitive form of the verb in questions.

Did you **go** to school by bus?

- 3** Look at the list of things Nellie Bly took on her journey. Write questions in your notebook.

- 1 Nellie Bly / take / a big suitcase / ?  
*Did Nellie Bly take a big suitcase?*
- 2 How many / hats / have / in her suitcase / ?
- 3 she / put / slippers / in her suitcase / ?
- 4 What / she / use / to carry water / ?
- 5 How / she / write / during her journey / ?



- 4** Write the answers to questions 1–5 in Exercise 3 in your notebook.

- 1 *No, she didn't. She took a small suitcase.*



**USE IT!**



**MEDIATION**

- 5** Work in pairs. Ask and answer the questions about a real or imaginary journey.

- 1 Where / you / go / ?
- 2 How / you / get / there / ?
- 3 What / you / see / ?
- 4 What / you / take / ?

Where did you go?

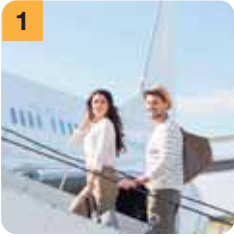




## LISTENING AND VOCABULARY

1 5.04 Complete actions 1–7 in your notebook with the verbs below. Then listen, check and repeat.

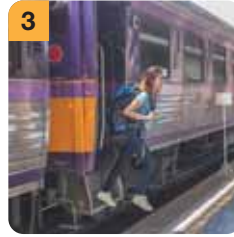
- board
- drive
- get (x 2)
- miss
- ride
- take
- wait



board an aeroplane



g... on / t... the train



g... off the train



m... the bus



w... for the bus



d... a car



r... a bike

2 Look at the two cities on the map. Can you guess how long the journey between them took in the 1920s?

- 11–14 hours
- 8–10 days
- 2–3 months



3 5.05 Listen to the radio program. Was your guess in Exercise 2 correct? Write the five means of transport the presenters mention in your notebook.

1 *aeroplane*

3 ...

5 ...

2 ...

4 ...

4 5.05 Listen again. Write *T* (true) or *F* (false) in your notebook.

In the 1920s, ...

1 it was difficult to travel. *T*

4 people often travelled by aeroplane.

2 cars were very popular.

5 a journey across the Atlantic took several days.

3 people planned their journeys.

6 people took buses from Southampton to London.





**LANGUAGE IN CONTEXT**

- 1** Copy the table in your notebook and complete with sentences from the radio program. Use *could* or *couldn't*.

Could for Ability in the Past					
Affirmative (+)			Negative (-)		
I / You / He / She / It / We / They	1...	take around ten days.	I / You / He / She / It / We / They	2...	travel quickly.
Yes/No Questions (?)			Short Answers		
Could	I / you / he / she / it / we / they	travel by aeroplane?	Yes, / No,	I / you / he / she / it / we / they	could / couldn't.

- 2** Complete the sentences with *could* or *couldn't* in your notebook.

- |   |   |
|---|---|
| 1 I <i>couldn't</i> dance well when I was five. (-)     | 4 Leyla ... take the bus to school last year. (+) |
| 2 My cousins ... drive a car when they were 19. (+)     | 5 The students ... read fast. (-)                 |
| 3 My teacher ... speak English in secondary school. (+) | 6 We ... do our homework. It was difficult. (-)   |

- 3** Write questions for an interview in your notebook. Use *can* or *could* and the ideas in 1–6.

Now	1 go to the cinema alone 	2 take a bus alone 	3 swim 
	4 play volleyball 	5 ride a bike 	6 read long books 
Five years ago			

1 Can you go to the cinema alone now?



**USE IT!**



**MEDIATION**

- 4** Work in pairs. Take turns to ask and answer the questions in Exercise 3. Write your partner's answers in your notebook.
- 5** Work with a different partner. Take turns to share your classmate's answers from Exercise 4.

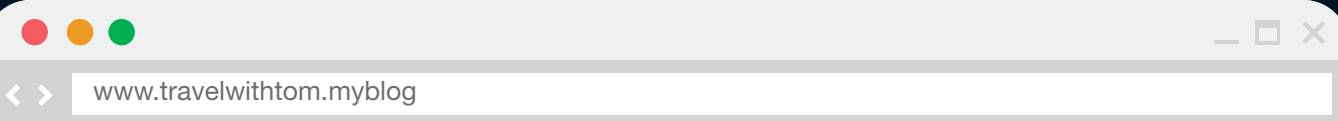
Sabina can go to the cinema alone.

Mark couldn't ride a bike five years ago.





# AROUND THE WORLD



ABOUT ME TRAVEL TIPS POSTS **REVIEWS** CONTACT ME

21 June

## GETTING AROUND ... HONG KONG WITH TOM!

Hong Kong Island is a fantastic place, with almost eight million inhabitants<sup>1</sup>. But it's easy for tourists to use public transport! I could visit all the places in the city during my week there.



### Transport in Hong Kong

Getting around score: ★★★★★

- 1 The Mass Transit Railway (MTR) is a very popular transport system. It combines **the underground, trains and trams**.



A tram going to Victoria Peak.



Some trams have got two decks<sup>2</sup>, like buses in London.

- 2 A tram takes people to Victoria Peak, a famous mountain. The tram started to work in 1888.

- 3 Cars drive on the left, like in the United Kingdom. I couldn't drive there, but that was OK.



- 4 Escalators and moving walkways connect one part of the city to another, high on the mountain.



People using a moving walkway.

- 5 You can't eat or drink on the MTR trains or in the stations.



- 6 Taxis from different areas of the island have got different colors – red, green and blue.



Red taxis

- 7 You can get from Hong Kong to China by train, plane or car, but many people prefer to take the ferry. I took the ferry across the harbor to Shenzhen and had a great time.



↓ Comments 25



Buy tickets for the ferry to Shenzhen!

<sup>1</sup> A person or animal that lives in a special place

<sup>2</sup> Floors






**1** Look at the review of Hong Kong. Write the correct options in your notebook.

- 1 The review presents interesting information about *public transport / activities* in Hong Kong.
- 2 Tom wrote the review for *Hong Kongers / visitors*.

**2** What elements show the text is a review?

- star rating
- comments
- link to buy tickets

**3**  **5.06** Read the blog and listen. Match items 1–7 in the review with questions a–g in your notebook.

Which item ...

- a is about food and drink on public transport? **5**
- b mentions similarities<sup>1</sup> between Hong Kong and the United Kingdom?
- c is about two unusual means of transport?
- d mentions colors as a way to organize public transport?
- e mentions a means of transport from the 19th century?
- f mentions how people can travel from Hong Kong to another territory?
- g is about a combination of means of transport?

**4** Read the blog again. Answer the questions in your notebook.

- 1 How many people live in Hong Kong?  
*Almost eight million people.*
- 2 What is the score for public transport in Hong Kong?
- 3 What means of transport can you use to visit Victoria Peak?
- 4 What can't you do on the MTR trains?
- 5 What is a popular means of transport between Hong Kong and China?

**WORDS IN CONTEXT** 

**5** Match 1–4 with A–D in your notebook.

- 1 escalator
- 2 harbor
- 3 mountain
- 4 railway



<sup>1</sup>The fact that people or things look or are the same



**THINK!**



Imagine you are a tourist in Hong Kong. What other information about transport do you need?



**VIDEO**

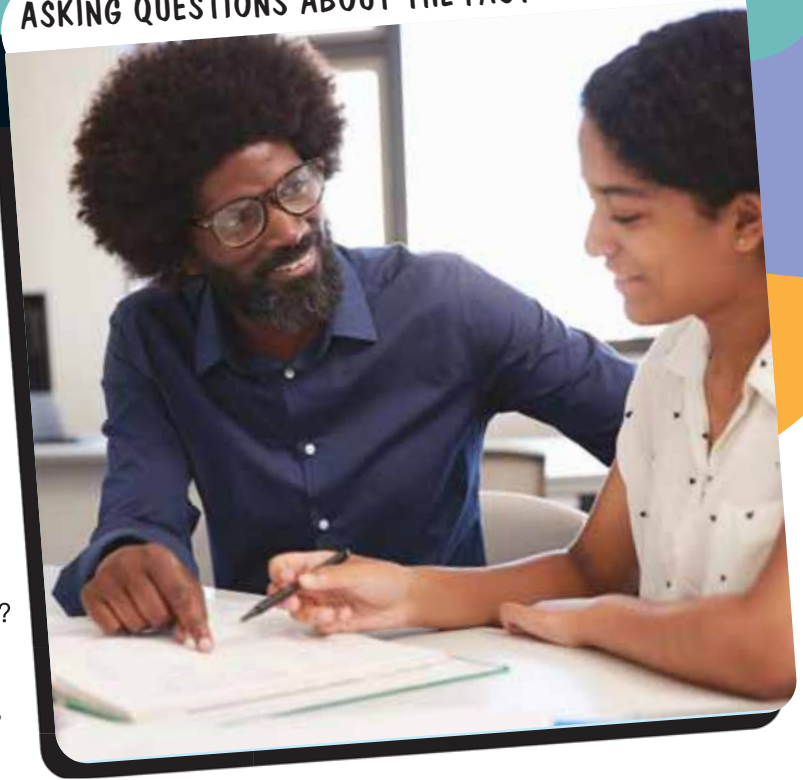


- 1 Why is traffic a problem?
- 2 Which countries are in the video?



## SPEAKING

### ASKING QUESTIONS ABOUT THE PAST



- 1** **5.07** Read and listen to Louisa asking her uncle some questions. What two means of transport do they talk about?

**Louisa** **Uncle Jake**, can I ask you some questions?

**Uncle Jake** Sure!

**Louisa** How did you get to school when you were ten years old?

**Uncle Jake** I **took the school bus**.

**Louisa** Interesting ... Was the journey long?

**Uncle Jake** **No, it wasn't.**

**Louisa** Did you ever **ride a bike** to school?

**Uncle Jake** **No, I didn't. I couldn't ride a bike.**

**Louisa** OK. Thank you.

## LIVING ENGLISH

- 2** Read the dialogue in Exercise 1 again. Write the correct expressions in your notebook.

What do you say when you want to ...

- 1 check if you can ask questions?
- 2 agree with something?
- 3 show interest in a conversation?

- 3** **5.08** Listen, check and repeat the expressions.

- 6** **5.07** Listen to the dialogue again. Then practice with a partner.

- 7** **Role play a new dialogue. Follow the steps.**

- 1 Interview your partner about how they travelled to school when they were ten years old.
- 2 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebook.
- 3 Practice your dialogue with a partner.
- 4 Present your dialogue to the class.

## PRONUNCIATION

- 4** **5.09** Listen to the sentences about Louisa's uncle. Pay attention to the pronunciation of **-ed** in the past simple.

- 1 He worked for a newspaper. He liked his job.
- 2 He started his journey in March. He boarded a ship.
- 3 He travelled to China. He arrived in May.

- 5** **5.09** Listen again and repeat.

 PRACTICE EXTRA

 **READING**

## OUR GREAT TRAIN ADVENTURE!

**1** Look at the title and the table. Answer the questions in your notebook.

- Which three countries did this train go through?
- Which four main towns did the train go through?

**2** Read the travel journal and listen. Check your answers to Exercise 1.

### The Trans-Mongolian Express

→ **Tuesday 21 March** Our trip started in Moscow. It was Tuesday night when we got on the train. There were a lot of people at the station. At 23:45, the train left Moscow.

→ **Wednesday 22 March** The train stopped at different stations. It was night again when we stopped at Perm. It's famous for its ballet and literature.

→ **Thursday 23 March and Friday 24 March**

After 25 hours, we arrived at Yekaterinburg, on the border<sup>1</sup> between Europe and Asia. Then we travelled across Siberia.

→ **Saturday 25 March and Sunday 26 March**

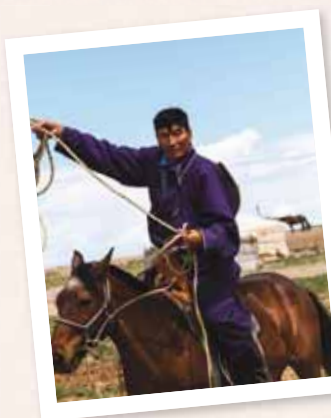
We stopped at Irkutsk and saw the amazing Lake Baikal. We crossed the Russian-Mongolian border and arrived at Ulaanbaatar, the capital of Mongolia. When we travelled through the Gobi desert, we saw people on horseback.

→ **Monday 27 March** The train crossed the mountains, and we saw the Great Wall of China. Six nights and seven days later, we arrived in Beijing. It was a fantastic experience!

We decided to take the Trans-Mongolian Express train to see the small towns and villages of Siberia. We were very excited!

There were often people selling food and drink at the stations, but we ate on the train. There was a Russian restaurant while the train was in Russia and a Mongolian restaurant in Mongolia. Then it changed to a Chinese restaurant in China. We tried a lot of different foods!

Russia	Moscow	0 km
	Perm	1,378 km
	Yekaterinburg	1,777 km
Mongolia	Irkutsk	5,152 km
	Ulaanbaatar	6,265 km
China	Beijing	7,621 km



<sup>1</sup> A line between two countries, states, etc.

**3** Read the travel journal again and answer the questions in your notebook.

- Where did the journey start?  
in *Moscow*
- What did they see near Irkutsk?
- What did they see in the Gobi desert?
- Where did the writer eat?

**4** Answer the questions in your notebook.

- Which day of the week did they leave Moscow? *Tuesday*
- What was the distance between Yekaterinburg and Irkutsk?
- How far did they travel from Ulaanbaatar to Beijing?
- How many days did it take to get to in Ulaanbaatar?
- How far did they travel from Moscow to Beijing?



### THINK!



Why do some people prefer to travel long distances by train? Do you? Where can you travel to by train in your country?

# HEROES MAKE A DIFFERENCE



## UNIT GOALS

- Talk about personality and feelings.
- Read about an everyday hero.
- Listen to an interview.
- Learn about the Olympic Games.
- Write a social media post.
- Focus on the Key Competencies.



## THINK!



- 1 Do you think firefighters are heroes? Why?
- 2 What kind of person can be a hero?



## VIDEO



- 1 Name two famous heroes in the video.
- 2 Where is Yash Gupta from?





**VOCABULARY IN CONTEXT**

**PERSONALITY ADJECTIVES**

1 6.01 Complete the title of the fact file and describe the athletes in your notebook with the words below. Then listen, check and repeat.

- amazing
- boring
- brave
- clever
- friendly
- funny
- kind
- lazy
- strong

1   A  M  A  Z  I  N  G   **PEOPLE**



**A**

**Serena Williams**

can speak English, Spanish, French and some Italian.

2 ...

**Wow!** Gold medal in the 2012 Olympics.



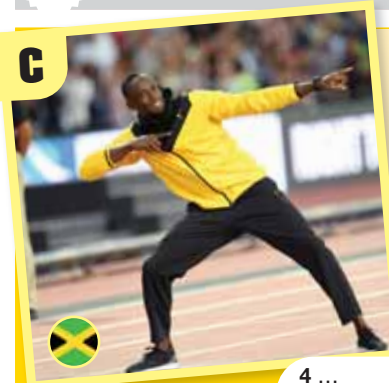
**B**

**Sérgio Santos (Serginho)**

loves to talk to his fans.

3 ...

**Wow!** Volleyball Olympic Champion in 2004 and 2016.



**C**

**Usain Bolt**

did a special pose when he won a race.

4 ...

NOT 5 ...

**Wow!** Olympic gold in 100 m and 200 m in three Olympic Games.



**D**

**Carissa Moore**

is a surfer. She surfs on most days and she wins a lot of competitions.

6 ...

NOT 7 ...

**Wow!** First athlete to win a Triple Crown Event at age 16.



**E**

**Henry Wanyoike**

helps other people with eye problems in Kenya.

8 ...

**Wow!** First African to win a Paralympic gold medal (5,000 m in Sydney 2000).



**F**

**Yusra Mardini's**

boat had an accident and she helped save the other people.

9 ...

**Wow!** Yusra left Syria by boat in 2015 because of the war. She was in the first Refugee Olympic team in Rio 2016.

**2 Match 1–9 with a–i in your notebook.**

- |  |                                       |
|--|---------------------------------------|
| 1 Sara only talks about swimming. <b>a</b>   | <b>a</b> She's really <b>boring</b> . |
| 2 Roger Federer often talks to his fans before practice.                                 | <b>b</b> He's not <b>lazy</b> .       |
| 3 Beatriz Ferreira is a world boxing champion.   | <b>c</b> He's so <b>funny!</b>        |
| 4 My cousin is an athlete. He wakes up at 4 am every day to practice.                    | <b>d</b> He's really <b>amazing!</b>  |
| 5 Serena Williams speaks a lot of languages.   | <b>e</b> He's very <b>friendly</b> .  |
| 6 Yusra Mardini shares her stories on social media to help other refugees <sup>1</sup> . | <b>f</b> She's really <b>kind!</b>    |
| 7 Shaquille O'Neal's posts on social media always make me laugh.                         | <b>g</b> She's very <b>clever</b> .   |
| 8 Michael Phelps has got 28 Olympic medals.  | <b>h</b> She's really <b>strong</b> . |
| 9 Marta left her family when she was 14 to play professional soccer.                     | <b>i</b> She's very <b>brave</b> .    |

**3 Copy the table in your notebook and complete with the words in bold in Exercise 2.**

How often do these words describe you?		
Always	Sometimes	Never
?	?	?



**USE IT!**



**MEDIATION**

**4 Write sentences about you and four other people in your notebook. Use the words in bold in Exercise 2 and *always, sometimes or never*.**

- 1 I ...
- 2 My best friend ...
- 3 (a member of your family) My ...
- 4 (a teacher) My ...
- 5 (a celebrity) ...

**5 Work in pairs. Read your sentences in Exercise 4 to your partner. Make comments about your classmate's sentences.**

I'm funny. I always make my friends laugh.

- I know!
- I agree.
- No way!
- Really!?
- Yeah.

<sup>1</sup> A person who leaves his/her home or country during a war

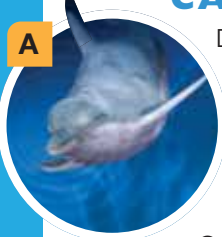





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### CAN WE SEE WITH OUR EARS?

**A**  Daniel Kish can't see: he went blind when he was a baby, but he learned to use sound to become more independent.<sup>1</sup>


**B**  When he was a teenager, Daniel wanted to ride a bike like his friends. He decided to learn by riding next to a wall. Soon, he was riding his bike to school.

One day, a clever friend was watching Daniel. He felt something amazing: Daniel wasn't using his eyes to see; he was making clicking sounds and using his ears to 'see' objects around him.

**Dolphins make similar sounds to locate fish:** the sound travels through the water until it hits a fish. The sound bounces off the fish and returns to the dolphin. **This technique is called echolocation, and bats also use it.**

Using echolocation, Daniel knows the size and position of an object so he can 'see' it in his head.

**Now, Daniel travels around the world talking about echolocation.** He believes anyone can use the technique! Daniel helps other blind people to learn so they can enjoy activities such as cycling, camping and cooking, just like he does. He is an everyday hero!

**C** 

**1** Look at the text. Then write the correct options.

The text is a *biography* / *an article about a clever and kind person* / *an amazing athlete*.

**2** Match the blue sentences in the text with images A–C in your notebook.

**3**  6.02 Read the text and listen. Number these details in order 1–4 in your notebook.

- a what echolocation is and how it works ...
- b what Daniel's friend saw when he rode his bike ...
- c how Daniel learned to use echolocation ...
- d what Daniel does now and what he thinks ...

**4** Read the text again. Write *T* (true) or *F* (false) in your notebook. Then correct the false sentences.

- 1 When Daniel Kish was born he couldn't see. **F**  
*He went blind when he was a baby.*
- 2 Daniel makes clicking sounds when he wants to 'see' something.
- 3 Daniel doesn't like to teach other people how to use echolocation.
- 4 Blind people can use echolocation to talk to animals.

<sup>1</sup> Free



**THINK!**



Why is Daniel an everyday hero? Do you agree with this description? Why / Why not? What can you do to be an everyday hero?





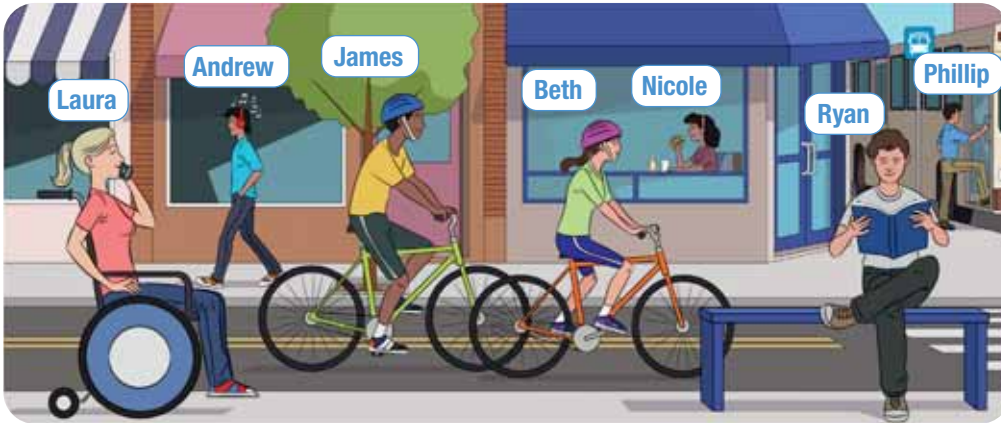
# LANGUAGE IN CONTEXT

- 1 Look at the examples below. Copy the table in your notebook and complete with the sentences from the article.

Past Continuous	
Affirmative (+)	Negative (-)
I <b>was using</b> clicking sounds.	I <b>wasn't looking</b> at the objects.
You <b>were using</b> your ears to 'see'.	You <b>weren't talking</b> about bats.
He... his bike to school.	Daniel... his eyes.
It was becoming famous.	It wasn't becoming famous.
We <b>were riding</b> our bikes to school.	We <b>weren't taking</b> the bus to school.
They <b>were learning</b> about echolocation.	They <b>weren't having</b> a science lesson.

- 2 Look at the image. What were the people doing last Saturday? Write sentences using the past continuous form of the verbs in your notebook. Use the verbs below.

eat • get • listen • read • ride • use



## LOOK!



We don't use contractions in the affirmative form of the past continuous.

On Thursday, he **was** wearing jeans.

- Andrew *was listening to music*.
- Beth and James ... .
- Phillip ... .
- Laura ... .
- Ryan ... .
- Nicole ... .

- 3 Complete the sentences in your notebook with the past continuous negative form of the verbs.

- You *weren't wearing* (wear) blue trousers yesterday.
- The teachers ... (talk) to the students.
- The dolphin ... (sing).
- Abigail ... (read) about bats.



## USE IT!



MEDIATION

- 4 Complete the sentences in your notebook with the past continuous so they are true for you. Then tell your partner.

- I ... at 6 am yesterday.
- I ... at 4 pm last Saturday.
- This time a week ago, I ... .







## LISTENING AND VOCABULARY



1 **6.03** Match emojis 1–8 with the words below in your notebook. Then listen, check and repeat. How is the superhero avatar feeling?

- cross<sup>1</sup>
- bored
- excited
- happy
- sad
- surprised
- tired
- worried



### Create Your Superhero Avatar

#### Feelings

- |   |       |   |     |
|---|-------|---|-----|
| 1 | happy | 5 | ... |
| 2 | ...   | 6 | ... |
| 3 | ...   | 7 | ... |
| 4 | ...   | 8 | ... |

2 **6.04** Listen to an interview with Ben and write the correct option in your notebook.

In the interview, Ben tells a story about a day when ...

- he met a superhero.
- he did something amazing.
- he travelled in an ambulance.

3 **6.04** Which three words did you hear in the interview? Listen and write in your notebook.

- sad
- tired
- bored
- surprised
- worried
- cross

4 **6.04** Listen again and number the events in order from 2–7 in your notebook.

- |                                |   |
|--------------------------------|---|
| a Ben was walking to school. 1 | e He was late.                            |
| b He rang for an ambulance.    | f He saw a man in the middle of the road. |
| c He got to school.            | g A woman helped.                         |
| d He shouted for help.         |   |

5 **Complete the sentences in your notebook with the words below.**

- amazing
- cross
- boring
- happy
- tired
- worried

- Ben's teacher was **cross** because Ben was late for school.
- Ben was ... because it was a Monday morning.
- Ben was ... because the man wasn't moving.
- The interviewer was ... to know that the man was OK.
- The teenager's actions were ... because he saved a man's life.
- At the end of the day, Ben thought, 'It wasn't a ... Monday.'

<sup>1</sup> Angry





# LANGUAGE IN CONTEXT

- 1 Copy the table in your notebook and complete the questions and answers from the interview. Use *was/were*.

Past Continuous: Questions and Answers		
Yes/No Questions (?)	Short Answers	
Was I <b>saving</b> a man's life?	Yes, I <sup>1</sup> ... .	No, I <b>wasn't</b> .
<sup>2</sup> ... you <b>walking</b> to school?	Yes, you <b>were</b> .	No, you <b>weren't</b> .
Was he/she <b>lying down</b> in the road?	Yes, he/she <b>was</b> .	No, he/she <b>wasn't</b> .
Was it raining at 8 am yesterday?	Yes, it <b>was</b> .	No, it <b>wasn't</b> .
Were we <b>listening</b> to the right program?	Yes, we <b>were</b> .	No, we <b>weren't</b> .
Were they <b>talking</b> to a 13-year-old?	Yes, they <b>were</b> .	No, they <b>weren't</b> .
Wh- Questions (?)	Answers	
What <sup>3</sup> ... he <b>doing</b> ?	He wasn't moving.	
How <b>was</b> Bruno <b>feeling</b> ?	He was so worried.	
Where <b>were</b> Bruno and the woman <b>helping</b> the man?	In the middle of the road.	

- 2 Complete the mini dialogues in your notebook. Use the correct affirmative or negative form of *was/were*.

- |   |                  |
|---|------------------|
| 1 A ... you talking to your teachers yesterday afternoon? | B Yes, I ... .   |
| 2 A ... the man moving?                                   | B No, he ... .   |
| 3 A ... you and Huseyn helping Sevil last night?          | B Yes, we ... .  |
| 4 A ... Kamran and the woman laughing?                    | B No, they ... . |

- 3 Put the words in the correct order to make questions in your notebook. Then match questions 1–4 with answers a–d.

- |   |  |
|---|--|
| 1 was / interview / in / the / Why / the / laughing / athlete / ? d | a to the stadium                       |
| Why was the athlete laughing in the interview?                      | b their teachers                       |
| 2 going / were / they / Where / ?                                   | c That he was very worried.            |
| 3 man / What / saying / the / was / ?                               | d Because the reporter was very funny. |
| 4 was / Who / the / helping / children / ?                          |  |



## USE IT!



### MEDIATION

- 4 Work in pairs. Think about what you were doing at these times yesterday: 8 am, 1 pm, 9 pm. Take turns to do actions and ask and answer. Change the words in blue.

At 9 pm, were you **doing your homework**?

No, I wasn't.

Were you **playing the piano**?

Yes, I was!





# AROUND THE WORLD

## PHYSICAL EDUCATION



### THE OLYMPIC GAMES: A SHORT HISTORY



#### Origins

The Olympic Games started in **Olympia, Greece** about 3,000 years ago. There were games every four years in the summer until the Roman Emperor, Theodosius, stopped them in the 4th century CE. The Olympic athletes were great heroes to the Greek people.

#### Modern games

The first modern Olympic Games were in Athens in 1896, but women couldn't participate until Paris 1900. There are Summer and Winter Olympic Games every four years. The first **Paralympic Games** were in Rome, Italy, in 1960. Olympic athletes work a lot and motivate other people.

#### Some Sports Events in Ancient Greece

- ◆ **Discus and javelin:** similar to sporting events with the same name in modern times.
- ◆ Long jump: athletes had weights called halteres when they jumped.
- ◆ Equestrian sports: horse races and chariot races.

#### Fun Facts

- ◆ Winners didn't get medals. The prize was a **crown of leaves**.
- ◆ People didn't take note of times or distance results.
- ◆ Athletes didn't wear clothes during competitions.



A



...

B



...

C



...

D



...

1 Look at the fact file. Match images A–D in your notebook with the phrases in blue.

2  6.05 Read the fact file and listen. Write the sentences that are true for you.

- |  |                                 |
|--|---------------------------------|
| 1 The images helped me understand the text.        | 3 I learned something new.      |
| 2 There is some information I knew before reading. | 4 There was something funny.    |
|  | 5 I was surprised by something. |

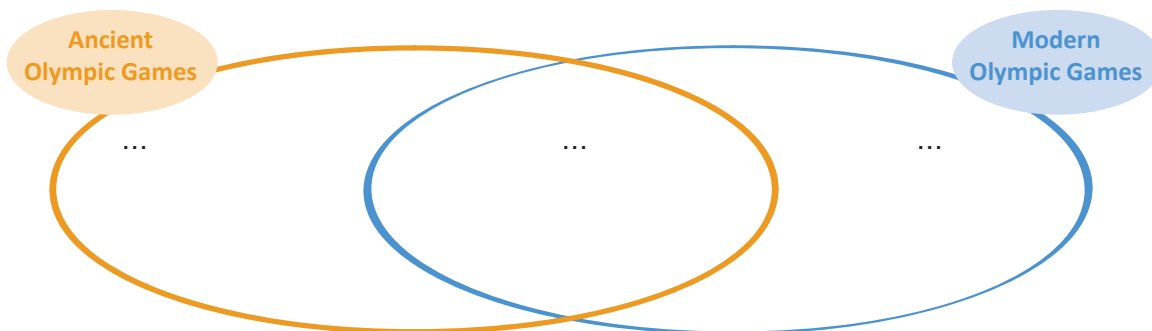
## WORDS IN CONTEXT

3 Match the phrases in bold (1–4) with the words and phrases (a–d) in your notebook.

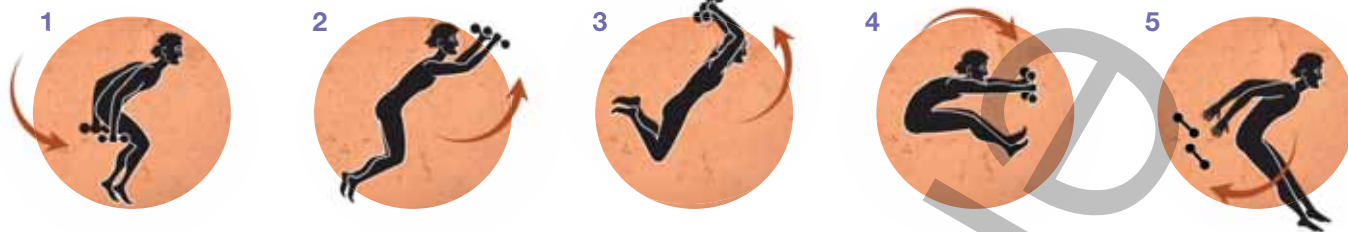
- |   |  |
|---|--|
| 1 The athletes trained <b>from the beginning to the end of</b> the night. | a prize                                |
| 2 In the ancient Olympics, people used a <b>vehicle with two horses</b> . | b chariot                              |
| 3 Women couldn't <b>compete</b> in the games at first.                    | c during                               |
| 4 The winners get a <b>valuable thing</b> .                               | d participate in a race or competition |

4 Copy the diagram in your notebook and complete with the phrases below.

- crown of leaves
- discus throwing
- female athletes
- medals for winners
- summer games



5 Match images 1–5 with actions a–e in your notebook. What sport from the fact file do the images show?



- |  |                                       |
|--|---------------------------------------|
| a Jump: with arms up.                      | d In the air: move arms to the front. |
| b Finish jump: throw <i>halteres</i> down. | e Start: hold <i>halteres</i> down. 1 |
| c Prepare for jump: move arms.             |                                       |



## THINK!

Olympic athletes were great heroes to the Greek people. Do you think modern athletes are great heroes? Why / Why not?



## VIDEO

- 1 Say two things superheroes can do.
- 2 What famous poet is in the video?





## WRITING

The screenshot shows a social media interface. At the top, there's a search bar with 'Everyday heroes' and a profile for 'Matt Smith'. The main content is a post by Matt Smith, dated '1 day ago'. The post text reads: 'My soccer manager is a hero to me. I can tell a lot of stories about her, but what she did at our match last weekend was very special. We were winning the game 1-0. The other team wasn't playing badly, but we were playing really well. At the end of the match, we won 3-0, and I could see that one of their players was really sad. We were celebrating our victory, but Laura, our manager, walked towards that player. She said to him, 'Don't be sad, you played very well, there's always the next match.' He looked at her and smiled. Isn't she a hero? #everydayheroes'. Below the text are icons for heart, thumbs up, share, and comment. On the left, there's a sidebar for the 'Everyday heroes' group with 23 participants and links for About, Discussion, Members, Events, and Photos.

### 1 Look at the post. Write the correct answers in your notebook.

- 1 Who wrote the post?
  - Laura
  - Matt Smith
- 2 Where can we read the post?
  - on a social media group
  - on the author's blog
- 3 How can we respond to the post? (There is more than one possible answer.)
  - recording an audio
  - sharing the post
  - writing a comment

### 2 6.06 Read the post and listen. Match 1-5 with a-e in your notebook.


- 1 The first sentence **c**
  - 2 The second sentence
  - 3 'We were winning the match 1-0.'
  - 4 The question 'Isn't she a hero?'
  - 5 The hashtag (#) 'everydayheroes'
- a introduces a specific event.
  - b helps readers to find other posts about everyday heroes.
  - c introduces the person the author is writing about.
  - d invites the reader to respond to the post.
  - e gives details about a specific event.

### 3 Write a social media post about a personal hero in your notebook.

- 1 Choose a person to write about.
- 2 Find information about the person.
- 3 Find or draw an image of the person to illustrate your post.
- 4 Write the first version of your post. Use vocabulary from the unit.

### 4 Exchange your post with a partner and check their work. Use the checklist below.

- details about the person
- clear sequence of ideas
- verbs in the past continuous

**LOOK!**  We use different words to refer to people.

**My soccer manager** is a hero to me.  
I can tell a lot of stories about **her**.

 **READING**

**SPECTACULAR SPORTS (You Didn't Know About!)**

⏪
⏩
+

—
□
×

**Unusual school sports** Home | Unusual School Sports | Sepak Takraw


**A** *Sepak takraw* is my favorite sport! It's the national sport of my country, Malaysia. Here, many boys and girls play it at school.


**B** *Sepak takraw* literally means 'kickball'. It's like volleyball, but the big difference is that players can't touch the ball with their hands or arms. They can only use their feet, knees, head and chest to hit the ball. There are usually three players on each team.

**C** I started playing *sepak takraw* last year at school. It's not easy! At first, I couldn't kick the ball in the air as it was really difficult. But now I can hit the ball over the net with my chest or foot. It's really fun!

**D** The sport probably started in Malaysia in the 15th century, and then became popular in other Southeast Asian countries. Each country had a different version with different rules. In 1940, they made standard rules for international competitions. Now there's a World Cup every year, and in 1990, it became a sport in the Asian Games.

**E** The last international game I saw was really exciting. Malaysia were losing, but then our best player scored four points and we won! *Sepak takraw* is awesome – why don't you watch a video online?



**QUICK FACT:**  The *sepak takraw* ball is small and light, and it has got 12 holes.

**1 This website is for people interested in:**

- volleyball.
- going to Southeast Asia.
- unusual school sports.

**2 Read the five paragraphs in the text A–E, and match them with topics 1–5 below.**

- 1 how you play it **B**.....
- 2 a player's personal experience .....
- 3 where people play it now .....
- 4 an international match .....
- 5 history .....

**3 Read the text again. What do these numbers refer to?**

- 1 3 ..... players (in a team) .....
- 2 15th .....
- 3 1940 .....
- 4 1990 .....
- 5 4 .....
- 6 12 .....

**4 Complete the sentences.**

- 1 *Sepak takraw* is the national sport of Malaysia.....
- 2 Boys and girls play this sport at .....
- 3 You can touch the ball with your chest, knees, feet and .....
- 4 In the past, every country played the sport using different .....
- 5 People first played this sport in the ..... century.
- 6 Every year, this sport has a .....



**THINK!**



Why do you think this sport is getting more popular around the world? Do you think it's easy or difficult to play? Why?

# REVIEW

## UNITS 5 AND 6



### VOCABULARY

1 Match the images in your notebook with the correct means of transport.



s...



m...



u...



a...

2 Complete the sentences. Use the verbs below.

- board    • drive    • miss    • take

- 1 Did you ... the school bus again, Marco? You're always late for lessons!
- 2 My dad didn't ... the underground to work yesterday.
- 3 The passengers are waiting to ... the aeroplane.
- 4 My sister can ... , but she never takes me to school.

3 Write the correct options in your notebook.

- 1 We always laugh at Isabella's stories. She's very *clever* / *funny*.
- 2 My cousin often helps me with my homework. She's *kind* / *lazy*.
- 3 Rafael talks about video games all the time. He's *boring* / *brave*.
- 4 Safiyya speaks Azerbaijani, English and Spanish. She's *clever* / *strong*.

4 Match the people in bold with the way they are feeling (a-d) in your notebook.

- |  |             |
|--|-------------|
| 1 <b>Nick</b> went to bed at 1 am and got up at 6 am.                            | a cross     |
| 2 The students in <b>Mr Brown</b> 's class are always late.                      | b bored     |
| 3 <b>Jessica</b> is waiting for the bus. She hasn't got a cell phone or a book.  | c surprised |
| 4 <b>Haruto</b> 's mom made a chocolate cake for him, but it's not his birthday. | d tired     |



### LANGUAGE IN CONTEXT

5 Put the words in the correct order in your notebook to write questions.

- 1 travel / Mariko / Did / aeroplane / by / last year / ?  
Did Mariko travel by aeroplane last year?
- 2 the students / the bus / yesterday / What time / did / take / ?
- 3 Mary and Jane / for an hour / the bus / Did / wait for / before school / ?
- 4 miss / did / Jake / Why / the train / this morning / ?

- 6 Look at the table about what two teenagers could and couldn't do when they were six years old. Write questions and answers in your notebook.

	ride a bike	read books
Liam	✓	✗
Camilla	✗	✓

Liam

1 *Could Liam ride a bike?*

*Yes, he could.*

2 ...

...

Camilla

3 ...

...

4 ...

...

- 7 Complete the text with the affirmative or negative forms of the past continuous.

This morning at 9 am, the Year 8 students <sup>1</sup> *were taking* (take) a science test, but they <sup>2</sup>... (not do) the test in their classroom. They were in the science lab. Mr White <sup>3</sup>... (not correct) homework. He <sup>4</sup>... (teach) an English lesson. The school bus driver <sup>5</sup>... (not arrive) at school. She <sup>6</sup>... (leave) school.

- 8 Look at the images of the park yesterday. Complete the questions with the past continuous form of the verbs in your notebook. Then answer the questions.



1

*Were* Jen, Bob and Tom *using* (use) their cell phones?

Yes, *they were*.

What ... the Garcias ... (do)?

...



2



3

What ... Marissa ... (do)?

...

... the teenagers ... (have) a picnic?

...



4

Check your progress



Learn to learn



Drawing

Draw simple images in your notebook to help you remember vocabulary.



Aeroplane

I CAN...

- talk about means of transport
- use Past Simple questions and *could/couldn't*
- talk about personality and feelings
- use the Past Continuous.





# 7

# GREAT IDEAS



## UNIT GOALS

- Talk about famous firsts and technology.
- Read about teen inventors.
- Listen to a game show.
- Learn about technology in Estonia.
- Tell an anecdote.
- Focus on the Key Competencies.



## THINK!



- 1 Look at the photo. What are they doing?
- 2 How can we help each other to have great ideas?




## VIDEO



- 1 What were films like in 1926?
- 2 What did John Logie Baird do?



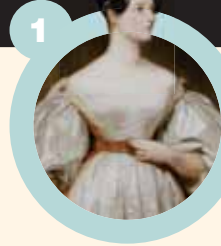
## INNOVATION VERBS

1  7.01 Read the quiz about famous firsts. Complete the questions in your notebook with the words below. Then listen, check and repeat.

- become
- build
- create
- discover
- fly
- invent
- start
- take
- use

# F A M O U S F I R S T S

## When did ...



1 Ada Lovelace **create** the first computer algorithm with Charles Babbage?



2 Alexander Fleming ... penicillin, the first antibiotic?



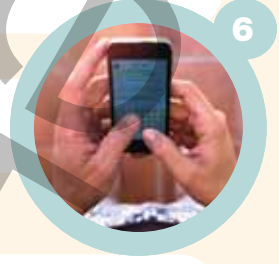
3 Maria Telkes and Eleanor Raymond ... the first house heated with solar energy?



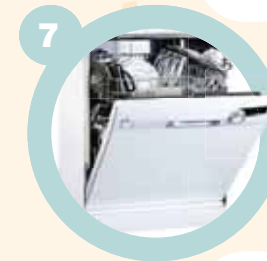
4 Hattie McDaniel ... the first African American to get an Oscar?



5 Joseph Nicéphore Niépce ... the first photograph with a camera?



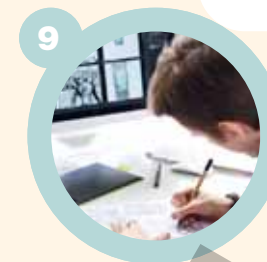
6 people ... to send text messages via WhatsApp?



7 Josephine Cochrane ... the first dishwasher?



8 Amelia Earhart ... across the Atlantic Ocean for the first time?




9 Pixar first ... computers to make an animated film?

- 2** Copy the table in your notebook and complete with the past simple forms of the verbs in Exercise 1. Use the irregular verb list on page 117 to help you.

Regular Verbs	Irregular Verbs
created	...

- 3** Complete the sentences in the your notebook with the correct past simple verbs in Exercise 2.

- 1 Ada Lovelace **created** the first computer algorithm with Charles Babbage in the **19th century** / 20th century.
- 2 Alexander Fleming ... penicillin, the first antibiotic, in **1807** / 1928.
- 3 Maria Telkes and Eleanor Raymond ... the first house heated with solar energy in **1948** / 1998.
- 4 Hattie McDaniel ... the first African American to get an Oscar in **1909** / 1940.
- 5 Joseph Nicéphore Niépce ... the first photograph with a camera in the **1820s** / 1920s.
- 6 People ... to send text messages via WhatsApp in **1999** / 2009.
- 7 Josephine Cochrane ... the first dishwasher in **1886** / 1986.
- 8 Amelia Earhart ... across the Atlantic Ocean for the first time in **1902** / 1932.
- 9 Pixar first ... computers to make an animated film in **1985** / 1995.

- 4**  **7.02** Write the correct dates in Exercise 3 in your notebook to complete the answers to the quiz. Then listen and check.

- 5** Work in pairs. Match 1–6 with a–f to make questions in your notebook.

- |                                  |   |
|----------------------------------|---|
| 1 When did Lionel Messi <b>b</b> | a discover Tutankhamun's tomb in Egypt? |
| 2 When did Beyoncé               | b start to play soccer for Argentina?   |
| 3 When did scientists            | c build the Colosseum?                  |
| 4 When did Vespasian             | d win his first Formula One?            |
| 5 When did Lewis Hamilton        | e create her first perfume?             |



### USE IT!



MEDIATION

- 6** Work in pairs. Take turns to ask the questions in Exercise 5 and guess the dates.

- between 70 and 72 CE
- in 1922
- in 2007
- in 2009
- in 2005

When did Lionel Messi start to play soccer for Argentina?

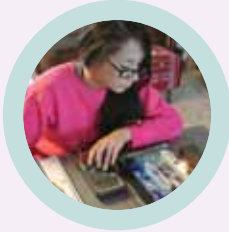
I think he started to play for Argentina in 2004.





## TEEN INVENTORS

By Clara Silva, 20 August



### Ann Makosinski

- Born in 1997
- Student and inventor
- Lives in Victoria, Canada
- Invention: a torch<sup>1</sup> that uses body heat to create light

Ann Makosinski always liked building things. As a young teenager, she was studying electronics while her friends were playing video games. Ann was visiting her mother's family in the Philippines when she had the idea for the torch. Her motivation? A friend that was having problems at school because she didn't have light to study at night. In 2013, her invention won the Google Science Fair for 15–16-year-olds.



### Shubham Banerjee

- Born in 2001
- Student and inventor
- Lives in Santa Clara, the United States
- Invention: a cheap Braille printer

Shubham Banerjee was a curious child. He loved science and attended science fairs at his primary school. He built the printer in 2013 while he was studying at secondary school. He used a robotic kit in his invention. There are other Braille printers on the market, but Banerjee's invention costs just £270, and the other Braille printers cost around £1,500! He started his company, Braigo Labs, in 2014.

### 1 Look at the article. What is it about?

- countries
- inventions from the 20th century
- people

### 2 7.03 Read the article and listen. Then read the questions and write AM (Ann Makosinski) or SB (Shubham Banerjee).

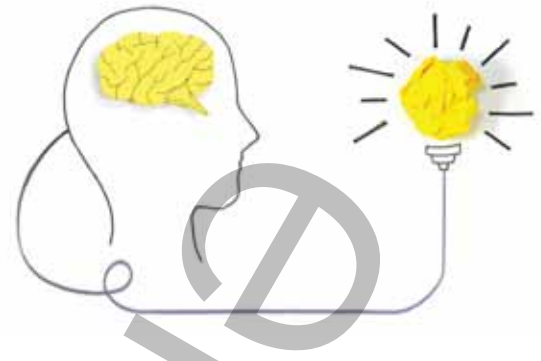
Who ...

- 1 took part in events at school? **SB**
- 2 liked electronics as a child?
- 3 had the idea for an invention during a trip?
- 4 invented something at 12 years old?
- 5 was a winner at a science fair in 2013?
- 6 has got a company?

### 3 Correct the sentences in your notebook about the inventors in Exercise 1.

- 1 Ann Makosinski was born in the 21st century.  
*Ann Makosinski was born in the 20th century.*
- 2 She invented a torch that uses batteries to create light.
- 3 She studied video games when she was a young teenager.
- 4 Shubham Banerjee attended science fairs in secondary school.
- 5 He used parts from an old printer in his invention.
- 6 His Braille printer costs £1,500.

<sup>1</sup> A small light that people carry



## THINK!




Think of Ann Makosinski's and Shubnam Banerjee's inventions. Which one do you prefer? Why?







## LANGUAGE IN CONTEXT

- 1  Look at the examples below. Copy the table in your notebook and complete with the sentences from the magazine article.

Past Continuous and Past Simple	
<b>when</b>	Ann <sup>1</sup> ... the Philippines <b>when</b> she <b>had</b> the idea for the torch.
<b>while</b>	Shubham <sup>2</sup> ... the printer <b>while</b> he <sup>3</sup> ... in secondary school. She <b>was studying</b> electronics <b>while</b> her friends <b>were playing</b> video games.

- 2 Complete the sentences in your notebook. Use the past continuous form of the verbs.

- Dr Taylor **was working** (work) in a hospital while she **was living** (live) in Germany.
- The Spencers ... (stay) in a hotel while the builders ... (build) their new house.
- I ... (write) an article about solar energy while my sister ... (listen) to music.
- Damla and Kamran ... (use) my tablet while I ... (do) homework.
- You ... (read) a book about Ada Lovelace while I ... (watch) a film.



### LOOK!



Don't forget to include the past of **be** in past continuous sentences.

Alexander Fleming **was studying** bacteria when he discovered penicillin.

- 3 Read the text and write the correct options in your notebook.

### Accidental Inventions and Discoveries that Changed the World!

**Play-Doh (1950s):** People <sup>1</sup>*used / were using* it to clean walls when a teacher <sup>2</sup>*started / was starting* to use it to make models in lessons.

**Guide dogs for blind people (1918):** A doctor's dog disappeared<sup>1</sup> in a hospital. When he <sup>3</sup>*found / was finding* it, the dog <sup>4</sup>*guided / was guiding* a blind patient around the hospital.

**Chocolate chip cookies (1930):** Ruth Wakefield <sup>5</sup>*made / was making* chocolate cookies when she <sup>6</sup>*added / was adding* the wrong type of chocolate.

- 4 Write the correct answers in your notebook.

- I was taking a photo ...
  - when my cell phone fell in the pool.
  - while my cell phone was falling in the pool.
- The students were playing with Play-Doh ...
  - when the teacher talked.
  - while the teacher was talking.



### USE IT!



#### MEDIATION

- 5 Work in pairs. Ask and answer questions about what you were doing at these times.

- last Sunday afternoon
- last night at 10 pm
- while your English teacher was explaining the last activity

What were you doing last Sunday afternoon?

I was building a model.

<sup>1</sup> To suddenly go somewhere and become impossible to find





## LISTENING AND VOCABULARY

1 **7.04** Match the images in your notebook with the words below. Then listen, check and repeat.

- battery
- headphones
- keyboard
- printer
- screen
- tablet

1



battery

2



...

3



...

4



...

5



...

6



...

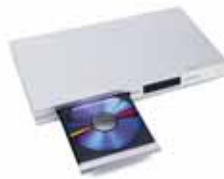
2 Work in pairs. Look at objects 1–3 and tell your partner what you know about them.

## Guess the technology!

1



2



3



3 **7.05** Listen to a game show about technology from the past. Which two objects from Exercise 2 did Sarah and Mark guess?

- DVD player
- typewriter
- Walkman®

4 **7.05** Listen again. Write the correct options in your notebook.

- 1 Sarah is *excited* / *worried* about the game show.
- 2 Sarah and Mark can *listen to* / *look at* the products and they can touch them.
- 3 Sarah can see the product has got a *keyboard* / *printer*, but it hasn't got *headphones* / *a screen* or *batteries*.
- 4 Sarah's *grandad* / *mom* had a similar product, but his was electric.
- 5 Mark mentions the product's *batteries* / *headphones*.
- 6 Mark's answer is *correct* / *incorrect*.





**LANGUAGE IN CONTEXT**

**1** Copy the table in your notebook and complete the question and the possessive pronouns from the game show. Use the words below.

- hers
- his
- mine
- ours
- whose

Possessive Pronouns	
Singular	Plural
<p><sup>1</sup>... turn is it?</p> <p><b>A</b> <b>Whose</b> printer is <b>this</b>?</p> <p><b>B</b> It's my printer. It's <b>mine</b>.</p> <p>My grandad had a typewriter, but <sup>3</sup>... was different.</p> <p>We've got a printer, but <sup>4</sup>... isn't similar to this.</p>	<p>It's <sup>2</sup>... .</p> <p>It's <b>yours</b>.</p> <p>It's <b>his</b>. / It's <b>hers</b>.</p> <p>It's <b>ours</b>.</p> <p>It's <b>theirs</b>.</p> <p><b>A</b> <b>Whose</b> headphones are <b>these</b>?</p> <p><b>B</b> They're my brother's. They're <b>his</b>.</p> <p>They are similar to my sister's, only <sup>5</sup>... are blue.</p> <p>They're our books. They're <b>ours</b>.</p>

**2** Complete the mini dialogues in your notebook with *whose* and the correct possessive pronouns. Look at the underlined words.

- |   |  |
|---|--|
| <p>1 <b>A</b> <u>Whose</u> pen is that?</p> <p><b>B</b> That's <u>my pen</u>. It's <u>mine</u>.</p> <p>2 <b>A</b> ... torch is this?</p> <p><b>B</b> It's <u>Elkhan's torch</u>. It's ... .</p> | <p>3 <b>A</b> ... car is this?</p> <p><b>B</b> It's <u>my parents' car</u>. It's ... .</p> <p>4 <b>A</b> ... book is that?</p> <p><b>B</b> That's <u>your book</u>. It's ... .</p> |
|---|--|

**3** Write the correct options in your notebook.

- |  |   |
|--|---|
| <p>1 That isn't <u>my</u> / <u>mine</u> bike. I think it's Sevil's.</p> <p>2 Hey, that is my tablet. <u>Your</u> / <u>Yours</u> is on the table!</p> <p>3 This is my sister's notebook. <u>Her</u> / <u>Hers</u> name is on the cover.</p> | <p>4 <u>Our</u> / <u>Ours</u> classmates became famous!</p> <p>5 They know our phone numbers, but we don't know <u>their</u> / <u>theirs</u>.</p> <p>6 Excuse me, that's not your cell phone. It's <u>my</u> / <u>mine</u>.</p> |
|--|---|



**USE IT!**



**MEDIATION**

**4** Choose three objects that three different classmates have got. Write a description of each item in your notebook.

- backpack
- pencil case
- trainers

**5** Work in pairs. Take turns to describe the objects in Exercise 4 and guess whose they are.

It's red and it's small.

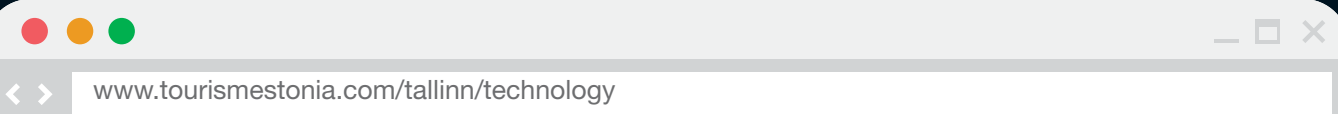
Is it Lisa's pencil case?

No, it isn't. Hers is orange.





# AROUND THE WORLD



Why Estonia | What to do | **Where to go** | What's special

Tallinn, the capital

> Technology



Old Town in Tallinn



## Why is Estonia Called E-stonia Now?

By Marina Campos

Estonia is a small country in the north of Europe. About 1.3 million people live there. Its capital, Tallinn, is a popular tourist destination, with a historic center – Old Town – that receives millions of visitors every year.

The country also attracts people and companies that work with technology and innovation. Estonia is becoming the most digital country in the world!

Let's look at some facts about the 'Silicon Valley' of the Baltic Sea.

In 1997, the government created a plan to increase internet access in Estonia. In 1999, all the schools in the country had an internet connection.

Children start to learn how to program a computer when they are seven years old.



Estonians created Skype in 2003. Microsoft bought it for 5.2 billion pounds in 2011.

It's easy to find free wi-fi, and people can go online even in rural areas.



Companies can test autonomous<sup>1</sup> cars and robots in Estonia.

Public transport is free in Tallinn for city residents, and there's free wi-fi on the buses, trams, trains and ferries of course.



<sup>1</sup> Driver-free



**1 Read the article about Estonia. What is it about? Write the answer in your notebook.**

- the geographic location of Estonia
- tourist attractions in Tallinn
- technology and innovation in Estonia

**2  7.06 Read the article and listen. Write T (true) or F (false) in your notebook.**

In Estonia, ...

- 1 there is a large population. **F**
- 2 there is a city with old buildings.
- 3 internet expansion<sup>1</sup> started in the 21st century.
- 4 teachers start to teach computer programming in secondary school.
- 5 you can only access the internet in big cities.
- 6 you can see an autonomous car on the street.

**3 Read the article again. Match numbers a–f with facts 1–6 in your notebook.**

- |                  |  |
|------------------|--|
| a 1990s <b>3</b> | 1 age students start to learn computer programming             |
| b 1997           | 2 amount of pounds (in billions) that Microsoft paid for Skype |
| c 7              | 3 decade of digital expansion in Estonia                       |
| d 2003           | 4 number of people (in millions) that live in Estonia          |
| e 5.2            | 5 the year of the plan to expand internet access               |
| f 1.3            | 6 the year Skype started to operate                            |

**WORDS IN CONTEXT****4 Complete the sentences in your notebook with the words below.**

- go online    • program    • receive    • test
- 1 Can you ... a microwave to cook food when you're not at home?
  - 2 E-commerce companies want to ... delivery drones.
  - 3 London and Paris ... millions of visitors every year.
  - 4 I can't use my cell phone to ... in lessons.

<sup>1</sup> The act of becoming large in size, amount or volume

**THINK!**

Compare the use of technology in your country to Estonia's. What are the similarities? What are the differences?

**VIDEO**

- 1 What was the first 'computer' called?
- 2 What did Blaise Pascal do?



## SPEAKING

- 1 **7.07** Read and listen to Isabella and Stephen talking about a problem with a mobile phone. Which image shows Isabella's problem?

**Stephen** Hi, Isabella! Are you OK?

**Isabella** No, I'm not. Something bad happened to me yesterday.

**Stephen** Oh no! What happened?

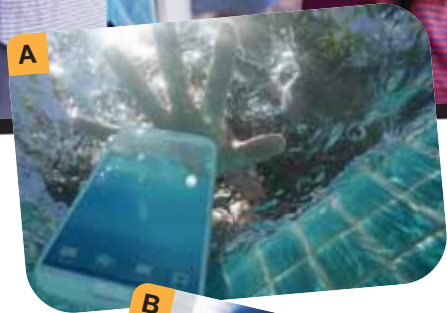
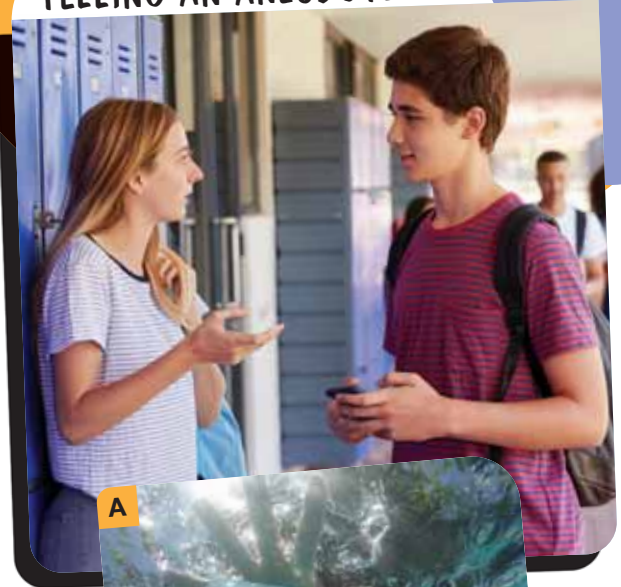
**Isabella** My **mobile phone fell in the swimming pool**.

**Stephen** You're kidding! How did that happen?

**Isabella** Well, **it fell out of my hand while I was texting**. I got really **cross**. My **mobile phone** was **new**!

**Stephen** I'm sorry to hear that.

## TELLING AN ANECDOTE



## LIVING ENGLISH

- 2 Complete the mini dialogues in your notebook with the expressions below.

• I'm sorry to hear that. • Well, • You're kidding!

1 **A** My sister didn't win a prize at the science fair.

**B** ... She's so good at science.

2 **A** What happened to your tablet?

**B** ... while I was riding my bike, it fell out of my bag.

3 **A** While I was doing the dishes, my new headphones fell in the sink.

**B** ...

- 3 **7.08** Listen, check and repeat the expressions.

## PRONUNCIATION

- 4 **7.09** Listen to how the final consonant sound of a word connects to the initial vowel sound of the next word in sentences.

1 My mobile phone fell in the swimming pool.

2 It fell out of my hand while I was texting.

- 5 **7.09** Listen again and repeat the sentences.

- 6 **7.07** Listen to the dialogue again. Then practice with a partner.

- 7 **Role play a new dialogue. Follow the steps.**

1 Change the words in **blue** in Exercise 1 to write a new dialogue in your notebooks.

2 Practice your dialogue with a partner.

3 Present your dialogue to the class.

 PRACTICE EXTRA

 **WRITING**



**Julie P**



**Excellent to play video games and listen to music**

In my opinion, ListenVox headphones are the best headphones on the market. I wear them when I'm playing video games, and they're really comfortable. I bought mine last year, and I think they still look new.

The sound quality is amazing, and they don't accept water, too! I use them to listen to music while I'm walking home from school. Yesterday, I was walking back home and it started to rain, but the headphones are still working!

**1 Look at the review. What product from Student's Book page 80 is it about?**

.....

**2 Read and listen to the text. Then answer the questions.**

1 Who wrote the review?

Julie P

2 What is its title?

.....

3 Is it a positive or negative review?

.....

4 What are two things the author of the review says about the headphones?

.....

**3 Write a review of a tech product.**

- 1 Choose a tech product.
- 2 Find information about the product.
- 3 Find or draw an image of the product.
- 4 Write the first version of your review. Make sure you include a rating (1 to 5 stars) and your opinion about the product.

**4  Exchange your review with a partner, and check his/her work. Use the checklist below.**

- a title
- a star rating
- positive and/or negative points about the product
- the writer's opinion



**LOOK!**



In reviews, writers give their opinion:  
*In my opinion, they are the best headphones in the market!*  
*I think they still look new.*

DRAFT



# 8

# OUR NATURAL WORLD



## UNIT GOALS

- Talk about the natural world and the weather.
- Read about changes in the environment.
- Listen to a weather forecast.
- Learn about deforestation.
- Write a poster for a clean-up event.
- Focus on the Key Competencies.



## THINK!



- 1 Look at the photo. What is he/she doing?
- 2 What small things can we do to help nature?



## VIDEO



- 1 Which four countries are in the video?
- 2 What is special about Guanabara Bay?





**VOCABULARY IN CONTEXT**

**NATURE**

**1** **8.01** Read the leaflets and match the images (1–10) in your notebook with the words in bold. Then listen, check and repeat.

**Nature Walk**



Sunday 30 August 9 am–3 pm

Are you ready for a day of family fun?

Walk around Kent **Lake** and up Preston **Hill**

Have a picnic on the **grass**

Plant **trees**

Please visit our website for more information:  
[www.weloveprestonhill.com](http://www.weloveprestonhill.com)

**WHEN** THIS SATURDAY, FROM 8 AM TO 2 PM

**VILLAGE SALE**

**WHAT** VEGETABLES, FRUIT AND FLOWERS FOR SALE

**WHERE** IN THE FIELDS BEHIND GREEN PARK

FOR MORE INFO CALL MARK @94567890



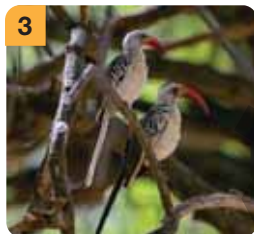
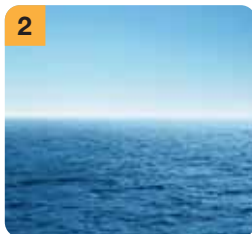
**LET'S CLEAN THE BEACH**

Do you like to swim in the ocean and walk along the coast?

Do you like to see happy birds on the beach and fish in the water?

Come and help us in our great beach clean-up on 1 September.

Meeting point: Karen's Café at 8 am.  
Email [john@weareoceanfriends.com](mailto:john@weareoceanfriends.com) for more info.



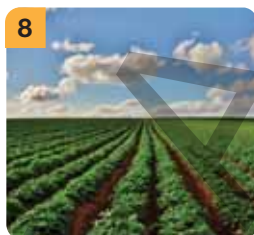
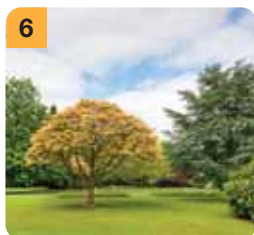
grass

...

...

...

...



...

...

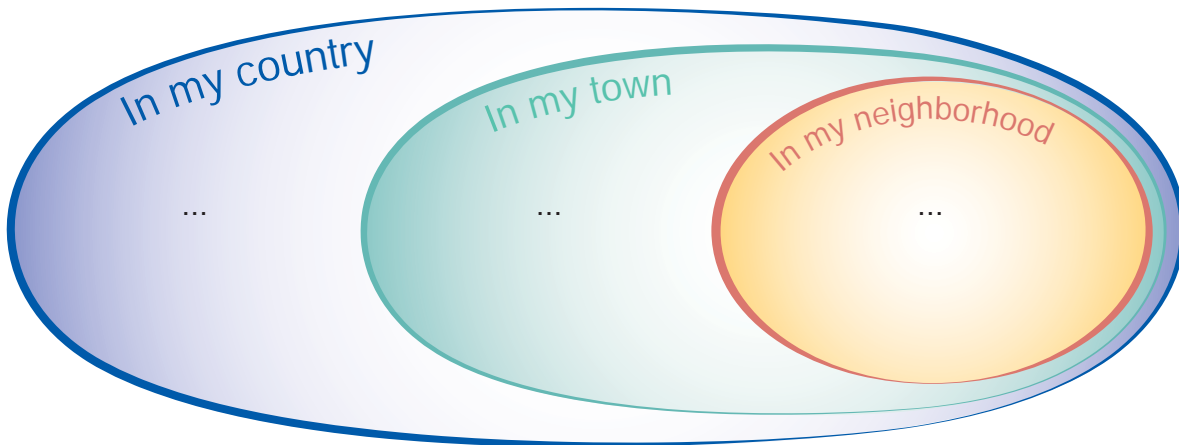
...

...

...

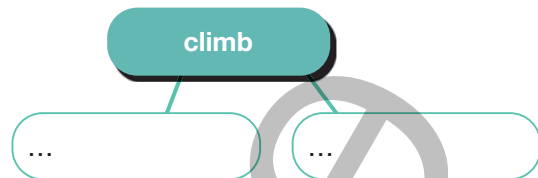
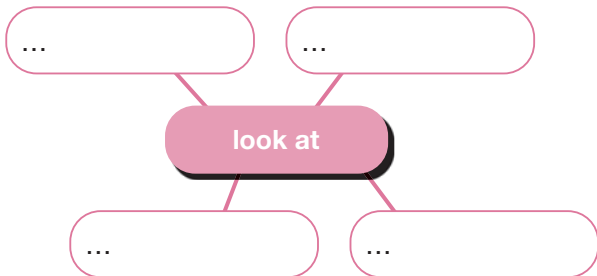
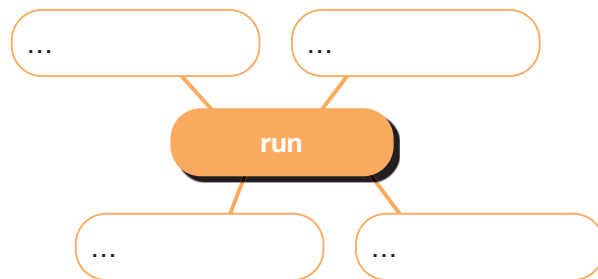
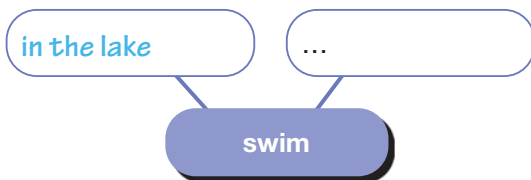
**2** Think about your country, town and neighborhood. Copy the diagram in your notebook and complete with the words below.

- birds
- coast
- fields
- flowers
- grass
- hill
- lake
- trees
- ocean
- village



**3** Copy the mind maps in your notebook and complete. Use the words/phrases below. You can use some words more than once.

- along the coast
- birds
- flowers
- hills
- in the fields
- in the lake
- in the ocean
- in the village
- on the grass
- trees



**USE IT!**



**MEDIATION**

**4** Make questions in your notebook. Use the ideas in Exercise 3 with the correct form of the verbs.

- 1 Do you like to ...?
- 2 Do you ... when you are on holiday?
- 3 Did you ... last weekend?
- 4 Were you ... at 6 pm yesterday?
- 5 How often do you ...?

**5** Work in pairs. Ask and answer your questions in Exercise 4.

Do you like to swim in the lake?

No, I don't. I like to swim in the ocean.



# READING



Dear Prime Minister,  
 I'm writing to tell you about the changes my family and I can see in our village. When my grandparents were teenagers, they loved to run and listen to the birds in the fields. Now, there are no birds, and there is rubbish everywhere.

When my parents were children, the lake near our village was clean and they could swim in it. They could see a lot of fish in the water, and they liked to play a game called 'Count the Fish'. They remember the day when they counted a hundred! Today, I'm lucky when I see one fish, but I see a lot of plastic in the water.

My friends and I wanted to do something about this. We talked to our teachers, and now we recycle a lot of things we use at school. Our teachers say our school wants to stop using plastic, but we need some funding to do that.

And I want to do more. I want to organize a group to clean up the lake. Can you give us some money for the bags and gloves we need to buy? The bags need to be recyclable<sup>1</sup>, of course.

Thank you,  
 Ben Miller



### 1 Read the text quickly. Then complete the information about the text in your notebook with the words below.

- a problem
- Ben
- ideas
- help
- the prime minister

The text is a letter to <sup>1</sup>the prime minister. The author of the text is <sup>2</sup>... . The goals of the text are to describe <sup>3</sup>... , give some <sup>4</sup>... and ask for <sup>5</sup>... .

### 2 8.02 Read the text and listen. Write the correct options in your notebook.

- 1 In the past, there were *birds* / *sheep* in the fields.
- 2 Ben's grandparents think the fields are *the same* / *different* now.
- 3 Ben's parents liked to play *in the ocean* / *in the lake* when they were children.
- 4 There are *a lot of* / *not many* fish near Ben's village now.
- 5 Ben and his friends *recycle* / *don't recycle* materials at school.
- 6 Ben *has got* / *hasn't got* bags and gloves to clean up the lake.

### 3 Copy the table in your notebook and complete. Use the words below.

- birds in the fields
- fish in the lake
- lake clean-up
- plastic in the water
- recycling at school
- rubbish in the fields

Past	Present	Future
<i>birds in the fields</i>	?	?

<sup>1</sup> Able to be used again



## THINK!



Is it important to know what your home town or village looked like in the past? Why / Why not?





# LANGUAGE IN CONTEXT

- 1 Look at the examples below. Copy the table in your notebook and complete with the sentences from the letter.

Verbs to Express Likes, Wants and Needs	
Present Simple	Past Simple
I <b>want</b> <sup>1</sup> to <i>organize</i> a group. You <b>love to listen</b> to the birds. Our school <b>wants</b> <sup>2</sup> ... using plastic. We <b>like to talk</b> about recycling. The bags <b>need</b> <sup>3</sup> ... recyclable.	I <b>needed to buy</b> bags and gloves. You <b>hated to see</b> rubbish in the lake. My grandad <b>loved to run</b> in the fields. My friends and I <b>wanted</b> <sup>4</sup> ... something about this. They <b>liked</b> <sup>5</sup> ... a game called 'Count the Fish'.

- 2 Write sentences in your notebook about images 1–4. Use the phrases below.

- Martina / want / look at birds / lake
- My dad and I / hate / see rubbish / the fields
- Mahir / love / run on the beach / dog
- Victor / want / go outside



1  
Martina wants to look at birds near the lake.



2

**LOOK!**

Remember to use **to + the infinitive** after verbs to express likes, wants and needs.

I like **to** walk in the hills.



3



4

- 3 Complete the sentences in your notebook about four different places from the options below. Use **to + the infinitive** and your own ideas.

- I want ... there.
- I need ... there.
- I love ... there.
- I hate ... there.

beach    coast    fields  
hills    lake    ocean



## USE IT!



MEDIATION

I want to have a picnic there.

Do you want to go to the coast?

- 4 Work in pairs. Take turns to say your sentences from Exercise 3. Guess your partner's four places.

No, I don't.

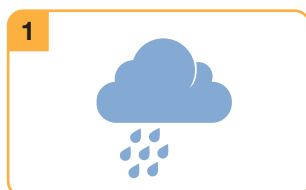






## LISTENING AND VOCABULARY

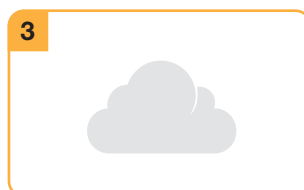
**1** **8.03** Look at the images and complete words 1–7 in your notebook with the missing letters. Then listen and repeat.



rainy **i a**



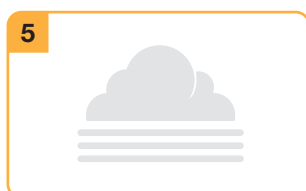
s ... ny **n u**



cl ... dy **u o**



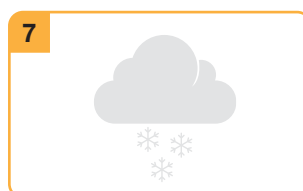
st ... my **r o**



f ... gy **o g**



wi ... y **d n**



s ... wy **n o**

**2** **8.04** Listen to a weather forecast and write the correct details about the weather in your notebook. Then compare your answers with a partner.

Yesterday	Now	Later today	Tomorrow
<ul style="list-style-type: none"> <li>• sunny</li> <li>• <b>rainy</b></li> <li>• windy</li> </ul>	<ul style="list-style-type: none"> <li>• cloudy</li> <li>• foggy</li> <li>• sunny</li> </ul>	<ul style="list-style-type: none"> <li>• cloudy with some rain</li> <li>• stormy with some snow</li> <li>• windy with some fog</li> </ul>	<ul style="list-style-type: none"> <li>• windy and rainy</li> <li>• foggy and windy</li> <li>• hot and cloudy</li> </ul>

**3** **8.04** Read comments 1–3 and then listen again. When did the person make each comment? Write **Y** (yesterday), **TD** (today) or **TM** (tomorrow) in your notebook.

- 1 'I'm tired of wearing heavy clothes. I hate boots and coats! I want to wear sandals and T-shirts!'
- 2 'I'm worried about the weather. There's so much water about! Is it safe to drive home?'
- 3 'I'm cross. We started with a very nice day and I decided to have a picnic. But then the rain arrived and now we have to go home!'

**4** Complete the sentences in your notebook with the weather words in Exercise 1.

- 1 I'm not riding my bike today. It's **foggy** and I can't see a thing.
- 2 I go to the beach every day in the summer. It's always ... here!
- 3 Last week, it was very ..., and people couldn't leave their houses.
- 4 It's ... today and there's water everywhere, so I'm wearing my new boots.
- 5 We can't see the sun. It's really ... ! It's a grey day!
- 6 It's really ... ! Can you see the trees moving?
- 7 I love ... weather. I can play in the snow with my friends.





# LANGUAGE IN CONTEXT

**1** Copy the table in your notebook and complete with sentences from the weather forecast. Use the words below.

- after
- and
- before
- but
- however
- so

Connectors	
<b>Addition</b>	There's some cloudy weather moving in, <sup>1</sup> and there's light rain in the afternoon.
<b>Opposition</b>	A I want to go for a walk by the river later!
	B Oh, <sup>2</sup> ... don't get too excited! We've got the perfect weather for a walk! <sup>3</sup> ..., that all changes in the afternoon.
<b>Consequence</b>	There's a possibility of snowy showers, <sup>4</sup> ... don't forget to get your winter coat.
<b>Time</b>	Don't forget to get your winter coat <sup>5</sup> ... you go out tomorrow evening!
	<sup>6</sup> ... all that rainy weather yesterday, I know everyone is a bit worried.

**2** Write the correct options in your notebook.

- 1 I was worried about the weather yesterday, *but* / *so* in the end it was OK; I got home before the snow.
- 2 The weather was horrible last weekend, *however*, / *so* I stayed at home and played board games.
- 3 I check the weather on my cell phone *so* / *before* I leave for school every morning.
- 4 We are getting some rain this week *after* / *before* months and months with no rain.
- 5 It's a bit cloudy now. *So* / *However*, the app says it's sunny!

**3** Complete the conversation in your notebook with connectors.

Hi! I arrived in Berlin today! It's awful here!  
It's snowy <sup>1</sup>... windy!



Yeah ... I'm staying at the hotel this evening,  
<sup>2</sup>... the weather looks good tomorrow  
<sup>3</sup>... I can explore<sup>1</sup> the city then.

Great! But don't forget to check the weather <sup>4</sup>... you leave the hotel!



## USE IT!



MEDIATION

**4** Choose one of the options and complete the sentences in your notebook so they are true for you. Then tell your partner.

- 1 I (*hate* / *don't hate*) rainy days, but ....
- 2 I (*want* / *don't want*) to spend my holiday in the countryside, so ....
- 3 I (*need* / *don't need*) to wear boots to walk in the hills. However, ....
- 4 I (*love* / *don't love*) to walk along the coast on windy days and ....

<sup>1</sup> Discover





# AROUND THE WORLD

## GEOGRAPHY



< >

Home >> Forums >> Environment >> Deforestation in Mexico – Argh!

WorriedTeen

Posted 2 days ago

I'm just thinking about forests and about why people are cutting down trees to create fields. I learned in school that there is deforestation in Mexico because people want to make fields for meat production. I'm very cross about it! How do you feel about deforestation<sup>1</sup> in your country?

LIKE
REPLY

Sonia

Posted 1 day ago

I'm from the Amazon. Deforestation is a big problem here today. I'm cross, too. And I'm worried about the water in the atmosphere. When we cut down trees, we get less rain. The Amazon needs the rain!

LIKE
REPLY

Noor

Posted 4 hours ago

When we cut down the trees, animals die. I'm from Borneo and we lost over 100,000 Bornean orangutans between 1999 and 2015. We don't want to lose more. Orangutans are so interesting! However, they need the forests to live - where can they go without the forests?

LIKE
REPLY

KatofromUganda

Posted 2 hours ago

I live in Uganda and we are losing a lot of our forests. Look!



Year	Forest Area (million hectares)
1990	5.0
2015	1.5

It's really bad: from 1990 to 2005 we lost about 63%! We need the forest for our food, and our home is here. And we use plants for medicines. My family and I need the forest to live, so I'm really worried.


LIKE
REPLY

<sup>1</sup> The cutting down of trees in a large area

101

**1 Look at the online forum and write the correct answers in your notebook.**

- How many threads (or topics) are there in the text?
  - one
  - three
  - four
- How many answers has the main post got?
  - one
  - three
  - four
- Who wrote the main post?
  - KatofromUganda
  - Noor
  - WorriedTeen
- What is the topic of the conversation?
  - recycling
  - cutting down trees
  - the weather

**2**  **8.05 Read the online forum and listen. Then match the teenagers (1–3) with what they are worried about (a–c) in your notebook.**

- |                  |                   |
|------------------|-------------------|
| 1 Sonia          | a the animals     |
| 2 Noor           | b the people      |
| 3 KatofromUganda | c the water cycle |

**WORDS IN CONTEXT**



**3 Match the words in bold (1–4) with their opposites (a–d) in your notebook.**

- |   |         |
|---|---------|
| 1 <b>cut down</b> trees ...             | a live  |
| 2 <b>less</b> rain ...                  | b more  |
| 3 animals <b>die</b> ...                | c find  |
| 4 we don't want to <b>lose</b> more ... | d plant |

**4 Write T (true) or F (false) in your notebook and explain your choices. Then compare with a partner.**

- WorriedTeen writes about why people cut down trees in Mexico. **T**  
*There is deforestation in Mexico because people want to make fields for meat production.*
- Sonia and Noor are from the same continent.
- There is more water in the soil after deforestation.
- Orangutans lose their homes when the forest is destroyed.
- Some medicines are from plants.

**5 Answer the questions in your notebook.**

- Write the correct options.

a Opinions are ...	b Facts are ...
• what a person thinks.	• what a person thinks.
• what you can prove <sup>1</sup> .	• what you can prove.
- Write the fact and opinion in the sentences below in your notebook.

Orangutans are so interesting! However, they need the forests to live.
- Read the online forum again and write two other facts in your notebook.

<sup>1</sup> To show that something is true

<sup>2</sup> The natural environment in which an animal or plant usually lives



**THINK!**



Write an answer to the post about deforestation in your country. Include your opinion and a fact in your answer.



**VIDEO**



- How are animals' habitats<sup>2</sup> similar to our homes?
- Which two sea animals are in the video?





# WRITING

**CLEAN NEW CRESTON | Volunteer Group**

## DO YOU WANT TO MAKE A DIFFERENCE TO YOUR COMMUNITY?

**WHAT CAN YOU DO? HERE ARE THREE IDEAS:**

- 1 Join us on our clean-up events.
- 2 Donate! We need gloves and plastic bags, but remember: we only use recyclable plastic!
- 3 Post photos of this poster on social media.

Our last clean-up event in Grey Forest was a success!



- 26 volunteers collected 120 bags of rubbish.
- 52% of the rubbish collected went to be recycled, so we were all very happy!



New Creston City



Central Park

**NEXT CLEAN-UP EVENT**  
 Central Park  
 29 November  
 9 am – 2 pm

**EVERYONE NEEDS TO HELP KEEP OUR COMMUNITY CLEAN!**

For more information visit [www.cleannewcrestoncity.com](http://www.cleannewcrestoncity.com) or ring John Ramirez at 0491667993.

### 1 Look at the poster. Write the correct answers in your notebook.

- |   |                                       |                                      |                        |
|---|---------------------------------------|--------------------------------------|------------------------|
| 1 Clean New Creston is a ...                    | • city.                               | • school.                            | • volunteer group.     |
| 2 The authors of the poster are people from ... | • New Creston.                        | • Grey Forest.                       | • a recycling company. |
| 3 The goal of the poster is to ...              | • give information about New Creston. | • invite people to help New Creston. |                        |



### LOOK!



#### Ways of Talking to the Reader

#### The imperative:

Join us in our clean-up events.

### 2 8.06 Read the poster and listen. What is the goal of each part of the poster? Match 1–5 with a–e in your notebook.

- |                      |  |
|----------------------|--|
| 1 The title <b>b</b> | a explains what people can do to help.           |
| 2 A question         | b shows who wrote the poster.                    |
| 3 A large image      | c invites people to read the rest of the poster. |
| 4 A list             | d presents a problem.                            |
| 5 A final line       | e tells people how to learn more.                |

### 3 Study the Look! box. Write one more example of a question with *you* and four more examples of the imperative from the poster in your notebook.

### 4 Make a poster for a clean-up event in your notebook.

- 1 Choose a problem to write about.
- 2 Collect information about the problem.
- 3 Write the first version of your poster.

### 5 Exchange your poster with a partner and check their work. Use the checklist below.

- title, a question, a list, an image, contact details
- verbs to express likes, wants and needs
- connectors



## HOW OUR PLANET WORKS – SCIENCE MADE EASY!

www.yourfirstencyclopaedia.org

Home | Science | Earth Science | The Water Cycle

### The Water Cycle

The water we drink is millions of years old. This is because the quantity of water on Earth stays the same, but it never stops moving. This is the water cycle.

Water exists in three forms:

- **liquid** (water) in rivers, lakes and oceans, clouds, plants and under the ground (groundwater).
- **solid** (ice) when it's frozen in snow, ice caps and mountain glaciers.
- **gas** (water vapour) in the atmosphere.

The water cycle explains how water moves from one form to another.

- The sun (heat) turns water in oceans and lakes into water vapour. This is **evaporation**. Most evaporation happens over the ocean. Large clouds form, and wind moves them in different directions across the world.
- Plants also lose water from their leaves. This is **transpiration**.
- Water vapour in the air gets cold and changes back to liquid, forming clouds. This is **condensation**.
- When the clouds get full, the water in them falls back to Earth as rain (or snow, when it is very cold). This is **precipitation**.
- Rain falls onto water (71% of the planet is water) or land. On land, water and melted snow collect in streams and rivers, go into the ocean, and the whole cycle starts again.

The diagram illustrates the water cycle with labels A, B, C, and D. A is a mountain peak with snow, B is a cloud, C is a tree, and D is the ocean. Arrows show water moving from the ocean to clouds (evaporation), from trees to clouds (transpiration), clouds to mountains (precipitation), and from mountains to the ocean (runoff).

**1 Where does this text come from?**

- an encyclopedia
- a nature magazine
- a news website

**2 Read the text and match the diagram A-D with the words below.**

- |                |                 |
|----------------|-----------------|
| 1 condensation | 3 precipitation |
| 2 evaporation  | 4 transpiration |

**3 Read the sentences and decide if they are T (true) or F (false).**

- |                                       |         |
|---------------------------------------|---------|
| 1 Solid water is called ice.          | (T) / F |
| 2 Most of Earth is covered in water.  | T / F   |
| 3 Most evaporation happens over land. | T / F   |
| 4 Hot water turns into water vapour.  | T / F   |

**4 Read the text again and answer the questions.**

- 1 Where does water vapour come from in evaporation?  
It comes from oceans and lakes.
- 2 What does the wind do to clouds over the ocean?  
 .....
- 3 Where does water vapour come from in transpiration?  
 .....
- 4 What two things can fall as precipitation?  
 .....
- 5 How much of our planet is water?  
 .....
- 6 What happens when snow melts?  
 .....

THINK!

How do you think building a lot of big cities affects the water cycle?

# REVIEW UNITS 7 AND 8



## VOCABULARY

1 Write four verbs related to innovation in your notebook. Use the letters below.

b c d e f i i l n n r s t u v v

1 build      2 ... o ...      3 ... y      4 ... e ...

2 Use the past simple form of the verbs in Exercise 1 to complete the sentences in your notebook.

### Great Achievements Across History

- An aeroplane <sup>1</sup>... to the South Pole for the first time in 1956.
- Friedrich Miescher <sup>2</sup>... DNA in the 19th century.
- Mogul Emperor Shah Jahan <sup>3</sup>... the Taj Mahal from 1632 to 1643.
- Ralph Baer <sup>4</sup>... the video game in 1971.

3 Look at the images and complete the sentences in your notebook.



Look at the dog! He's sleeping on the **grass**, under the ... .



They are beautiful red and yellow... in the ... .



The ... are swimming in the ... .

4 Label the images in your notebook to complete the weather table.

Paris, France	1...	Chicago, United States	3...
Sydney, Australia	2...	Mumbai, India	4...



## LANGUAGE IN CONTEXT

5 Write the correct options in your notebook.

What <sup>1</sup>did you do / **were you doing** when the teacher <sup>2</sup>arrived / was arriving?

I <sup>3</sup>sent / was sending a text message. But I put my phone in my backpack straight away.

How <sup>4</sup>did Mike fall off / was Mike falling off his bike?

Well, he <sup>5</sup>rode / was riding his bike to school when he <sup>6</sup>started / was starting to feel ill.

- 6 Look at the table. Write questions and answers about objects 1–4 using *whose* and possessive pronouns in your notebook.

Objects	Owners	Objects	Owners
1 scooter	Pedro	3 T-shirts	Javier
2 video game	Haru and Akari	4 books	Becky

1 **Mom:** *Whose scooter is this? Is it Pedro's?*

**Becky:** *Yes, it's his.*

2 **Mom:** ...

**Becky:** ...

3 **Mom:** ...

**Becky:** ...

4 **Mom:** ...

**Becky:** ...

- 7 Write the questions in your notebook. Then answer them.

1 you / want / go to the cinema / this weekend / ?

*Do you want to go to the cinema this weekend?*

2 what time / you / need / go to bed / on weekdays / ?

3 what / your best friend / like / do / on Sundays / ?

4 what food / you / hate / eat / ?

- 8 Complete the sentences in your notebook. Use the words below.

• after • before • however • so

1 Melissa goes to school in the mornings. ... she gets home, she has lunch with her sister.

2 Do you always have breakfast ... you go to school?

3 Jackie needs to study for the maths test tomorrow, ... she is in her bedroom at the moment.

4 The students usually go to the patio after lunch. ..., some of them prefer to read in the library.

## Check your progress



### I CAN...

- talk about famous firsts and technology
- use the past continuous and past simple with *when/while* and possessive pronouns
- talk about the natural world and the weather
- use verbs to express likes, wants and needs and use connectors.



## Learn to learn



### Record your vocabulary

Record yourself saying words you have learned. Then record yourself saying them in sentences. Listen to your words and sentences every time you want to review vocabulary.



Rainy. It's rainy today.





# GAME CHANGER EXTRAS



**READING 1 STREET ART**

PAGE 108

**READING 2 A JAPANESE FESTIVAL**

PAGE 109

**READING 3 STREAMING SERVICES**

PAGE 110

**PUZZLES AND GAMES**

PAGE 111

**PROJECT 1 THE STORY OF A PAINTING**

PAGE 115

**PROJECT 2 DESCRIBING AN ANIMAL**

PAGE 117

**VERB LIST**

PAGE 119

**GRAMMAR REFERENCE**

PAGE 120



## READING 1

# ACROSS THE CURRICULUM / ART



## STREET ART


1 Look at the title and the images. Answer the questions in your notebook.

- 1 Where is this street art?
- 2 What can you see in the images?

### Melbourne STREET ART CAPITAL

Melbourne, in Australia, is famous for its colorful street art on many buildings in the city center. You can visit Croft Alley in Chinatown – the Chinese neighborhood of Melbourne, or go to Hosier Lane to see some amazing street art.

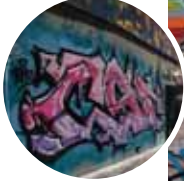
There are images of people next to animals and graffiti writing, but they don't stay the same. Street art often changes, and there are new images from one day to the next.



*Street art in Hosier Lane*

### Are street art and graffiti different?

Yes, **graffiti** is usually words or letters. Graffiti artists use their tag (usually their name or a sign) to communicate with each other. **Street art** uses different techniques and materials, for example, **stencils**, **sculpture**, **stickers** and **posters**. Some street artists only want to make beautiful murals<sup>1</sup>, but other artists want to communicate what's happening in the world. Some street and graffiti artists work at night. The artist prepares a stencil or poster in a studio, and then uses it in the streets because it's fast.



*Graffiti artists use tags*

2 R.01 Read the article and listen. Check your answers to Exercise 1.

3 Match images A–D in your notebook with the street art techniques from the text.



stickers ...

4 Read the article again and answer the questions in your notebook.

- 1 Where can you see street art in Melbourne?  
*in Croft Alley in Chinatown and Hosier Lane*
- 2 What is a tag?
- 3 What is the difference between street art and graffiti?
- 4 Why do street artists make street art?
- 5 Why do you think some street and graffiti artists work at night?

5 Find an image of graffiti or street art that you like. Describe it to a partner. Think about:

- the colors
- the shapes
- what it communicates
- why you like it.

<sup>1</sup> A large painting on the wall.



### THINK!



Talk about street art where you live. What type of street art or graffiti can you find? Do you like it?



## READING 2

# ACROSS THE CURRICULUM / LANGUAGE AND ARTS



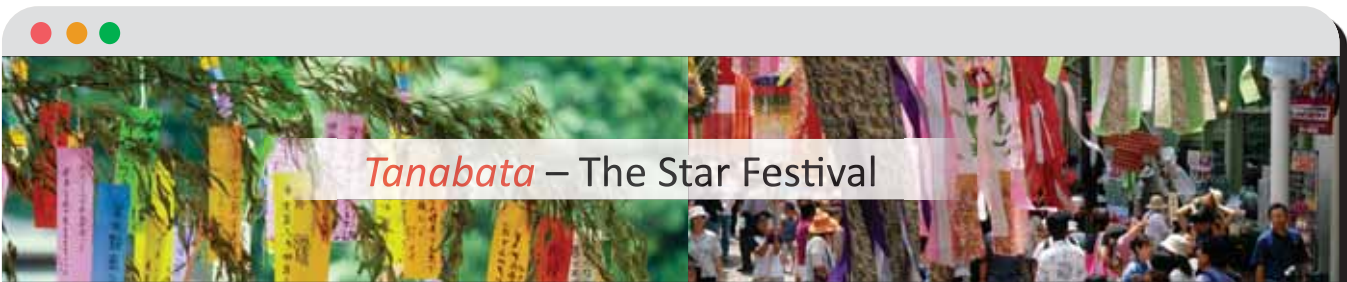
## A JAPANESE FESTIVAL

1 Look at the title and the images. Discuss the questions with a partner.

1 What can you see in the images?

2 What things do you think people do at *Tanabata*?

2 Read the article. Were your ideas in Exercise 1 correct?



### *Tanabata* – The Star Festival

Do you know any beautiful love stories? Well, the story I want to tell you is a really beautiful Japanese love story called *Tanabata*. Originally a Chinese legend, *Tanabata* tells the love story of two stars. Orihime (the star Vega) made beautiful clothes for her father, the Sky King, but she was sad because she hadn't got time to meet anyone. So her father organized a meeting with Hikoboshi (the star Altair), the boy who worked with cows. They fell in love immediately and got married. They were so in love that later Orihime stopped making clothes and Hikoboshi stopped looking after his cows. Orihime's father was angry. He said they couldn't live together and he ordered them to live on different sides of the river (the Milky Way). Orihime was very sad, but her father loved her very much. When Orihime started working again, he let them meet once a year, on the seventh day of the seventh month. The first

time they tried to meet, they couldn't cross the river, so some birds came and made a bridge for Orihime. The legend says that when the sky isn't clear, the birds cannot come and the two stars cannot meet. So Japanese people always wish for amazing weather on that day!

To remember the great love of Orihime and Hikoboshi, people in Japan celebrate *Tanabata* ('the evening of the seventh') every year on 7 July. They write wishes on small strips of colored paper called *tanzaku* and hang them on bamboo branches. The decorated streets and lively parades, food stalls and fireworks make *Tanabata* an exciting festival all over Japan.

3 Read the article again and answer the questions in your notebook.

- 1 Why is *Tanabata* called the Star Festival?  
*Because it celebrates the love story of two stars.*
- 2 How did Orihime and Hikoboshi first meet?
- 3 What happened after Orihime and Hikoboshi first met?
- 4 Why was Orihime's father angry?
- 5 Why do Japanese people want good weather for *Tanabata*?
- 6 Why does *Tanabata* happen on 7 July?

4 Describe a legend that you like to a partner. Think about these questions:

- What is its origin?
- Is it connected to a local festival?
- When and where does the legend take place?
- Who are the main characters and what happens to each person?



### THINK!



Is the legend of *Tanabata* similar to any legends in your country?



## READING 3

# AROUND THE WORLD



## STREAMING SERVICES

1 Look at the title and the image. Discuss the questions with a partner.

- 1 What do you think this person is doing?
- 2 What type of programme is he looking at?

2 Read the article. Were your ideas in Exercise 1 correct?

### Watch What You Like, When You Like!

Netflix, HBO and other streaming services let you watch what you like, when you like over the internet! But what's the difference between these services and regular TV?



#### Fan community

Streaming services use friends' recommendations and reviews to build a fan base on social media, and FOMO (Fear of missing out) drives many teens to watch programmes.

#### Which subscription?

That depends on where you are! Subscribe to a US streaming library and you get 100% content, but subscribe to the same streaming service from, say, Peru and you'll see 67% of the films because of exclusivity and rights. Find out what you can see where you are!

#### Binge watching

Many TV viewers watch a series in binges – episode after episode, season after season, and they don't move from the sofa for hours! In fact, 60% of all TV viewers said they watch two or more episodes of a program one after another during the week, and 29% said they finish a new season 24 hours after it comes out!

#### Spoilers

People aren't watching the same program at the same time, so it's difficult to avoid spoilers. A spoiler nowadays can be about the whole series, so be careful! There are apps to block content on social media, or you can just ask your friends not to tell you!

3 Read the text again and answer the questions in your notebook.

- 1 What are streaming services?  
*They let you watch what you like, when you like over the internet.*
- 2 Why can a subscription to the same streaming service be different in different countries?
- 3 What is binge watching?
- 4 How can you avoid spoilers?

4 Complete the sentences in your notebook. Use the words in bold in the article.

- 1 This is the second **season**. I watched the first last year. It was amazing!
- 2 Each ... is 55 minutes, so I can easily watch three this evening.
- 3 Millions of ... watched the film online in its first week.
- 4 Jade's brother posted a ... on his blog. His friends were cross!



### THINK!



Which is better, regular TV or streaming?





# PUZZLES & GAMES

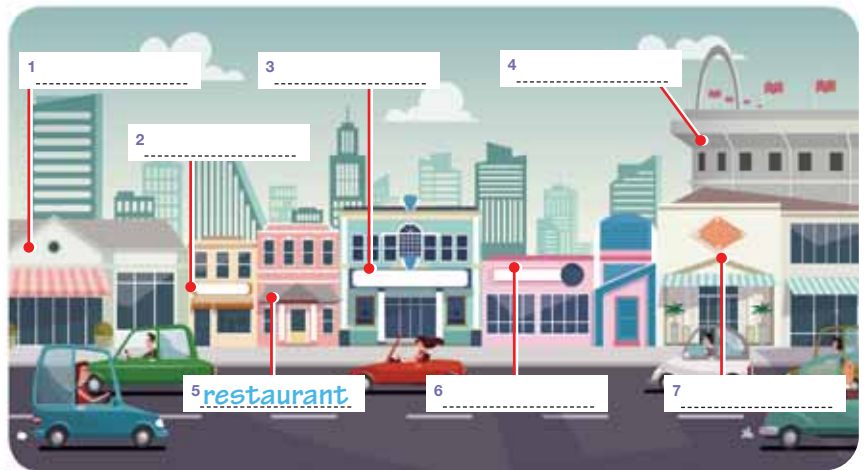
## UNIT 1



1 Copy the crossword in your notebook. Find seven places in town (→, ↓, ↗, ↘).

D	V	K	A	T	E	P	A	R	G	K		
R	U	I	W	A	Q	E	H	Z	X	B	S	X
V	E	U	T	O	W	X	W	X	Y	O	U	R
X	T	S	S	P	O	T	L	J	I	W	P	R
G	I	D	T	T	O	W	V	M	X	L	E	U
F	U	G	G	A	A	Q	B	X	J	I	R	L
D	S	O	A	M	U	D	S	R	M	N	M	M
N	F	S	E	B	W	R	I	X	S	G	A	I
F	H	N	P	R	P	W	A	U	G	A	R	N
V	I	V	R	U	A	D	P	N	M	L	K	O
C	U	V	B	O	R	H	R	F	T	L	E	W
S	H	O	Z	B	K	I	W	X	O	E	T	X
V	I	F	T	C	T	M	V	G	Y	R	H	

2 Read sentences a–f. Then use the words in bold to match buildings 1–7 in your notebook.



- a There's a **cinema** next to Li's Chinese **restaurant**.
- b The **bowling alley** is between the **shopping center** and the **cinema**.
- c The **clothes shop** is next to Li's Chinese **restaurant**.
- d The **shopping center** is in front of the **stadium**.
- e There is no building on the right of the **stadium**.
- f The **clothes shop** is between a **restaurant** and the **supermarket**.

## UNIT 2



3 Look at the images and complete the crossword in your notebook. What's the secret food word?



1	c	a	r	r	o	t
2						
3						
4						
5						
6						

The secret food word is .....

4 Copy the table in your notebook. Look at sentences a and b and complete the code in the table. Then write sentences a–g using the code and answer the question.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
d	...	c	g	i	...	u	...	s	o	k	f	m	r	x	...	l	n	y

a	4	2	8		6		12	10	14	11								
					a													
b	13	5	15		8	16	2		2	4	4	9						
					t	h	e											
c	6	1	1		9	6	17	8										
d	3	7	8		6	18		10	18	5	10	18						
e	12	14	19		8	16	2		10	18	5	10	18					
f	6	1	1		8	16	2		2	4	4	9						
g	12	14	19		8	16	2		2	4	4	9						
	6	18	1		10	18	5	10	18									

What are the instructions for?

# UNIT 3



1 ★ ○ □ △

b e a c h

1 Copy the table in your notebook. Use the code to write the words.

A	○	B	★	C	□	D	△	E	○	F	○
G	△	H	△	I	○	J	○	K	△	L	□
M	□	N	○	O	★	P	△	Q	○	R	△
S	△	T	△	U	○	V	□	W	★	Y	△

2

3

4

5

2 Use the words with the same color. Put the words in order and add *a*, *at*, *on* or *the* to make questions in your notebook.

there	swimming pool	night safari?	there	restaurants
tour guides	there	Were	hotel?	Was
Were	two	fishing	and	two
kayaking	Was	hotel?	there	river?

- Was there a swimming pool at the hotel?
- 
- 
- 

# UNIT 4



3 Copy the diagram in your notebook. Cross out the words for each question a-h in the diagram and write the words. Then answer questions.

cinema trainers shout chicken  
remember museum hat hotel  
beans laugh jacket  
pineapple cheese

- 2 types of fruit orange
  - 3 buildings
  - 3 things you wear
  - 3 types of food
  - 2 things you do with your mouth open
- Which word isn't crossed out?
  - Write a sentence using this word.

4 Complete the text with the past simple of the irregular verbs in your notebook. Then write the answer.



Daniel <sup>1</sup> read (read) this puzzle yesterday, but he couldn't find the answer. Can you help him?  
A man and his son <sup>2</sup> (be) in their car when they <sup>3</sup> (have) an accident. An ambulance <sup>4</sup> (take) the boy to hospital. They <sup>5</sup> (go) very fast. But when the ambulance arrived, the doctor <sup>6</sup> (see) the young boy and <sup>7</sup> (say), 'I can't operate. He's my son.' How is that possible?

**Answer:**

# UNIT 5

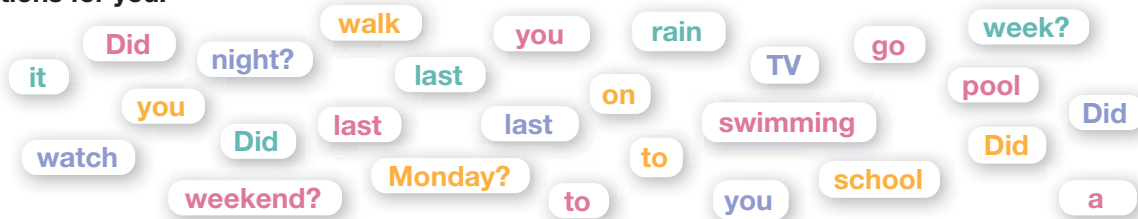


1 Use the code to find the first and last letters of the means of transport. Then write the words 1-6 in your notebook.

	1	2	3	4	5
A	a	b	c	d	e
B	f	g	h	i	j
C	k	l	m	n	o
D	p	q	r	s	t
E	u	v	w	x	y

- 1 A1 A5 a e aeroplane
- 2 B1 E5 .....
- 3 D4 D3 .....
- 4 A2 D5 .....
- 5 E1 A4 .....
- 6 C3 A5 .....

2 Put the words in the same color in order to make questions 1-4 in your notebook. Then answer the questions for you.

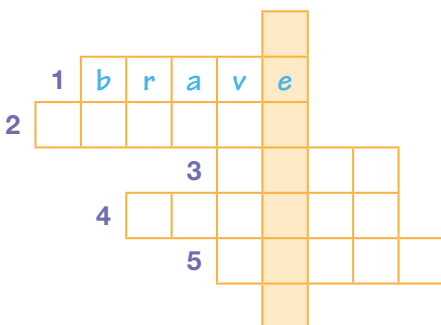


- 1 Did you go to a swimming pool last weekend?  
Yes, I did.
- 2 .....
- 3 .....
- 4 .....

# UNIT 6



3 Copy the crossword in your notebook. Then complete the crossword with the correct personality adjective to describe each person. What's the secret word?



- 1 This person isn't scared.
- 2 This person is intelligent.
- 3 This person does good things for other people.
- 4 This person has got big muscles.
- 5 This person makes you laugh.

The secret word is .....

4 Look at the photos from 11 am last Sunday. What were these people doing? Read sentences 1-6 and write the names in your notebook.

11 am last Sunday

- 1 Sam wasn't helping his sister.
- 2 Maria was in the kitchen, but she wasn't cooking.
- 3 Victor wasn't cooking. His dad was listening to music.
- 4 Gaby was helping her brother.
- 5 Isabella and her mom were dancing.
- 6 Mark wasn't listening to music.



# UNIT 7



**1** Add vowels to the letters to make the infinitive of verbs related to innovation. Then complete the sentences with the correct past simple form.



In 1774, William Herschel <sup>1</sup>..... **built**..... (bld) a big telescope. He <sup>2</sup>..... (s) the telescope to look at stars and planets. In 1781, he <sup>3</sup>..... (dscvr) the planet Uranus and he <sup>4</sup>..... (bcm) famous. Later, he <sup>5</sup>..... (strt) making telescopes.

**2** Read sentences a–f. Tick (✓) the information in the table and complete sentences 1–3.

- a Raquel was working inside.
- b Camilla was outside when it started to rain.
- c Helen wasn't outside the clothes shop when it started to rain.
- d This person was waiting for a bus outside the clothes shop.
- e This person was having lunch in a café in a shop.
- f This person was in the teachers' lounge.

		What they were doing			Place		
		Working	Waiting for a bus	Eating a sandwich	Outside the clothes shop	In the shopping centre	At the school
Name	Raquel	✓					
	Camilla						
	Helen						

1 It started to rain while Raquel .....

2 Camilla ..... when .....

3 It ..... while Helen .....

# UNIT 8



**3** Find ten words about nature.

V	B	I	R	D	S	F	Q	L	I
L	I	S	P	J	U	X	O	L	D
S	B	L	T	S	A	O	C	I	D
P	S	S	L	E	M	W	E	H	O
G	X	A	E	A	F	U	A	E	L
V	C	R	R	I	G	R	N	T	A
D	B	M	E	G	S	E	E	R	K
G	R	L	U	W	A	J	X	E	E
Y	D	T	Z	F	T	L	U	E	D
S	R	E	W	O	L	F	Z	S	Z

**4** Dan and his friends like to do different activities at the weekend. Read sentences a–f and tick (✓) the information in the table. Then complete sentences 1–3 about last weekend.

	garden	lake	beach
Dan			
Noah			
Elena			

- a Elena loves to read outside.
- b Dan didn't take his dog to the lake.
- c Noah likes to swim.
- d Dan loves to run with his dog near water.
- e Elena likes to look at birds and flowers.
- f Noah didn't go to the beach.

- 1 Dan .....
- 2 Elena .....
- 3 Noah .....





# PROJECT 1

## THE STORY OF A PAINTING

### MAKE AN AUDIO GUIDE FOR A FAMOUS PAINTING




MEDIATION

**1** Look at the painting and the text of the audio guide quickly. Write the correct answers in your notebook.

- 1 Where do you think you can listen to the audio guide?
  - on a tourist bus
  - in a museum
- 2 What is the audio guide for?
  - to give information about the artist's life
  - to give information about the artist's life and the painting

**2** Work in pairs. Look at the painting and answer the questions in your notebook.

- 1 What can you see in the painting?
- 2 How many people are there?
- 3 What is happening?
- 4 How does the painting make you feel?
- 5 Where do you think the painting is? Why?

**3**  **P.01** Read the audio guide and listen. Answer the questions and complete the sentences in your notebook. Use the words in brackets to help you.

- 1 Monet was from **France**. (Which country?)
- 2 Monet moved to the house in the painting in ... . (Which year?)
- 3 Monet painted it in ... . (Which village?)
- 4 The boy next to the toy in the painting is ... . (Who?)
- 5 Monet often painted ... . (What?)
- 6 Monet planted ... in the garden at Vétheuil. (What?)
- 7 Monet had ... children. (How many?)



### PROJECT TASK



**1** PLAN

- 1 Choose a famous painting.
- 2 Find out about the painting. Look for images.
- 3 Write your audio guide. Remember to include information about the painter, what you can see in the painting and why the things/people in the painting were important to the painter.
- 4 Check grammar, spelling, punctuation and practice your pronunciation of difficult words.
- 5 Record your audio guide.

**2** REFLECT

Which is your favorite audio guide? Why?



**THINK!**



Do you like the painting?  
Why / Why not? What do you  
know is important to Monet?



Claude Monet (1840–1926),  
*The Artist's Garden at Vétheuil*: 1881  
Oil on canvas, 151.5 x 121 cm

The painting, *The Artist's Garden at Vétheuil*, 1881, is by the French Impressionist painter, Oscar-Claude Monet. He was born in 1840 and died in 1926. The house in the painting was in the small village of Vétheuil in France. In 1878, Monet went to live there with his wife, Camille, his son, Jean and his son, Michel. Soon after they arrived in Vétheuil, Monet's wife died, but Monet stayed in Vétheuil with his two boys.

Monet painted a lot of his paintings outside, and he often painted his garden in different light and at different times of the day. Monet loved to plant flowers where he lived. In the garden in Vétheuil, he planted tall flowers, and the blue and white flowerpots in the painting were Monet's. He took them with him every time he moved house, and they are in many of his paintings. Look closely at the flowerpots. What different colors can you see? The boy in the painting next to a toy is Monet's son, Michel. We don't know who the woman was in the painting. The painting has got many bright colors, but it was a sad time in Monet's life.



# PROJECT 2 DESCRIBING AN ANIMAL

## MAKE A LEAFLET ABOUT AN ANIMAL IN DANGER



MEDIATION

**1** Look at the images and the text of the leaflet quickly. Write the correct answers in your notebook.

- 1 What is the goal of the leaflet?
  - to teach people about the problem with Scarlet Macaws
  - to teach people about birds in South America
- 2 What type of information does it have?
  - opinion
  - factual

**2** Read the leaflet and complete the fact file in your notebook.

Fact File	
Description	big, red,
Size	?
Habitat	?
Diet	?
Babies	?

**3** Read the leaflet again and answer the questions in your notebook.

- 1 What problem does the leaflet describe?
- 2 What is the reason for the problem?
- 3 What does the volunteer group do to help the Scarlet Macaws?
- 4 Do you think the leaflet is attractive? Why? / Why not?



## PROJECT TASK



**1 PLAN**

- 1 Choose an endangered<sup>1</sup> animal in your local area.
- 2 Find out about the animal. Look for images.
- 3 Write your text. Remember to include a description of the animal, its habitat and diet, the main problems and possible solutions.
- 4 Design your leaflet.
- 5 Check grammar, spelling and punctuation.

<sup>1</sup> Animals or plants that can disappear soon because there are very few living



## THINK!



Why are many animals in danger?  
Do you do anything to protect animals in danger?

**2 YOUR DIGITAL PORTFOLIO**

Present your leaflet to the class.

**3 REFLECT**

Which is your favorite leaflet? Why?





**WARNING**  
 Every year,  
 more Scarlet  
 Macaws disappear.  
 Help us to save this  
 beautiful bird.  
 Join our volunteer  
 group now!



# HELP PROTECT SCARLET MACAWS

The Scarlet Macaw (*Ara macao*) is a big, red, yellow and blue parrot. A Scarlet Macaw can be 85–96 cms from head to tail and it can weigh about 1 kg.

### Where it lives

It usually lives in the forests of tropical South America, in countries such as Mexico, Peru, Bolivia and Brazil. Scarlet Macaws usually build their nests in holes in trees. They eat big seeds, fruit and some leaves with their strong beaks. They sometimes eat insects.

### Babies

Female Scarlet Macaws have one or two baby birds every two years. Both parents teach and look after the baby birds. They are social animals, and they live their whole life with the same partner. They often live in groups of three or four. They can live for 50 years in the wild.

### The problem

Scarlet Macaws are losing their habitat because of deforestation. It is illegal, but some people also catch and sell these beautiful animals as pets.

**What can we do?**  
 We plant new forests where Scarlet Macaws can live.  
 We organize groups in local communities to look after the Scarlet Macaws.  
 To join our volunteer group, contact José Luís: [info@savethemacaws.org](mailto:info@savethemacaws.org)



# IRREGULAR VERBS

Infinitive	Past Simple
be	was / were
beat	beat
become	became
begin	began
break	broke
bring	brought
build	built
buy	bought
catch	caught
choose	chose
come	came
cost	cost
cut	cut
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
fight	fought
find	found
fly	flew

Infinitive	Past Simple
forget	forgot
get	got
give	gave
go	went
grow	grew
have	had
hear	heard
hide	hid
hit	hit
hold	held
keep	kept
know	knew
leave	left
lose	lost
make	made
meet	met
pay	paid
put	put
read	read
ride	rode
ring	rang
run	ran
say	said

Infinitive	Past Simple
see	saw
sell	sold
send	sent
shut	shut
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
tell	told
think	thought
throw	threw
understand	understood
wake	woke
wear	wore
win	won
write	wrote

LAYLIE

# GRAMMAR REFERENCE

## ADVERBS OF FREQUENCY

always	usually	often	sometimes	never
0% ————— 100%	0% ————— 100%	0% ————— 100%	0% ————— 100%	0% ————— 100%
She's <b>always</b> happy.	We <b>usually</b> watch TV in the evening.	I <b>often</b> see my friends at the weekend.	He <b>sometimes</b> plays games on his phone.	I <b>never</b> go out with my friends on Mondays.

## SUBJECT AND OBJECT PRONOUNS

	Subject Pronouns	Object Pronouns
Should <b>I</b> open the door? Open the door for <b>me</b> .	I	me
<b>You</b> need to send me the photos. I can send <b>you</b> the photos.	you	you
Can <b>he</b> see the bear? The bear can see <b>him</b> !	he	him
<b>She</b> wants you to read a story. Can you read <b>her</b> a story?	she	her
<b>It</b> needs to arrive by Monday. Can you bring <b>it</b> , please?	it	it
<b>We</b> are so happy to see you! Are you happy to see <b>us</b> ?	we	us
<b>They</b> are very unlucky. Bad things always happen to <b>them</b> .	they	them

## PAST SIMPLE BE

Past simple of to be (Affirmative and Negative)				
Affirmative (+)	Negative (-)	Questions (?)	Affirmative Short Answers (+)	Negative Short Answers (-)
I / She / He <b>was</b> very happy yesterday. You / We / They <b>were</b> in London last weekend.	I / She / He <b>wasn't</b> at school today. You / We / They <b>weren't</b> with your friends.	<b>Was</b> I / he / she at school today? <b>Were</b> you / we / they with your friends?	Yes, I / he / she <b>was</b> . Yes, you / we / they <b>were</b> .	No, I / he / she <b>wasn't</b> . No, you / we / they <b>weren't</b> .

# GRAMMAR REFERENCE

## CAN

Can for permission			
Affirmative (+)	Negative (-)	Yes/No Questions (?)	Short Answers
I / You / He / She / It / They <b>can</b> go to the mountains.	I / You / He / She / It / They <b>can't</b> go to the mountains.	<b>Can</b> I / you / he / she / it / they come to the mountains?	Yes, I / you / he / she / it / they <b>can</b> . No, I / you / he / she / it / they <b>can't</b> .

## THERE WAS / THERE WERE

There was/were: Yes/No Questions and Short Answers				
Affirmative (+)	Negative (-)	Questions (?)	Affirmative Short Answers (+)	Negative Short Answers (-)
<b>There was</b> a snake in the grass.	<b>There wasn't</b> a snake in the grass.	<b>Was there</b> a snake?	Yes, <b>there was</b> .	No, <b>there wasn't</b> .
<b>There were</b> many cars on the street.	<b>There weren't</b> many cars.	<b>Were there</b> a lot of cars?	Yes, <b>there were</b> .	No, <b>there weren't</b> .

## PAST SIMPLE WITH IRREGULAR VERBS

Infinitive	Affirmative (+)	Negative (-)
go	I <b>went</b> to the swimming pool.	I <b>didn't go</b> to the park.
have	You <b>had</b> dark hair.	You <b>didn't have</b> blonde hair.
read	He <b>read</b> the book last year.	He <b>didn't read</b> the book.
say	Annie <b>said</b> , 'Good luck!'	Annie <b>didn't say</b> a thing.
see	We <b>saw</b> Jenna's parents there.	We <b>didn't see</b> her parents.
take	They <b>took</b> some food with them.	They <b>didn't take</b> food with them.

## PAST SIMPLE WITH REGULAR VERBS

Verbs	Ending	Affirmative (+)	Negative (-)
<b>Most verbs</b> (for example, <i>play, listen, want</i> )	Add <i>-ed</i> .	We <b>played</b> the violin. You <b>listened</b> to me.	We <b>didn't play</b> the violin. You <b>didn't listen</b> to me.
<b>Verb ends in -e</b> (for example, <i>arrive, like</i> )	Add <i>-d</i> .	He <b>arrived</b> last night. We <b>liked</b> the book.	He <b>didn't arrive</b> last night. We <b>didn't like</b> the book.
<b>Verb ends in consonant + -y</b> (for example, <i>cry, try, fry</i> )	Change <i>-y</i> to <i>-i</i> and add <i>-ed</i> .	We <b>cried</b> after the film. I <b>tried</b> my best.	We <b>didn't cry</b> after the film I <b>didn't try</b> my best.
<b>Verb ends in consonant +vowel +consonant</b> (for example, <i>plan, stop</i> )	Double the final consonant and add <i>-ed</i> .	I <b>planned</b> our trip to Spain. It <b>stopped</b> working.	I <b>didn't plan</b> our tip to Spain. It <b>didn't stop</b> working.

## PAST SIMPLE REGULAR AND IRREGULAR VERBS: QUESTIONS AND ANSWERS

Yes/No Questions (?)	Short Answers
<b>Did</b> I / you / he / she / it / we / they <b>arrive</b> ?	Yes, I / you / he /she / it / we / they <b>did</b> . / No, I / you / he / she / it / we / they <b>didn't</b> .

## COULD

Could for Ability in the Past			
Affirmative (+)	Negative (-)	Yes/No Questions (?)	Short Answers
I / He / She / You / We / They / It <b>could ride</b> a bike at that age.	I / He / She / You / We / They / It <b>couldn't drive</b> a car then.	<b>Could</b> I / he / she / you / we / they / it <b>walk</b> at that age?	Yes, I / he / she / you / we / they / it <b>could</b> . / No, I / he / she / you / we / they / it <b>couldn't</b> .
I / He / She / You / We / They / It <b>could kick</b> a ball when you were two.	I / He / She / You / We / They / It <b>couldn't speak</b> English.	<b>Could</b> I / he / she / you / we / they / it <b>ski</b> ?	



# GRAMMAR REFERENCE

## PAST CONTINUOUS

Affirmative (+)	Negative (-)
I / He / She / It <b>was moving</b> fast. You / We / They <b>were singing</b> .	I / He / She / It <b>wasn't moving</b> fast. I / You / They <b>weren't singing</b> .
Yes/No Questions (?)	Short Answers
<b>Was</b> I / he / she / it <b>walking</b> ? <b>Were</b> you / we / they <b>waiting</b> for the bus?	Yes, I / he / she / it <b>was</b> . / No, I/he/she/it <b>wasn't</b> . Yes, you / we / they <b>were</b> . / No, you/we/they <b>weren't</b> .

## PAST CONTINUOUS AND PAST SIMPLE: WHEN AND WHILE

<b>When</b>	I <b>was watching</b> a film <b>when</b> the TV <b>turned off</b> .
<b>While</b>	I <b>learned</b> English <b>while</b> I <b>was living</b> in England.

## POSSESSIVE PRONOUNS

<b>Whose</b> sweater is this?	It's my / your / his / her / our / their sweater. It's <b>mine / yours / his / hers / ours / theirs</b> .
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## CONNECTORS

<i>After, And, Before, But, However and So</i>	
<b>Addition</b>	There are a lot of birds <b>and</b> some beautiful flowers.
<b>Opinion</b>	I love vegetables, <b>but</b> I really don't like celery. It's easy to clean beaches. <b>However</b> , the ocean is more difficult to clean.
<b>Consequence</b>	It was snowing, <b>so</b> I wore my winter coat and hat.
<b>Time</b>	Have your lunch <b>before</b> you go out. <b>After</b> the storm yesterday, there was a lot of damage.

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