

Fourth edition

Project

Student's Book



2

OXFORD

Tom Hutchinson

ارائه جدیدترین منابع زبان انگلیسی و آمادگی آزمون آیلتس

جنرال و آکادمیک در دو نسخه چاپی و فایل های الکترونیکی

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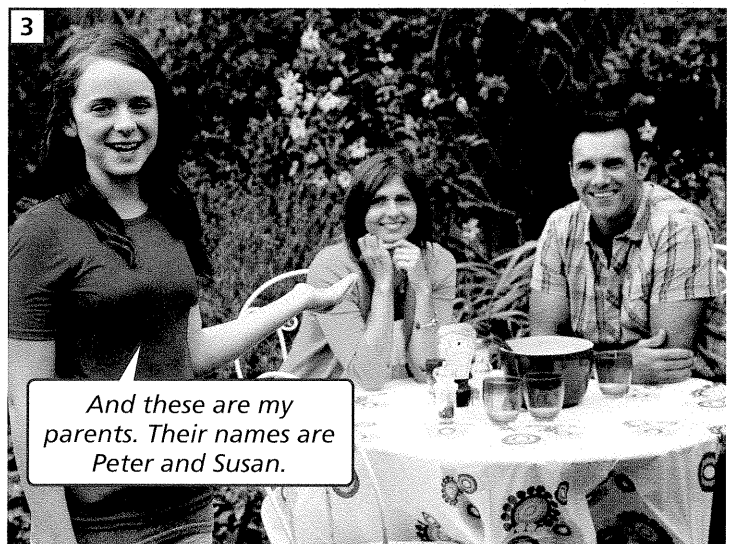
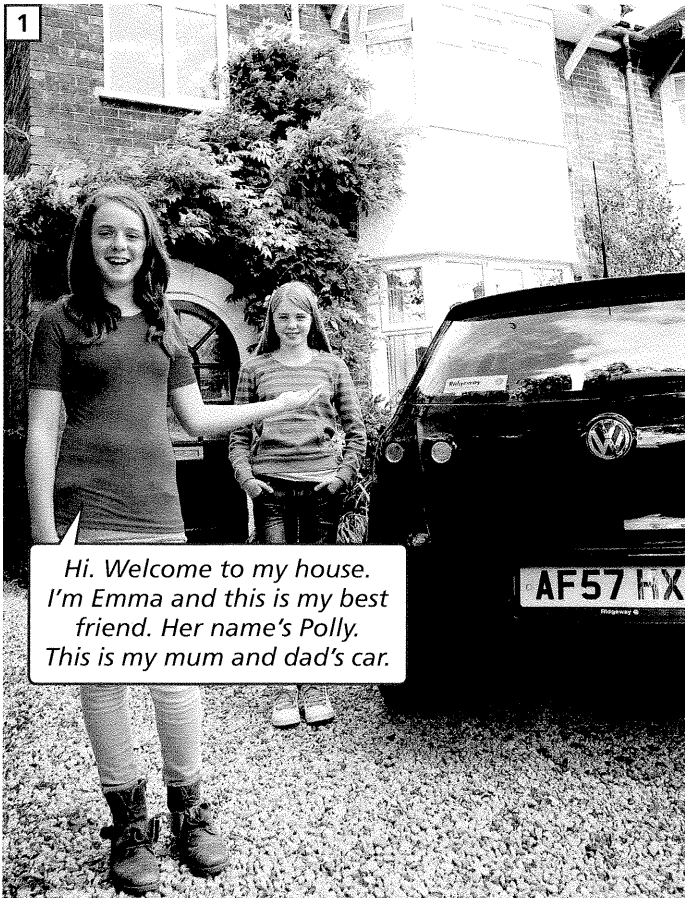
Introduction

Introductions

1 a 1.2 Read and listen. Who are they?

Susan Jake Polly Benjy
Peter Conor Emma

Susan is Emma and Jake's mum.



b Work with a partner. Ask and answer about the people.

- Who's Susan?
- She's Emma and Jake's mum.

2 Describe the people.

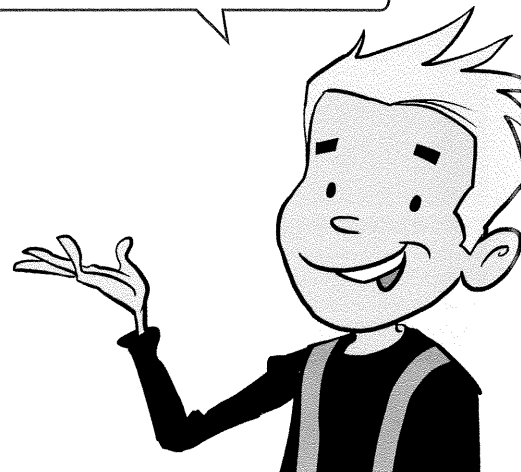
Polly is the girl with ... hair.

3 a Complete what Mickey says.

b 1.3 Listen and check.



Hi. My name's Mickey. This is
² _____ sister. ³ _____ name's
Millie. And this is ⁴ _____ dog,
Mut. What's ⁵ _____ name?



At the sports centre

1 **1.4** Emma wants to join the sports centre. Listen and find this information.

- 1 What is Emma's full name?
- 2 How old is she?
- 3 Where does she live?
- 4 What sports and activities is she interested in?

Valley Sports Centre

Open seven days a week

Sports and activities include:

- Swimming • Table tennis • Weight training
- Badminton • Basketball • Fitness classes
- Volleyball • Karate • Tennis
- Yoga • Children's club • Football



2 a Use your answers to exercise 1. Write the information in Emma's membership card.

b **1.4** Listen again and complete the card.

Valley Sports Centre

Membership Card

Name *Emma Griffin*

Age _____

Address _____

Postcode _____ Telephone number _____

Email address _____

Sports / Activities _____



c **1.4** Listen again and check.

3 a What questions does the receptionist ask?

b Work with a partner. Student A is Emma. Student B is the receptionist. Practise their dialogue.

4 a Copy the membership card.

b Work with a partner. Make a new dialogue between yourself and the receptionist.

Student A Ask the questions.

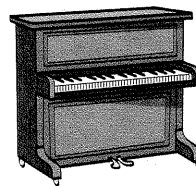
Student B Give your answers.

Student A Complete your partner's card with his / her information.

What can you do?

5 **1.5** Listen. Polly is talking to Jake. Complete the sentences.

- 1 Jake can play _____.
- 2 He can't _____.
- 3 Emma can _____.
- 4 Polly can't _____, but she can _____.



6 a Look at the questionnaire. Give your answers.

- 1 Can you play the guitar?
- 2 Can you speak French?
- 3 Can you swim?
- 4 Can you play ice hockey?
- 5 Can you write with both hands?
- 6 Can you throw a ball 50 metres?
- 7 Can you spell your name in English?
- 8 Can you divide ninety-eight by seven?
- 9 Can you count from ten down to one?
- 10 Can you ride a bike?

b Work with a partner. Ask and answer.

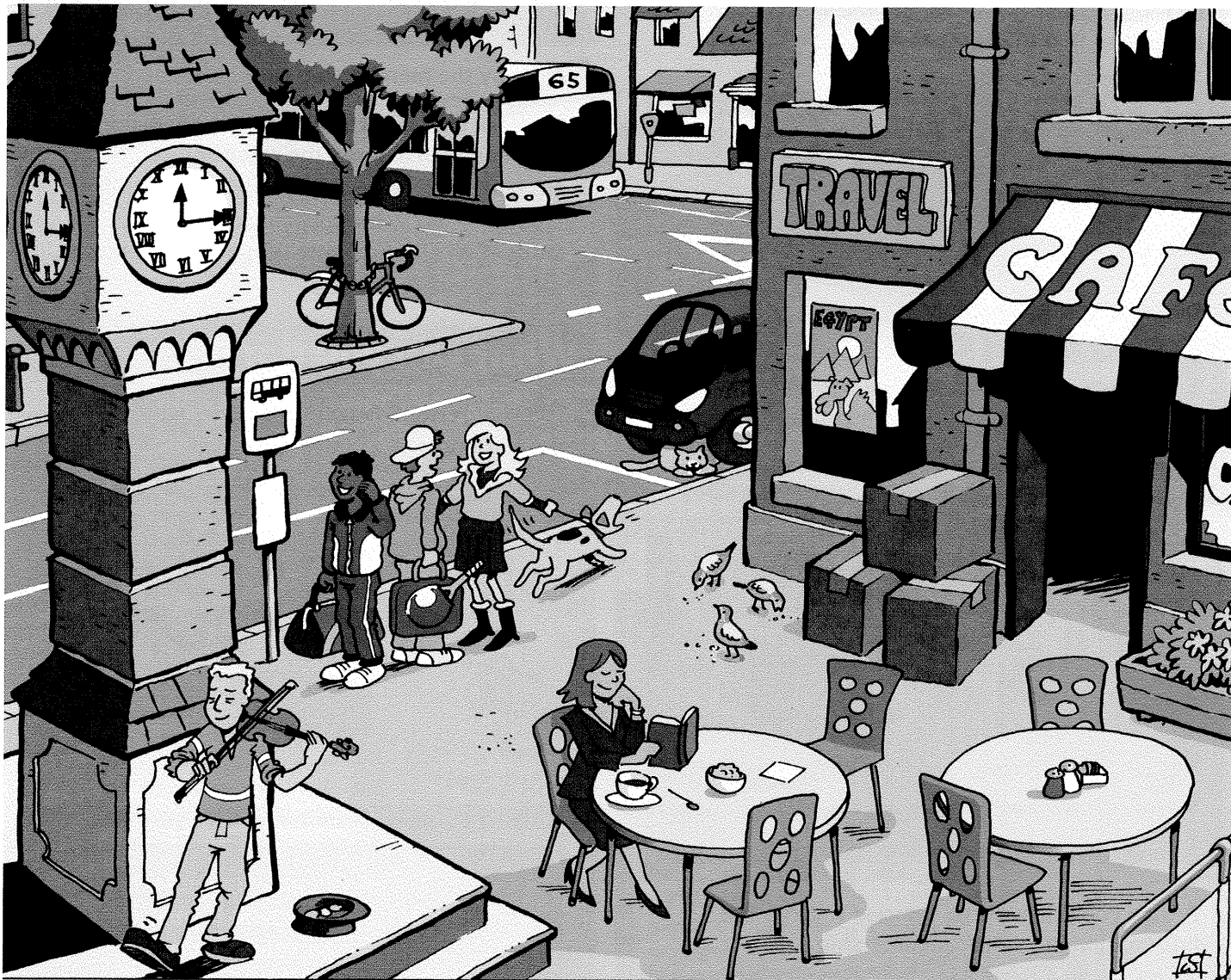
- Can you play the guitar?
- Yes, I can. / No, I can't.

c Write your answers to the questionnaire.

I can't play the guitar, but I can play the piano.

In the street

1 a Look at the picture. How many things can you name?



b Where is / are:

- | | |
|--------------|-----------------------|
| 1 the boxes? | 4 the holiday poster? |
| 2 the bike? | 5 the tennis racquet? |
| 3 the cat? | 6 the man's hat? |

2 a **1.6** How good is your memory? Close your book. Listen and write the answers to the questions.

b Check your answers.

3 Work with a partner. Ask more questions about the picture. Use the phrases.

Questions	Answers
1 What's this?	It's a / an ...
2 What colour is / are ...?	It's / They're ...
3 What is / are ... doing?	He's / She's / They're ...ing.
4 How many ... are there?	There are ...
5 Where is / are the ...?	It's / They're (in / on / under) the ...
6 What is ... wearing?	He / She's wearing a ...

4 Write eight sentences about the picture.

A boy is carrying a blue bag.

What has he got?

- 1 Look at the picture. Has Jake got these things on his desk?



- | | |
|------------------------|---------------------|
| 1 three pens | 6 an umbrella |
| He's got three pens. | 7 a watch |
| 2 a ruler | 8 two drinks |
| He hasn't got a ruler. | 9 a mobile phone |
| 3 an apple | 10 a photograph |
| 4 two oranges | 11 three keys |
| 5 a sandwich | 12 an exercise book |

- 2 Test a partner. Student B closes his / her book. Student A asks questions.

- Has Jake got an apple on his desk?
- Yes, he has. / No, he hasn't.
- or
- How many pens has Jake got on his desk?
- He's got ...

- 3 What have you got in your bag? Work in a group. Play a game.

In my bag I've got three photographs, but I haven't got a ball.

In my bag I've got three photographs and a ball, but I haven't got a drink.

In my bag I've got three photographs, a ball and a drink, but I haven't got two ...



Song

- 1 1.7 Listen. Complete the song with these words.

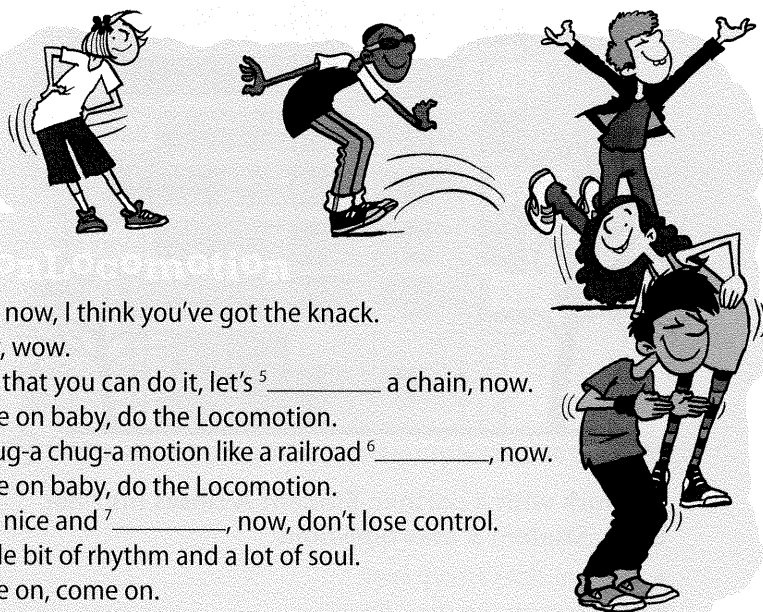
jump train sister easy dance swing make

- 2 1.7 Listen again, sing and do the actions.

The Locomotion

Everybody's doing a brand new ¹dance, now.
Come on baby, do the Locomotion.
I know you'll get to like it if you give it a chance, now.
Come on baby, do the Locomotion.
My little baby ²_____ can do it with me.
It's easier than learning your A-B-C.
So come on, come on, do the Locomotion with me.
You got to ³_____ your hips, now.
Come on, baby.
⁴_____ up.
Jump back.

Well, now, I think you've got the knack.
Wow, wow.
Now that you can do it, let's ⁵_____ a chain, now.
Come on baby, do the Locomotion.
A chug-a chug-a motion like a railroad ⁶_____, now.
Come on baby, do the Locomotion.
Do it nice and ⁷_____, now, don't lose control.
A little bit of rhythm and a lot of soul.
Come on, come on.
Do the Locomotion with me.
Ye-ye-ye-yeah.



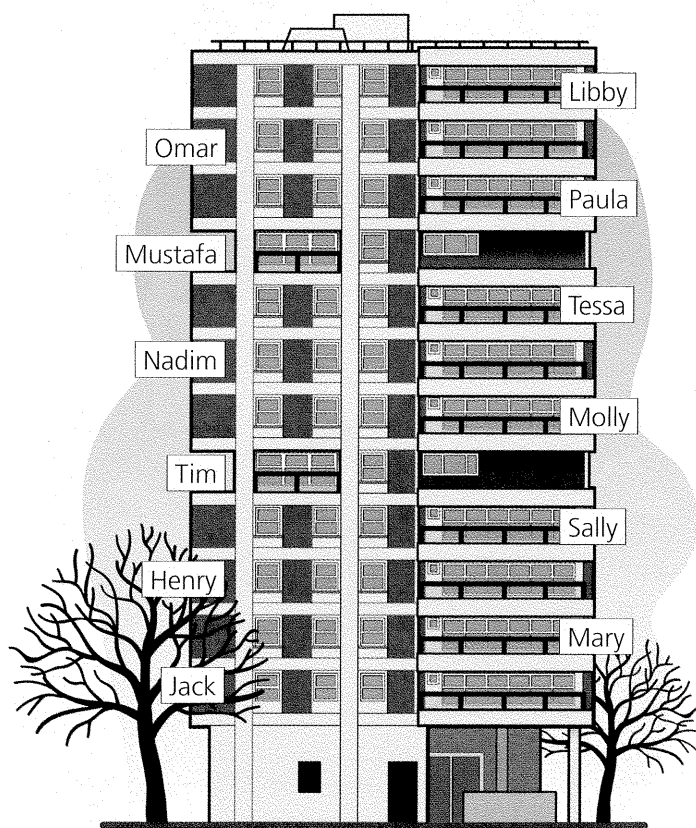
1A My daily life

Vocabulary

1 1.8 Listen and repeat.

1st	first	10th	tenth
2nd	second	11th	eleventh
3rd	third	12th	twelfth
4th	fourth	13th	thirteenth
5th	fifth	14th	fourteenth
6th	sixth	20th	twentieth
7th	seventh	21st	twenty-first
8th	eighth	22nd	twenty-second
9th	ninth	30th	thirtieth

2 a 1.9 Listen. Where do they live?



b Work with a partner. Student A closes his / her book. Student B asks questions.

- Where does Henry live?
- He lives on the third floor.

3 Count in ordinal numbers from 20th to 35th.

Comprehension

4 1.10 Read and listen. Complete the chart with information about Henry.

City	London
School	
Likes	
Doesn't like	
Best friend	
Sister	

My name's Henry Mills. I'm twelve years old and I live in London. We live in a flat. It's on the third floor.

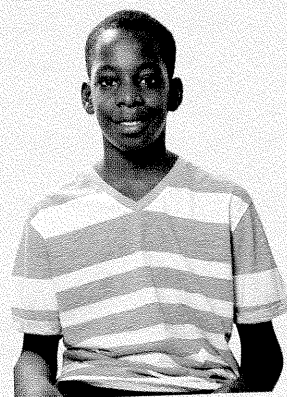
I go to Central High School. I'm in class 8A. My favourite subjects are Maths, History and PE. I don't like English or Physics.

I walk to school with my friend, Nadim. He lives on the seventh floor of our block of flats. We leave home at half past eight. School starts at twenty to nine with registration and assembly, and our first lesson starts at nine o'clock. School finishes at half past three. After school we go home and I do my homework before dinner. In the evening I watch TV or I play a computer game. I practise the guitar, too.

On Thursdays I don't go home at half past three. I have a guitar lesson at school. I'm not very good yet, but I really like it. I want to be in a band when I grow up.

On Saturday mornings Nadim and I play football at the sports centre.

I've got a sister. Her name's Alison. She doesn't go to high school. She's seventeen years old, so she goes to sixth form college. The college isn't near our flat, so she takes the bus. She leaves home at ten past eight and her lessons start at quarter to nine.



5 Match the cues to the correct name(s).

football 17 third floor 42 college 8.10
on foot high school guitar bus 8.30
seventh floor

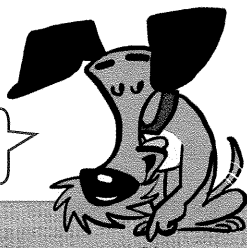
Henry	12
Alison	
Nadim	

Grammar

6 a Copy and complete the table with these verbs.

goes finish has go
lives have finishes live

We use the present simple to
talk about regular activities.



Present simple

I	_____ in a flat.
You	_____ home.
We	_____ a guitar lesson.
They	_____ at 3.30.
He	_____ in a flat.
She	_____ home.
It	_____ a guitar lesson.
	_____ at 3.30.

b Read the text again. What happens at these times?

- 8.10 Alison leaves home at ten past eight.
- 8.30
- 8.40
- 8.45
- 9.00
- 3.30
- in the evening
- after school on Thursday
- on Saturday mornings
- before dinner

7 a Find the negative of these sentences in the text and complete them.

- On Thursdays I go home at 3.30.
On Thursdays ...
- She goes to high school.
She ...

How do we make the
present simple negative?



b Correct the sentences.

- Henry and Nadim take the bus to school.
*Henry and Nadim don't take the bus to school.
They walk.*
- Their first lesson starts at ten to nine.
- They go home at four o'clock.
- Henry has a violin lesson on Thursdays.
- He does his homework after dinner.
- Henry and Alison live on the second floor.
- Alison leaves home at half past seven.
- Henry and Nadim go swimming on Saturday mornings.

8 a Write six true sentences about your partner. Use the cues.

like Maths
He / She likes Maths.
or
He / She doesn't like Maths.
get up at half past six
take the bus to school
play table tennis
live on the third floor
go swimming at the weekend

b Read your sentences to the class. Your partner says if it's right or wrong.

- She likes Maths.*
- Yes, that's right.*
- or
- No, that's wrong. I don't like Maths.*

Writing

9 Write about your life. Use Henry's text as a model.

I live in ... I go to ... School.

1B Birthdays

Vocabulary

1 a 1.11 Listen and repeat.



b Say the months round the class.

2 Which months are these?

- | | |
|------------------------------|----------------------|
| 1 the tenth month
October | 5 the eighth month |
| 2 the seventh month | 6 the sixth month |
| 3 the twelfth month | 7 the eleventh month |
| 4 the ninth month | 8 the third month |

3 a 1.12 Listen. Which months do you hear?
October

b Write about yourself. Complete the sentences with the names of the months.

- My favourite month is _____.
- My birthday is in _____.
- We go on holiday in _____.
- I don't like _____.

Comprehension

4 a 1.13 Read and listen. Match the dates to the days.

- | | |
|------------------------|----------------|
| 1 Today | a 8 April |
| 2 Alison's birthday | b 28 September |
| 3 Their mum's birthday | c 1 November |
| 4 Their dad's birthday | d 26 September |
| 5 Henry's birthday | e 11 October |

b What is Henry's problem? What does he decide to do?

1



What's the date today? Oh, it's 26 September. It's Alison's birthday in two days' time. Then it's Mum's birthday on 11 October and Dad's is three weeks after that.

2

And I haven't got much money to buy cards and presents for them. I always get some money for my birthday, but it's a long time before my birthday. It's on 8 April.



3



Hmm. Maybe I can clean the car to get some extra money ... Dad!

Grammar

Dates

5 a Look at the date. How do we say it?

We write
26 September

We say

*the twenty-sixth
of September*



b Say these dates.

- | | |
|----------------------------------|--------------|
| 1 22 June | 5 15 January |
| <i>the twenty-second of June</i> | 6 30 October |
| 2 1 December | 7 9 July |
| 3 12 May | 8 3 February |
| 4 6 March | |

c Which of the dates is closest to your birthday?

Listening and speaking

6 Ask people in your class: When is your birthday? How many people have got a birthday in the same month as you?

7 a 1.14 Listen. Write the dates you hear.

3 December

b Talk about six important dates in your life.

- The first date on my list is the fifth of January.
- What is it?
- It's my birthday. What's your first date?



Reading and writing

8 a 1.15 Read and listen. Find these things in the picture.

- 1 birthday cards
- 2 a birthday cake
- 3 birthday presents
- 4 candles

b Read the text again. Answer the questions.

- 1 What do people give to someone on their birthday?
- 2 Does everyone have a party?
- 3 Where do some older children go on their birthday?
- 4 Do people in Britain have 'name days'?
- 5 Do people give flowers?

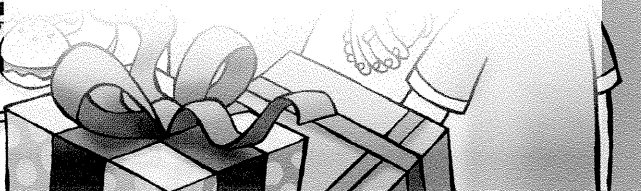
c Write about how people celebrate birthdays in your country.

Birthdays in Britain

On your birthday you get cards and presents from your family and friends. Parents often buy a big present like a bike or MP3 player. Other people give toys, sweets, books, clothes, CDs, DVDs and things like that.

People normally have a birthday party for their friends. There's usually a birthday cake with one candle for each year of your age. The person with the birthday blows out the candles and makes a wish. Then everybody sings *Happy Birthday!* People often have a party in their own home. Some older children don't have a party. They take their friends to the cinema, a bowling alley or somewhere like that.

My friend, Karl, in the Czech Republic, says that they have 'name days' in his country, but we don't have 'name days'. Karl also says that people in the Czech Republic give flowers on name days and birthdays. In Britain, we usually only give flowers to women. Alison and I give flowers to our mum on her birthday.





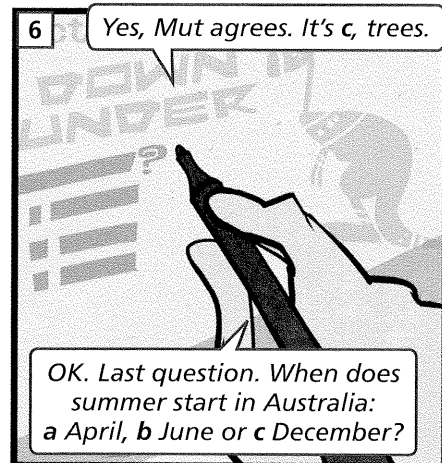
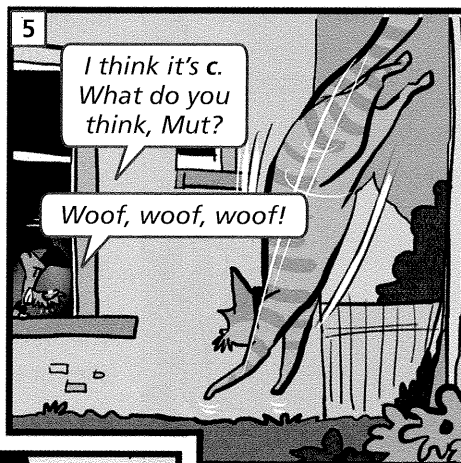
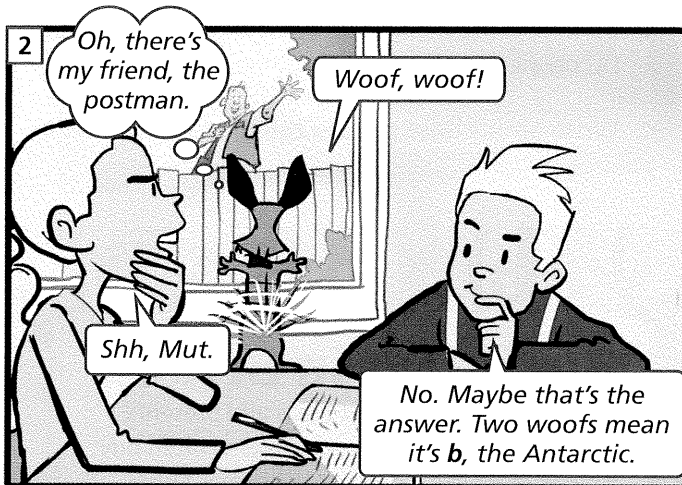
Comprehension

1 a **1.16** Read and listen to the story. Tick (✓) the things Millie asks about.

France	☐	polar bears	☐	sport	☐
rubber	☐	winter	☐	penguins	☒
the USA	☐	Australia	☐	coffee	☐

b How do they get the answers?

2 Work in small groups. Act the story.



Grammar

- 3 a** Copy and complete the table with questions from the story. Choose the correct short answer.

How do we make questions in the present simple?



Present simple: Yes / No questions

_____ rubber	Yes, it does .
_____ from trees?	No, it doesn't .
_____ penguins	Yes, they do .
_____ in the Arctic?	No, they don't .

- b** Complete the questions with the verbs in brackets in the correct form.

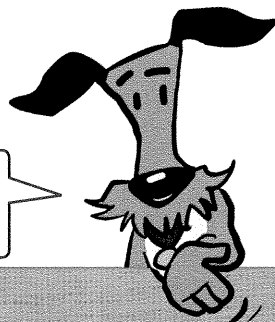
- Does Millie read the questions? (read)
- _____ they _____ all the answers right? (get)
- _____ the cat _____ into the garden? (jump)
- _____ they _____ all the answers? (know)
- _____ the postman _____ Mut? (see)
- _____ Mut _____ the cat? (like)

- c** Answer the questions. Use short answers.

- Does Millie read the questions?
- Yes, she does.

- 4 a** Complete the questions from the story.

What is the difference between Yes / No questions and Wh- questions?



Wh- questions

What _____, Mut?
When _____ in Australia?

- b** Put the words in the correct order to make questions.

- do / Americans / When / Thanksgiving / celebrate ?
When do Americans celebrate Thanksgiving?
- polar bears / do / Where / live ?
- your name / How / spell / do / you ?
- Henry / does / leave home / When ?
- What time / does / school / start ?

- c** Answer the questions.

Listening and speaking

- 5 a** 1.17 Look at the chart. Listen to an interview with Monica. Tick (✓) the answers Monica gives.

1 live?	Welcome to Stockport	Welcome to Newport ✓	Welcome to Southport
2 get up?			
3 musical instrument?			
4 sports?			
5 brothers or sisters?			
6 pet?			
7 birthday?			
8 go to bed?			

- b** Work with a partner. Ask and answer about Monica.

- Where does she live?
- She lives in ...
- When ...?

- c** Interview your partner. Use the questions from the chart.

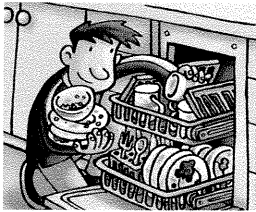
- 6 a** Work in a group. Write four more questions for Mickey and Millie's quiz.

- b** Read your questions to another group. How many do they get right?

1D At home

Vocabulary

1 a 1.18 Listen and repeat.



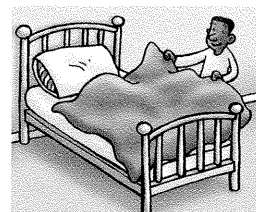
1 load the dishwasher



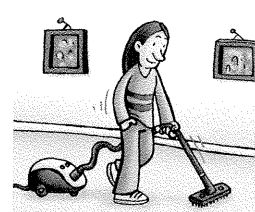
2 cook the dinner



3 do the shopping



4 make the bed



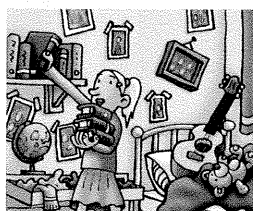
5 vacuum the floor



6 set the table



7 feed the cat



8 tidy your room



9 take the dog for a walk



10 take out the recycling

b 1.19 Listen. What is Henry doing? Choose the correct picture.

c Which jobs don't you hear?

Comprehension

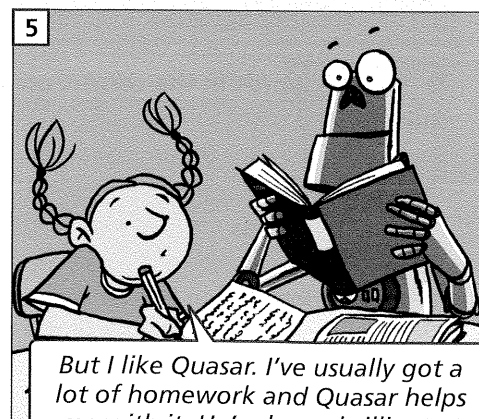
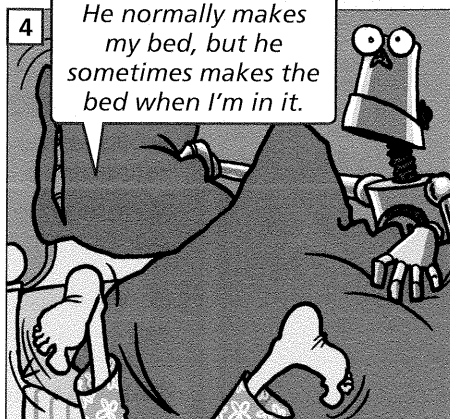
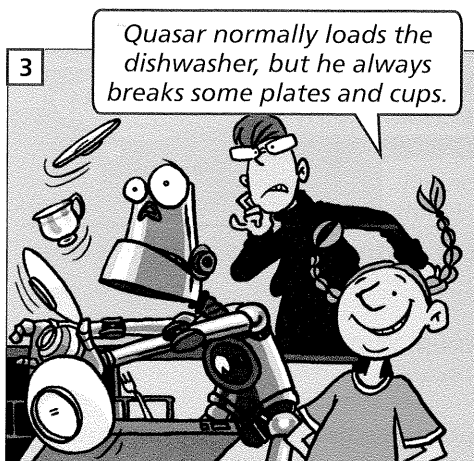
2 a 1.20 Read and listen. Answer the questions.

- 1 What's the robot's name?
- 2 What jobs does he do?
- 3 Which job is he good at?

b What things does Quasar do wrong?

This is our robot. His name's Quasar. He does lots of jobs in the house. He normally sets the table, but he never puts the knives and forks in the right place.

Quasar always tidies my room, but he doesn't often put things in the right places. My chair is usually in the wardrobe.

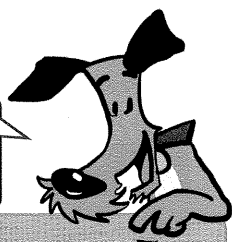


Grammar

- 3 a** Look at the table. Think of two things that you never do and two things that you sometimes do.

I never feed the cat.

These are adverbs of frequency.



Adverbs of frequency					
never					
not often	★				
sometimes	★	★			
often	★	★	★		
usually / normally	★	★	★	★	
always	★	★	★	★	★

- b** Find this part of the text. Rewrite it with the adverbs of frequency in the correct places.

Quasar tidies my room, but he doesn't put things in the right places. My chair is in the wardrobe.

- c** Where do the adverbs of frequency go?

- 1 with a normal verb? e.g. *tidies*
- 2 with auxiliary verbs (*have, do / don't, etc.*)? e.g. *doesn't put*
- 3 with the verb *be*? e.g. *is*

- 4** Put the adverbs of frequency in the correct place.

- 1 Quasar vacuums the floor. (usually)
Quasar usually vacuums the floor.
- 2 He doesn't do the shopping. (normally)
- 3 My homework isn't easy. (always)
- 4 I don't clean the car. (often)
- 5 Quasar feeds the cat. (sometimes)
- 6 He takes out the recycling. (usually)
- 7 Quasar is busy. (always)
- 8 I cook the dinner. (never)

- 5** Put in adverbs of frequency to make true sentences about your life.

- 1 I go swimming at the weekend.
I don't often go swimming at the weekend.
- 2 My exam results are good.
- 3 I help in the house.
- 4 I'm late for school.
- 5 My friends text me.
- 6 I get up early on Sunday.

Listening and writing

- 6 a** Look at the table. How often do you do these things?

I normally take out the recycling.

- b** 1.21 Listen. Henry is talking to a radio DJ. Tick (✓) the jobs he does.



	Jobs	How often
✓	take out the recycling	<i>usually</i>
	set the table	
	load the dishwasher	
	cook a meal	
	make his bed	
	tidy his room	
	vacuum the floor	
	feed the dog	
	take the dog for a walk	
	do the shopping	

- c** 1.21 Listen again. How often does Henry do the jobs? Write the adverbs of frequency.

- d** What does Henry do?

He usually takes out the recycling.

- 7** Write sentences about your life. Write about something that:

- 1 you always do
- 2 you usually do at the weekend
- 3 you don't often do
- 4 is usually good
- 5 you never watch on TV
- 6 you don't normally play



1 Read the text *A typical year in Britain*. Answer the questions.

- 1 How many weeks' holiday do British schoolchildren have?
- 2 Which holiday is the longest?
- 3 How long are holidays in February and October?
- 4 How many terms are there in the school year?

A typical year in Britain

School Holidays

The school year always starts at the beginning of September.

There are three terms in the school year – autumn, spring and summer – and three main holidays:

- the Christmas holidays – two weeks
- the Easter holidays – two weeks
- the summer holidays – six weeks

There are also short holidays in October, February and May. These are for one week or ten days. We call them half-term holidays, because they're in the middle of the school term.

2 1.22 Read and listen to the text about festivals. Look at the chart. Tick (✓) the things for each festival.

	Christmas	New Year	Easter
turkey	✓		
chocolate eggs			
presents			
fireworks			
decorations			
a tree			
<i>Auld Lang Syne</i>			
hot cross buns			
Big Ben			

3 1.23 Listen to three people talking about their favourite festival. Find this information for each person.

- 1 What is his / her favourite festival? Why?
- 2 What is his / her favourite part?
- 3 What doesn't he / she like?

4 Answer the questions.

- 1 What school holidays do you have in your country?
- 2 What festivals do you have?
- 3 Which is the biggest festival?
- 4 How long does it last?
- 5 How do you celebrate it?
- 6 What is your favourite festival? Why?

FESTIVALS

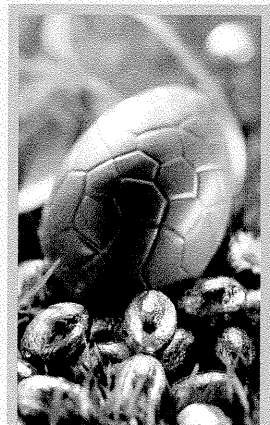
Christmas is the biggest festival of the year. Families usually come together to celebrate it.

People put up decorations and decorate a Christmas tree. In many countries people open their presents and have their Christmas meal on Christmas Eve (24 December), but in Britain people normally do these things on Christmas Day (25 December). The traditional meal is turkey with vegetables, followed by Christmas pudding. The next day (26 December) is a holiday, too. We call it Boxing Day. On Boxing Day, people often visit friends, or go to sports matches. They go shopping, too, because a lot of shops start their winter sales on Boxing Day.

On New Year's Eve, a lot of people have a party to 'see in' the new year. They often switch on the radio or the TV to hear Big Ben in London strike midnight. Then they usually join hands and sing *Auld Lang Syne*. In London, Edinburgh and several other cities there are big street parties with music and fireworks.



We also celebrate Easter in Britain, but it isn't a very big festival, like Christmas or New Year. The Easter holiday lasts four days from Good Friday to Easter Monday. People eat sweet bread buns called hot cross buns on Good Friday and on Easter Sunday people usually give chocolate Easter eggs. Some families have an Easter egg hunt in the garden. They hide small Easter eggs for children to find.



Science and Maths: time

1 **1.24** Read and listen to the text. Match the pictures (a–c) to the correct paragraphs (1–3).

2 Put these words in the correct order.

a week a year a minute a day
a second an hour a month

a second ...

3 Work it out.

- How many seconds are there in an hour?
- How many minutes are there in day?
- How many hours are there in a week?
- How many days are there in a period of four years?

1 What is a day?

The Earth turns. It takes one day to turn once. We divide the day into twenty-four hours. Each hour has sixty minutes and each minute has sixty seconds.

2 What is a year?

The Earth also goes round the Sun. It takes 365 days to go round once. We call this a year. In fact, it takes $365 \frac{1}{4}$ days, so every four years we add an extra day. We always add it to February because it's a short month. In a leap year February has twenty-nine days. So if your birthday is 29 February, you only have a birthday every four years!

3 What is a month?

The Moon goes round the Earth. It takes about thirty days to go round once (this is called a lunar month). So it goes round about twelve times in one year, and that's why we have twelve months in a year. However, 12×30 is only 360, so we add an extra day to some months, so that we have twelve months in one year. (Nobody knows why February has only got twenty-eight days.) We still use lunar months for some things. Easter, for example, isn't on the same date every year, because we use a lunar calendar to fix the date.

4 a Complete the sentences with the correct numbers.

- We have a leap year every _____ years.
- A leap year has got _____ days.
- We need leap years because the Earth doesn't take _____ days to go round the Sun. It takes _____ days.
- It takes _____ days for the Moon to go round the Earth.
- A lunar year has got _____ days.

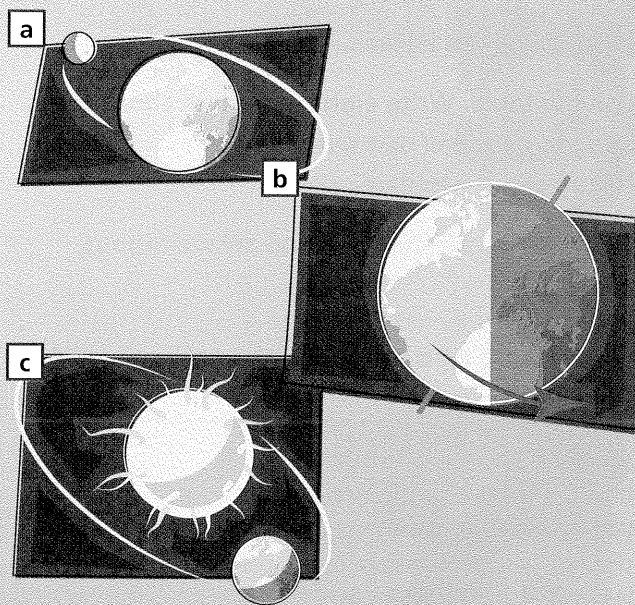
b Answer the questions.

- Why do we need leap years?
- Why do some months have thirty-one days? Which months are they?

5 a Answer the questions.

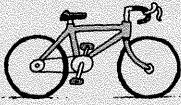
- How long does it take you in seconds to tie your shoelaces?
- How long in minutes does it normally take you to eat your breakfast?
- How many hours do you normally sleep at night?
- How many weeks are there until your next birthday?
- How many years are there until you leave school?
- How many days do you have for school holidays in a year?

b Compare your answers with other members of the class.



Present simple

- 1 a  1.25 Listen. Josie is talking about her daily life. Choose the correct picture.

1 get up		
2 leave home		
3 go to school		
4 go home		
5 on Thursdays		
6 in the evening		
7 go to bed		
8 on Saturdays		

- b Use the table. Write eight sentences about Josie.

- 1 She gets up at half past seven.
- 2 She ...

- c Work with a partner. Ask and answer about Josie. Use the cues.

- 1 What time / she / get up
 - What time does she get up?
 - She gets up at half past seven.
- 2 she / go to school / with her brother
- 3 Josie and Paula / walk to school
- 4 they / go home / at three o'clock
- 5 What / Josie / do / on Thursdays
- 6 she / do / her homework in the evening
- 7 What time / she / go to bed
- 8 What / Josie and Paula / do / on Saturdays

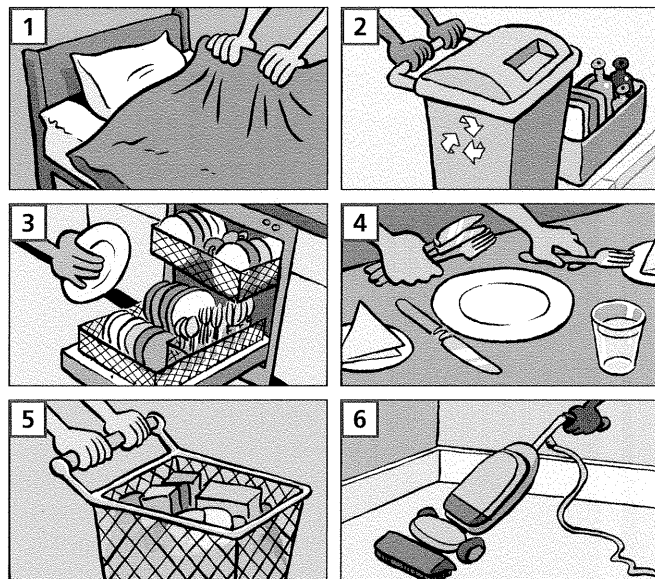
Adverbs of frequency

- 2 a Write the sentences with the adverbs in the correct place.

- 1 I leave home at 7.30 in the morning. (normally)
I normally leave home at 7.30 in the morning.
- 2 I'm late for school. (never)
- 3 My brother feeds the dog. (usually)
- 4 I don't cook the dinner. (often)
- 5 We've got a lot of homework on Wednesdays. (always)
- 6 I go swimming at the weekend. (sometimes)

- b Use the pictures and an adverb of frequency. Say how often you do the job.

I always make my bed.



Ordinal numbers

- 3 Read the clues to find the letters. Use the letters to find Martin's birthday present.

- 1 the fourth letter in *Easter*
 - 2 the third letter in the twelfth month
 - 3 the sixth letter in *holiday*
 - 4 the eighth letter in *geography*
 - 5 the twenty-third letter of the alphabet
- His present is a _____.

Dates

- 4  1.26 Listen. What dates do you hear?

2 October

Your Project

1

Planning your project

1 Make a project on 'A Year in my Life'. First, plan your project. Here are some things to think about.



January
Sometimes it snows and we go sledding in the park.

2 What can I write about?

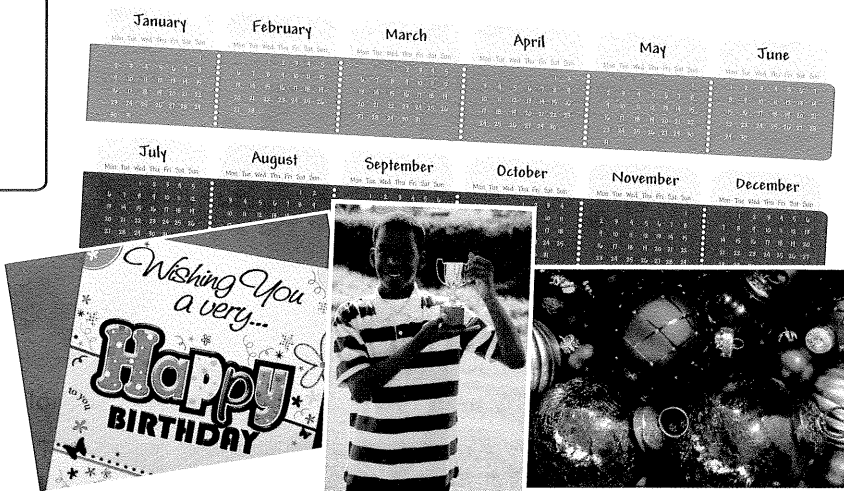
- A typical year: What happens in each month? What do I like or dislike?
- School holidays: When are they? What do I usually do then?
- Important birthdays: When are they? Whose are they?
- Festivals: How do we celebrate them? Which is my favourite?

3 How can I illustrate my project?

- a title
- a calendar
- photos of events in the year
- birthday cards / Christmas cards
- things from different festivals

4 How can I present my project?

- on a computer
- on a poster
- in a scrapbook



Song

1 a Complete the song with these words.

Saturday work trumpet day holiday
home Thursday thing Tuesday late
Wednesdays Fridays

b 1.27 Listen and check.

SEVEN DAYS OF THE WEEK

Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.
Oh no, no, I never go to work.

On Mondays, I never go to ¹ _____.
On Tuesdays, I stay at ² _____.
On ³ _____, I never feel inclined.
Work is the last ⁴ _____ on my mind.

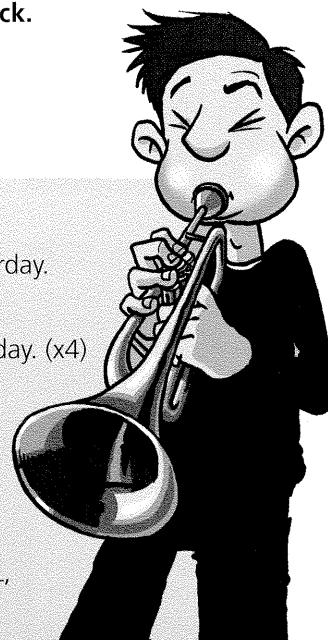
On Thursdays, it's a ⁵ _____!
And ⁶ _____ I detest.

Oh it's much too ⁷ _____ on a Saturday.
And Sunday is the ⁸ _____ of rest.

Oh yes, yes, practise ⁹ _____ every day. (x4)

Practise Monday.
Practise ¹⁰ _____.
Practise Wednesday.
Practise ¹¹ _____.
And Friday.

And I practised all night on ¹² _____.
So on Sundays I played best.



2A Our school trip

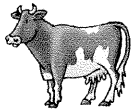
Vocabulary

2 1.29 Listen. Give the animal and its young.

1 a goat a a kid

1 a Look at the pictures. Match the young animals to their parents.

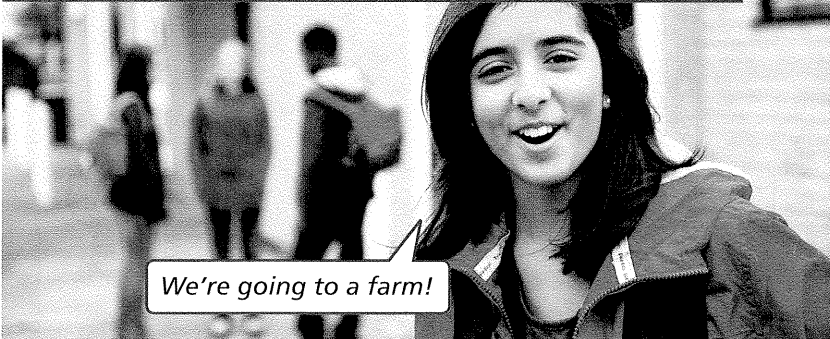
b 1.28 Listen and check.

1 	2 	3 	4 	5 	6 	7 	8 
a sheep	a cow	a horse	a pig	a goat	a duck	a dog	a cat
a 	b 	c 	d 	e 	f 	g 	h 
a kid	a lamb	a duckling	a piglet	a kitten	a calf	a foal	a puppy

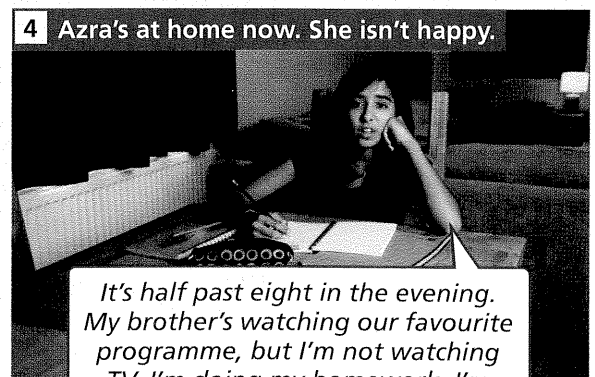
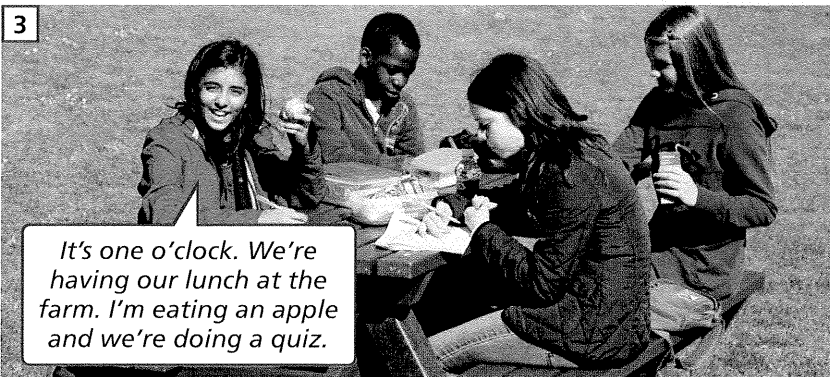
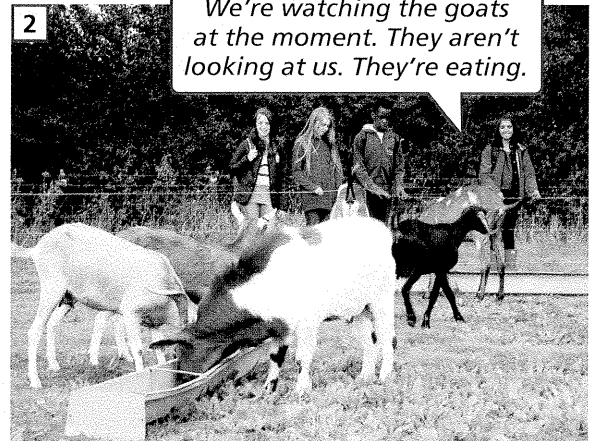
Comprehension

3 1.30 Read and listen. Why aren't Azra and her friends at school today?

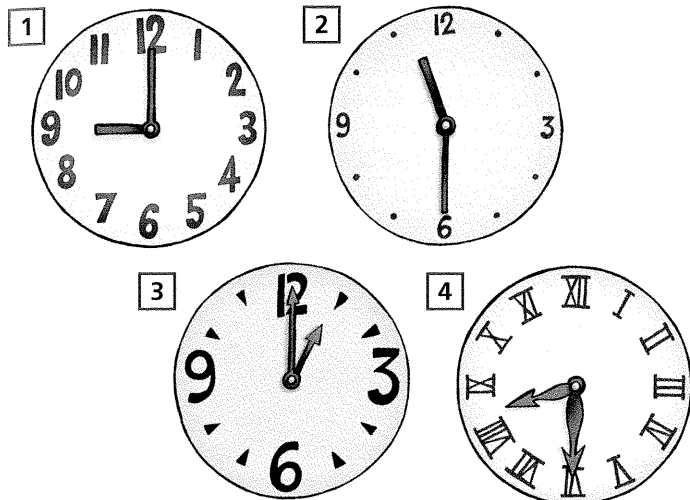
1 It's nine o'clock and Azra's outside her school. She's very happy. She isn't going to her classroom. She's waiting for a coach with her friends. They're going on a school trip.



It's half past eleven now.
No Science or French today!
We're learning about the
animals here on the farm.
We're watching the goats
at the moment. They aren't
looking at us. They're eating.



4 What's Azra doing at these times?



Grammar

Present continuous

5 a Complete the sentences about Azra's school trip.

- 1 She _____ for a coach.
- 2 They _____ on a school trip.
- 3 I _____ about the school trip.

This is the present continuous tense.
How do we make it?



b Look at exercise 3. Make sentences about the pictures with the correct subjects. Put the verbs into the present continuous tense.

- | | |
|----------------------|------------|
| 1 eat | 4 go |
| The goats are eating | 5 do |
| in picture 2. | 6 wait for |
| 2 learn | 7 have |
| 3 write | 8 watch |

6 a Find the negative of these sentences in the story.

- 1 I'm watching TV.
I ...
- 2 She's going to her classroom.
She ...
- 3 They're looking at us.
They ...

How do we make the present continuous negative?



b Correct the sentences.

- 1 picture 1, Azra and her friends are going to their classroom.
Azra and her friends aren't going to their classroom. They're going on a school trip.
- 2 picture 1, They're waiting for a train.
- 3 picture 2, Azra's watching the ducks.
- 4 picture 2, The sheep are running.
- 5 picture 3, Azra and her friends are riding horses.
- 6 picture 3, Azra's eating a hamburger.
- 7 picture 4, Azra's brother is doing his homework
- 8 picture 4, Azra's listening to the radio.

Listening and speaking

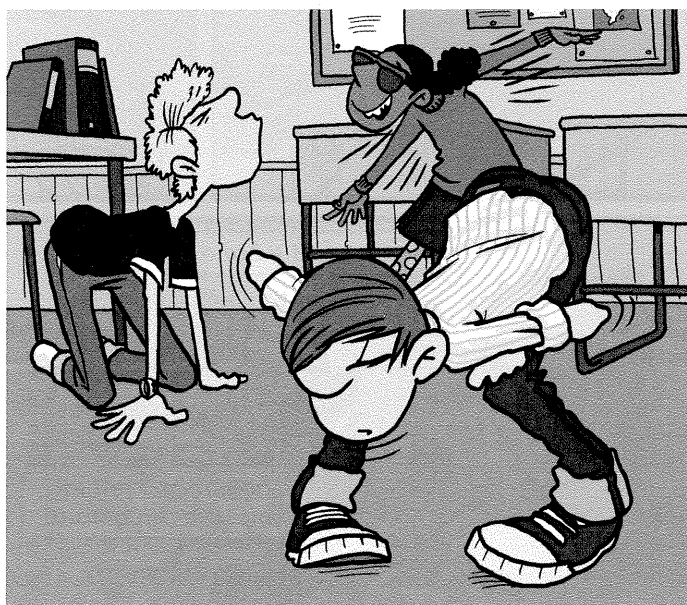
7 a 1.31 Copy the chart. Listen. Then write the animals you hear.

Animal	Action
1 pigeons	They're flying.
2	

b 1.31 Listen again. What are the animals doing? Complete the chart. Choose from these verbs.

swim run fly climb
drink jump eat sleep

8 Work with a partner. Mime an animal. Your partner must guess what animal you are and what you are doing. Take turns.



2B Mickey's model dinosaur

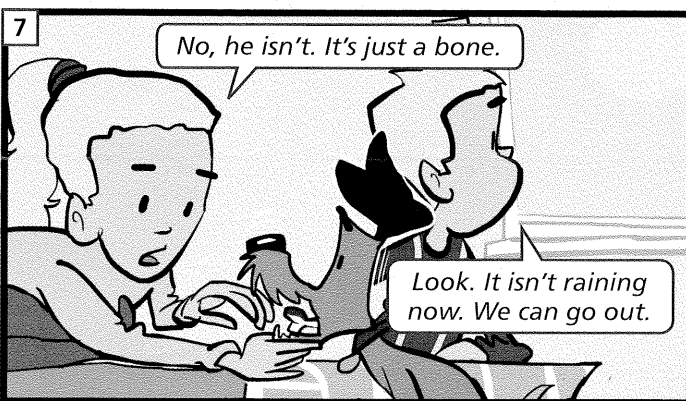
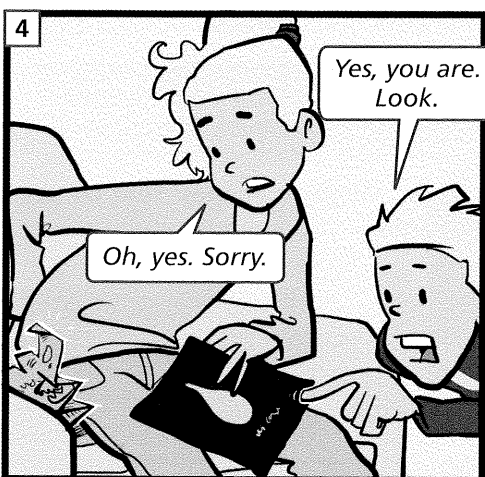
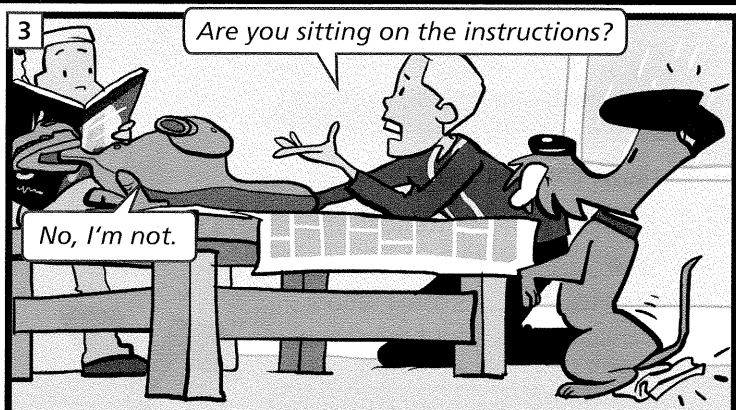
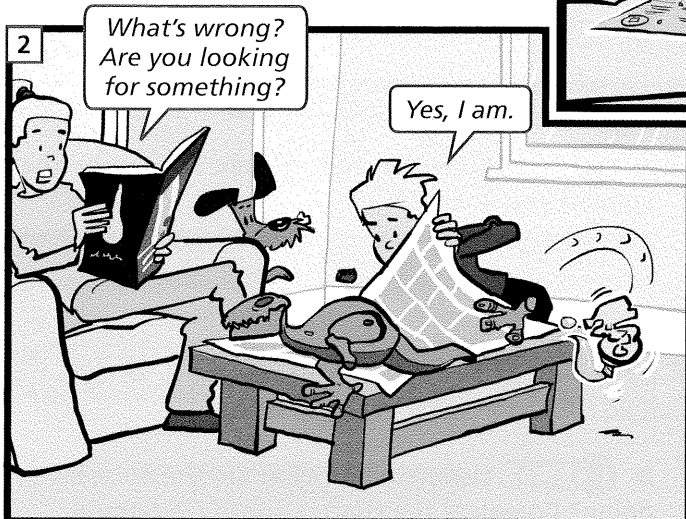
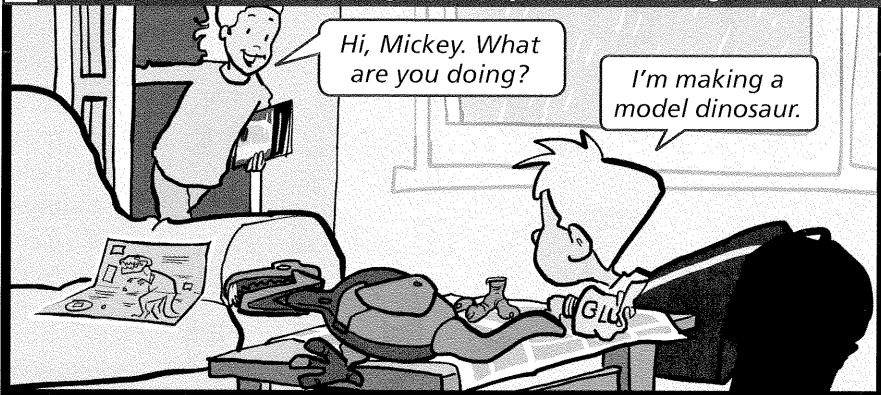


Comprehension

1 **1.32** Read and listen. Answer the questions.

- 1 Why are Mickey and Millie at home in the afternoon?
- 2 Why doesn't Mut go to the park with Mickey and Millie?

1 Saturday afternoon. It's raining, so Mickey and Millie can't go to the park.



2 a Match the beginnings of the sentences in A to the endings in B.

- | | |
|---------------------|---------------------|
| A | B |
| 1 Mickey is making | a a bone. |
| 2 Millie is reading | b the instructions. |
| 3 She's sitting on | c the glue. |
| 4 Mut is eating | d a model dinosaur. |
| 5 He's sitting on | e a magazine. |

b Work in groups of three. Act the story.

Grammar

3 a Copy the table. Complete the question and short answers.

Which part of the verb do we use in short answers?

Present continuous:
Yes / No questions and short answers

He's eating the glue.

_____ the
glue?

Yes, he _____.
No, he _____.

How do we make questions in the present continuous?

b Copy and complete the table.

Wh- questions

What _____ doing?

I'm making a model dinosaur.

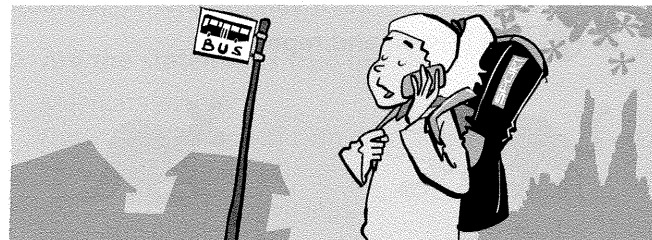
4 a Make questions and answers about the story. Use the cues.

- they / play in the garden? / No
Are Mickey and Millie playing in the garden?
No, they aren't.
- it / rain? / Yes
- Millie / read a magazine? / Yes
- What / Mickey / look for? / the glue
- Mut / eat the glue? / No
- What / Mut / eat? / a bone
- Where / Mickey and Millie / go? / to the park
- Mut / sit on the glue? / Yes

b Work with a partner. Practise the dialogues.

Listening, writing and speaking

5 a Look at the pictures and complete the dialogues.



- Friend What ¹ _____?

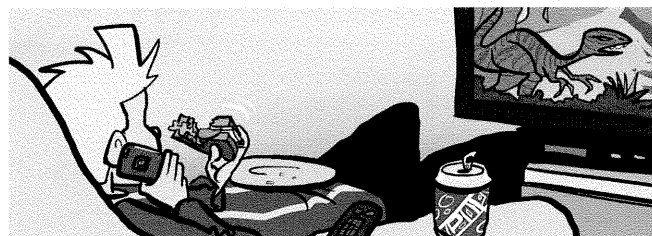
Millie I'm waiting for the bus.

Friend ² _____?

Millie To the sports centre.

Friend ³ _____ with you?

Millie No, he isn't.



- Friend What ⁴ _____?

Mickey A sandwich.

Friend ⁵ _____ TV?

Mickey Yes, I am.

Friend ⁶ _____?

Mickey It's a programme about dinosaurs.

b 1.33 Listen and check.

c Work with a partner. Practise the dialogues.

6 Make new dialogues. Use the cues.

- you / do / your homework?
No / I
What / you / do?
I / play / a computer game
You / win?
Yes / I
Are you doing your homework?
No, I'm ...
- Where / you / go?
We / go / to the park
Mickey / go / too?
No / he
What / he / do?
He / make / a model

Vocabulary

1 a 1.34 Listen and repeat.

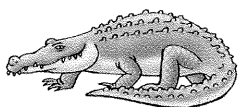
1 a tiger



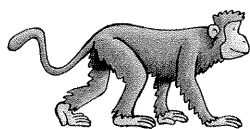
2 a kangaroo



3 a bat



4 a crocodile



5 a monkey



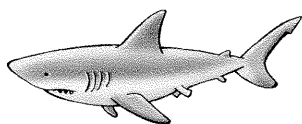
6 a giraffe



7 an eagle



8 an insect



9 a shark



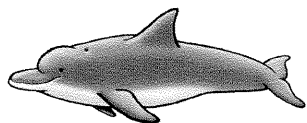
10 a hippopotamus



11 a zebra



12 a camel



13 a dolphin



14 a frog

b 1.35 Listen to the descriptions. What are the animals?

1 a kangaroo

2 What other wild animals do you know? Work in a group. Make a list.

3 Answer the questions about yourself.

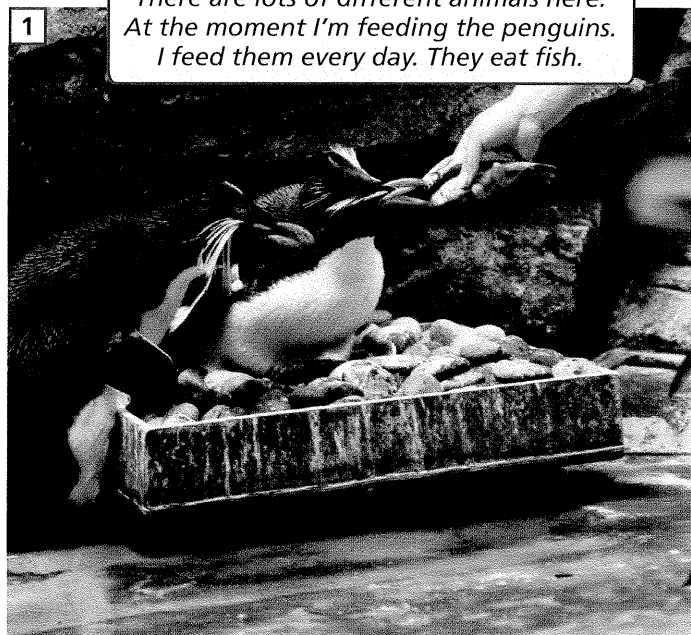
- 1 What animals do you like?
- 2 What animals don't you like?

Comprehension

4 Read about Liam. Answer the questions.

- 1 Where does Liam work?
- 2 What is he doing in each picture?
- 3 How often does he do the things?

I love animals. I work in a wildlife park. There are lots of different animals here. At the moment I'm feeding the penguins. I feed them every day. They eat fish.



- 2 It's two o'clock now and Liam is cleaning one of the animal houses. He always cleans the animal houses in the afternoon. Today he's cleaning the elephants' house. Some of the elephants are watching him.



Grammar

5 a Copy and complete the table.

What tenses are
the verbs in?
When do we use
each tense?



Present tenses

- 1 At the moment I _____ the penguins.
I _____ them every day.
- 2 Liam _____ one of the animal houses now.
He always _____ them in the afternoon.

b Complete the sentences with the verbs in the correct tense.

- 1 feed
I'm feeding the penguins at the moment. I feed the penguins at two o'clock every day.
- 2 clean
Liam _____ the animal houses in the afternoon.
Today, he _____ the elephants' house.
- 3 put
He _____ clean water in the elephants' house now.
He _____ clean water in their house every afternoon.
- 4 visit
We often _____ the wildlife park at the weekend.
We _____ the wildlife park now.
- 5 go
Liam _____ to work at half past six. It's Half past six now and he _____ to work.

Reading and speaking

6 a Read the text. What are Azra's favourite animals? Where do they live?

b Are the statements true or false?

- 1 Meerkats are black.
False. They are brown with grey stripes and black ears.
- 2 They've got a long tail.
- 3 They can stand on two legs.
- 4 They live in pairs.
- 5 They sleep in holes in the ground.
- 6 They eat fish.
- 7 They can eat scorpions.
- 8 Eagles eat meerkats.

7 Work with a partner. Tell him / her about your favourite animal.



My favourite animals are meerkats. They live in southern Africa in the Kalahari Desert.

Meerkats are brown with grey stripes and black ears. They're quite small – about the same size as a rabbit. They've got a long body and a long tail, but short legs. They can stand on two legs.

They live in groups. There are between five and thirty meerkats in a group.

They sleep in holes in the ground. Early in the morning, they leave their holes and look for food. They eat insects, plants, lizards, eggs and mice. They can even eat poisonous animals like scorpions and spiders. When meerkats eat, some of them stand on two legs and guard the others. That's because some other animals like to eat meerkats. When the guards see an eagle, a snake or a fox, they bark and all the meerkats run back to their holes.

2D The story of Chicken Licken

Comprehension

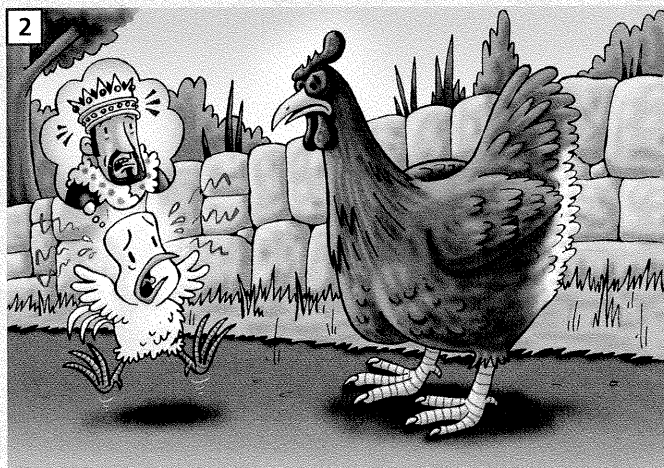
1 **1.36** Read and listen to the story. Answer the questions.

- 1 Where are Chicken Licken and his friends going?
- 2 Why?
- 3 Why don't they get there?



Chicken Licken is in the farmyard. He's eating under a tree when suddenly a nut falls on his head. 'Oh, no,' says Chicken Licken. 'The sky is falling down. I must go to London and tell the King.'

Chicken Licken runs down the road. When he meets Henny Penny, he stops. 'Where are you going?' she says. 'Oh, Henny Penny,' says Chicken Licken. 'The sky is falling down and I'm going to London to tell the King.' 'Well, I must come with you,' says Henny Penny.



So Chicken Licken and Henny Penny run down the road. In the village, Ducky Lucky and Goosey Loosey are swimming on the pond.

When Chicken Licken and Henny Penny see them, they stop. 'Hello,' says Ducky Lucky. 'Where are you running to?' 'Oh, Ducky Lucky,' says Chicken Licken. 'The sky is falling down and we're going to London to tell the King. Do you want to join us?' 'Yes, we must come with you,' say Ducky Lucky and Goosey Loosey.

2 Match the words to the pictures.

- | | | |
|-----------|------------|-----------|
| 1 a chick | 4 the sky | 7 a duck |
| 2 a nut | 5 the King | 8 a goose |
| 3 a tree | 6 a hen | 9 a fox |



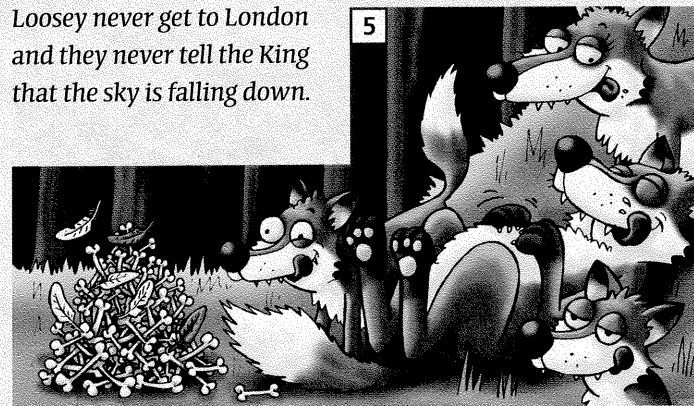
Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey run down the road. At the side of the road is Foxy Loxy. He's sitting under a tree. When they see him, they stop. 'Hello,' says Foxy Loxy, 'where are you going?' 'Oh, Foxy Loxy,' says Chicken Licken. 'The sky is falling down and we're going to London to tell the King.'

'To London?' says Foxy Loxy. 'Well, you're going the wrong way. That isn't the road to London. You must go this way. Follow me.'

So Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey follow Foxy Loxy.

But, oh dear, he doesn't take them to London. He takes them to his den. His wife and children are waiting for him - and they're very hungry!

Chicken Licken, Henny Penny, Ducky Lucky and Goosey Loosey never get to London and they never tell the King that the sky is falling down.



Grammar

3 a Look at the table and find the sentences in the story.

must		
I	must	tell the King.
We		come with you.
You		go this way.

b Look at the pictures. What must these people do? Use the cues.

We / clean the car

We / feed the dog

She / get up

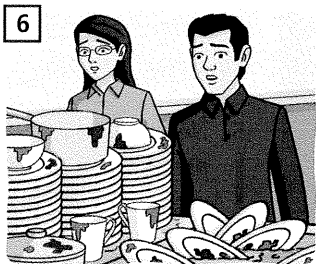
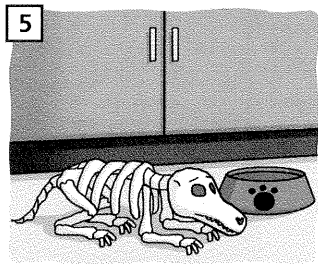
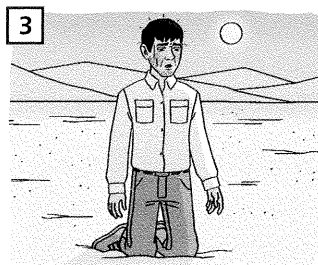
They / do the shopping

They / wash up

They / tidy the room

He / have a drink

He / put out the rubbish



1 She must get up.

c Write two things that you must do this week.

4 a Read the sentences.



They see him.

He sees them.

b Copy and complete the table with pronouns from the story.

These are object pronouns.

Subject	Object
I	_____
he	you
_____	_____
it	her
we	it
_____	_____
_____	them

These are subject pronouns.

c Choose the correct words.

- While Chicken Licken is eating, a nut falls on *he / him*. *He / Him* runs down the road and meets Henny Penny. When *he / him* sees *she / her*, *he / him* stops. '*I / Me* am going to London,' *he / him* says. Do you want to join *I / me*?' *She / Her* says 'Yes', and *she / her* follows *he / him* down the road.
- When Foxy Loxy sees the animals, *he / him* stops *they / them*. '*We / Us* are going to London,' *they / them* say. 'Do you want to come with *we / us*?' Foxy Loxy says 'Follow *I / me*.' *They / Them* follow *he / him*, but *he / him* takes them to his den and his children eat *they / them* all. So *they / them* never get to London.

Speaking

5 Work in a group of five. Act the story of Chicken Licken.

Writing

6 Write a different ending for the story of Chicken Licken.



1 1.37 Read and listen to the text. Match the topics to the paragraphs.

pests
places to see animals
protecting animals

pets
wild animals

2 a Find all the names of the animals in the text.

b Give examples of these animals from your list.

common pets
wild animals that live in Britain
wild animals that you can't see there
animals from other countries that live wild in Britain
animals that people try to protect
animals that a lot of people feed
animals that can be pests

3 1.38 Listen. Find this information.

- 1 What animals do the people mention?
- 2 Where do they see them?
- 3 How do they feel about the animals?

4 Compare the information with your country.

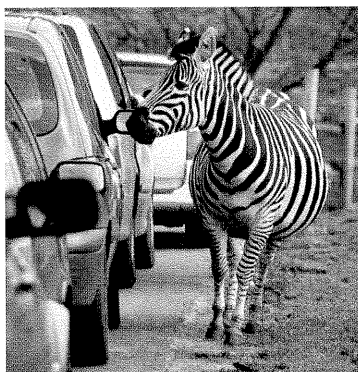
- 1 What pets are popular in your country?
- 2 Where do people go to see animals?
- 3 What large wild animals are there?
- 4 What do people do to protect animals?
- 5 What pests are there?

Animals in Britain



- 1 People in Britain usually like animals. A lot of families have got a pet. Dogs, cats, hamsters, rabbits, guinea pigs, fish and budgerigars (budgies) are all popular pets. There are a lot of programmes about animals on TV, too.

- 2 Most children in Britain live in towns and cities, so they don't often see animals, apart from squirrels and pigeons in the park. However, there are a lot of zoos and safari parks, where you can see wild animals. And you can also visit some farms. Pupils often go to these places on school trips. Birdwatching is a popular hobby, too.



- 3 There aren't a lot of large wild animals in Britain. There aren't any wolves or bears, but there are deer and wild pigs. There are eagles in Scotland, too. And in the southwest of England you can see wild horses. Sometimes, animals from other countries escape from zoos and homes. So there are wallabies (small kangaroos) in some parts of Britain, and you can sometimes see parrots in gardens and parks. Some people even think that there are panthers in Britain.



- 4 A lot of wild animals are in danger, because their homes are disappearing, so people try to protect them. For example, you can't knock down an old building if bats or owls live there. Sometimes the government wants to build a new road, but local people stop it because some rare frogs or butterflies live there. A lot of people put out food in their gardens for wild birds, and for hedgehogs, too.

- 5 Not all wild animals are popular. Some are pests. People don't like mice or rats in their houses, of course, and pigeons are a problem in town centres. There are a lot of foxes in towns and cities, too. At night they come out and look for food in rubbish from homes and restaurants. You often see rabbits in the countryside. Gardeners don't like them, because they come into gardens and eat the vegetables.



Biology: animal classification

1 **1.39** Read and listen to the text. Match the pictures to the correct paragraphs.

2 **a** Find all the names of animals in the text.

b Write the names in the correct column.

Mammals	Reptiles	Birds	Fish	Amphibians
horses tigers				

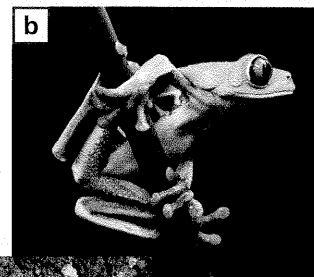
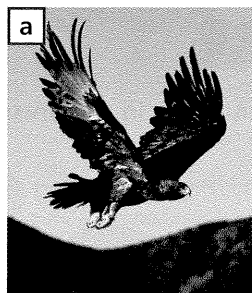
c Add some more names of animals to the table.

3 What is unusual about these animals?

turtles whales and dolphins
penguins bats

4 Answer the questions.

- How do mammals feed their babies?
- Why do reptiles normally live in warm countries?
- How do feathers help birds?
- Why can't fish live on land?
- Where can't amphibians live?



There are five different types of animals with backbones (vertebrates).

1 MAMMALS

Mammals are warm-blooded. They control the temperature of their body. They usually have hair or fur on their bodies and they produce milk for their babies. Horses, tigers, squirrels and mice are all mammals. We're mammals, too.

2 REPTILES

Reptiles are cold-blooded. They can't control the temperature of their body, so they don't normally live in very cold parts of the world. Snakes, lizards and crocodiles are all reptiles. Reptiles don't produce milk. They lay eggs. They must lay their eggs on land. Some reptiles, like turtles, live in water, but they must come onto land to lay their eggs.

3 BIRDS

Birds lay eggs, too, but they aren't cold-blooded. Birds have got feathers to keep them warm. Feathers also help birds to fly. Not all birds can fly. Some birds are too big and heavy, but they can usually run very fast instead. Penguins are birds, too. They can't fly, but they are good swimmers. The only other vertebrates that can fly are bats. They aren't birds. They're mammals.

4 FISH

Fish are cold-blooded and they lay eggs. Some fish, like sharks, live in the sea. Other fish, like carp, live in lakes and rivers. Fish are the only vertebrates that don't breathe air. Whales and dolphins live in the sea, too, but they aren't fish. They're mammals. They produce milk and they breathe air.

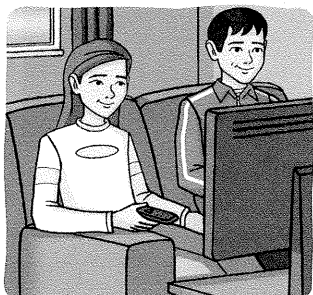
5 AMPHIBIANS

These animals can live in fresh (not sea) water and on land. They are cold-blooded and lay eggs, like reptiles, but they can't live all the time on land, and they must lay their eggs in water. Frogs are amphibians.

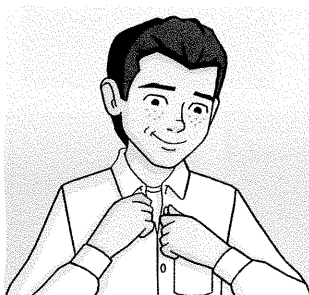
Present continuous

1 Look at the pictures. Write sentences in the present continuous. Use the cues.

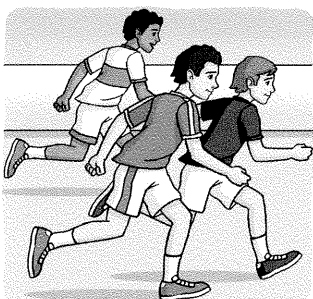
They aren't listening to the radio. They're watching TV.



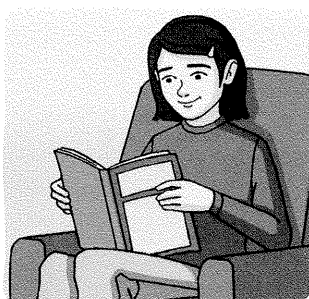
- 1 listen to the radio / watch TV



- 2 get dressed / have a shower



- 3 swim / run



- 4 read a book / write a letter

Present continuous: questions

2 a Use the cues. Make questions in the present continuous.

- 1 What / John / do
What is John doing?
- 2 you / do / your homework
- 3 we / wait for / Mark
- 4 Mary / play a computer game
- 5 Where / Kelly and Brad / go
- 6 What / you / eat

b Match your questions to the answers.

- 1 *What is John doing?*
d *He's making a model.*
- a No, I'm not. I'm watching a DVD.
- b *It's a cheese sandwich.*
- c No, she isn't. She's using the Internet.
- d *He's making a model.*
- e *They're going to the cinema.*
- f Yes, we are. He's on the phone.

Present simple or present continuous?

3 Put the verbs in brackets into the correct tense.

It's nine o'clock on Monday morning. Our lessons usually ¹ _____ (start) now, but we ² _____ (not sit) in our classroom today. We ³ _____ (sit) on a coach. We ⁴ _____ (go) on a school trip today. We ⁵ _____ (go) on a school trip every year. This year we ⁶ _____ (visit) a zoo. We usually ⁷ _____ (wear) our school uniform on school days, but we ⁸ _____ (not wear) it today. We ⁹ _____ (wear) jeans and T-shirts.

It's one o'clock now and I ¹⁰ _____ (have) lunch. I usually ¹¹ _____ (have) lunch at school, but today I ¹² _____ (sit) on the grass with my friends and we ¹³ _____ (eat) our sandwiches.

Now it's two o'clock and we ¹⁴ _____ (watch) the zoo keepers. They ¹⁵ _____ (feed) the tigers at the moment. They ¹⁶ _____ (feed) the tigers at two o'clock every day.

Subject and object pronouns

4 Choose the correct words.

- 1 I've got a pet rabbit. I / Me put *she / her* on the grass. *She / Her* likes it, but my friend's dog watches *she / her*. *He / Him* wants to eat *she / her*, so I don't leave *she / her* in the garden.
- 2 I've got a hamster. I can't keep *he / him* in my bedroom, because *he / him* makes a lot of noise at night and *he / him* wakes I / me up.
- 3 There are lots of animals in the pet shop. *We / Us* love to watch *they / them*. *We / Us* don't live in the town, so our parents take *we / us* to the shop. *They / Them* like the pet shop, too.

Vocabulary

5 a 1.40 Listen to the two conversations. What animals do the people mention?

- 1 On the farm
- 2 At the zoo

b Look at your list of farm animals. What do you call the young of the animals there?

c Add six more animals to the zoo list.

Organizing your writing

- 1** Make a project about an animal that you're interested in. Use questions to organize your writing. What do people want to know about the animal? Find the answers to the questions in my Meerkats text.



- 1 What are the animals?
- 2 Where in the world do they live?
- 3 What do they look like?
- 4 Do they live in groups or alone?
- 5 Where do they make their home:
- in holes / in trees / in caves, etc?
- by lakes / rivers, etc.?
- 6 What do they eat?
- 7 What interesting things do they do?

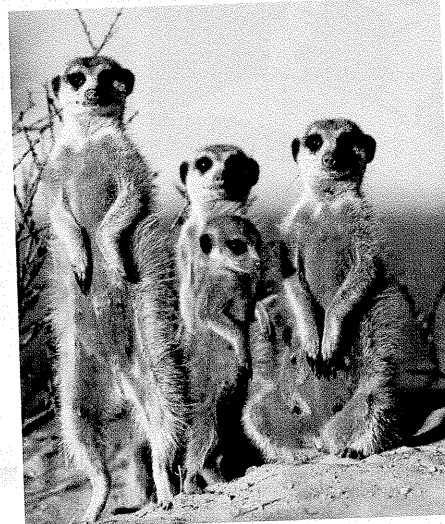
Meerkats

My favourite animals are meerkats. They live in southern Africa in the Kalahari Desert.

Meerkats are brown with grey stripes and black ears. They're quite small – about the same size as a rabbit. They've got a long body and a long tail, but short legs. They can stand on two legs.

They live in groups. There are between five and thirty meerkats in a group.

They sleep in holes in the ground. Early in the morning, they leave their holes and look for food. They eat insects, plants, lizards, eggs and mice. They can even eat poisonous animals like scorpions and spiders. When meerkats eat, some of them stand on two legs and guard the others. That's because some other animals like to eat meerkats. When the guards see an eagle, a snake or a fox, they bark and all the meerkats run back to their holes.



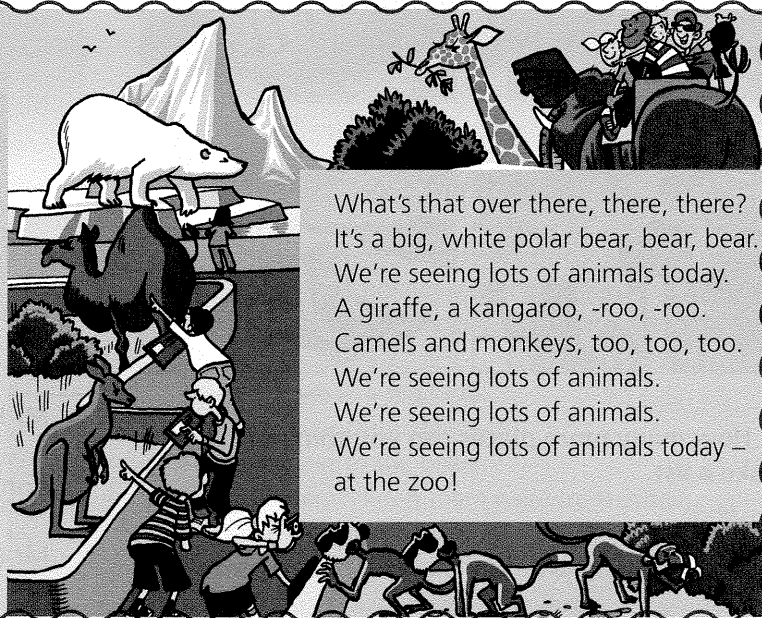
Song

- 1** Find all the names of animals in the song. **2** 1.41 Listen and sing.

ZOO, ZOO, ZOO

We're going to the zoo, zoo, zoo.
And our teacher's coming too, too, too.
We're going on a school trip today.
We're getting on the bus, bus, bus.
And the teacher's counting us, us, us.
We're going on a school trip today.

Now we're sitting way up high, high, high.
We can nearly reach the sky, sky, sky.
We're riding on an elephant today.
It's a really funny ride, ride, ride.
Swaying from side to side, side, side.
We're riding on an elephant today.

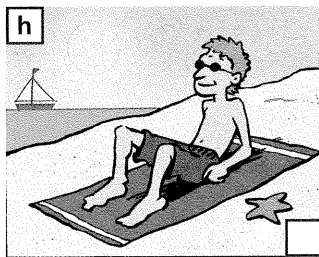
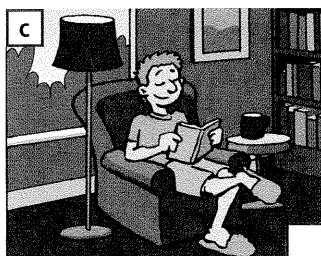
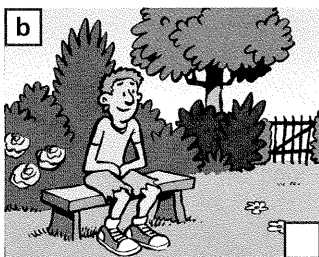
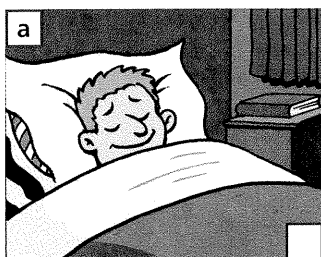


3A Where were you last weekend?

Vocabulary

1 a Match the expressions to the pictures.

- | | |
|-----------------|-------------------|
| 1 on holiday | 5 on the beach |
| 2 at a wedding | 6 in bed |
| 3 in the garden | 7 at a theme park |
| 4 at work | 8 at home |



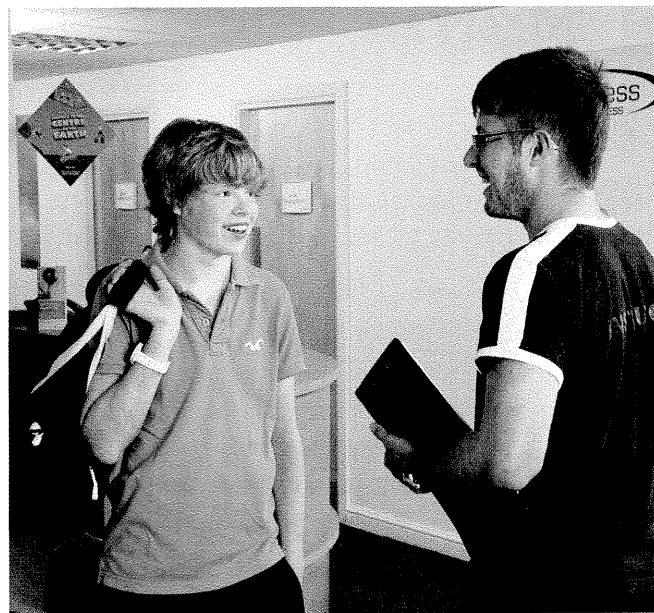
b How many more places can you think of?
Make a list.

at school
in the park
...

Comprehension

2 1.42 Read and listen. Where were these people last Saturday?

Conor	Mr Riley	Henry
Azra	Clare	



On Saturday mornings, Conor and his friends are usually at the sports centre. They have lessons in table tennis, badminton and other sports with the sports instructor, Mr Riley. There weren't any lessons last weekend, because everyone was away.

Mr Riley Where were you last weekend, Conor?
 Conor I was at a theme park with my sister, Clare, and some friends. It was a birthday present.
 Mr Riley Was it good?
 Conor Yes, it was great!
 Mr Riley Were Henry and Azra with you?
 Conor No, they weren't. Henry was at his cousin's wedding and Azra and her family were on holiday in Croatia.
 Mr Riley Oh, really? I was there last year. It was very nice.
 Conor What about you, sir? How was your weekend off? Was it good?
 Mr Riley No, it wasn't. I was in bed all weekend. I was ill!
 Conor Oh, dear.

Grammar

3 a Copy and complete the table.

Past simple: be			
I	_____		
He	was		
She	_____		
It	wasn't	on holiday	yesterday.
	_____	ill	last Saturday.
We	_____	at home	last week.
You	were not	here	
They	_____		

b Make eight sentences with the table.

4 a Complete the sentences with was or were.

- I was here last weekend.
- We _____ on a school trip yesterday.
- My dad _____ at work last week.
- You _____ away at the weekend.
- Azra _____ in Croatia for two weeks.
- She _____ on the beach every day.
- Our neighbours _____ on holiday last week.
- Mr Riley _____ ill yesterday.

b Make the sentences negative.

I wasn't here last weekend.

5 Copy and complete the table.

How do we make questions with was and were?



Past simple: be

He was here last week.	Yes, he _____.
_____ here last week?	No, he _____.
They were at a theme park.	Yes, they _____.
_____ at a theme park?	No, they _____.

6 a Make the dialogues. Use the cues.

- Mr Riley / at the sports centre last Saturday?
No
He / ill?
Yes / He / in bed all weekend.
• Was Mr Riley at the sports centre last Saturday?
• No, he wasn't.
• Was he ill?
• Yes, he was. He was in bed all weekend.

- Emma and Jake / at home last night?
No they / They / out
They / at the cinema?
Yes
- you / on holiday last week?
Yes / we
you / in Spain?
No / We / in Greece
- Natalie / at the sports centre on Monday?
Yes / she
her brother / there, too?
No / He / at home

b Work with a partner. Practise the dialogues.

Reading

7 a Complete Azra's email with was, wasn't, were and weren't.

Hi Stella,

I was on holiday last week with my parents. We ¹_____ in Croatia. We ²_____ in a hotel. We ³_____ in an apartment near Split. The apartment ⁴_____ very good. It ⁵_____ next to the beach, but the beach ⁶_____ very far. There ⁷_____ some boys and girls in the other apartments, too. They ⁸_____ from Britain. They were from Germany and Hungary. One boy ⁹_____ from Slovakia. The weather ¹⁰_____ very good for the first two days, but after that it ¹¹_____ great. We ¹²_____ there for ten days. And how are you? Hope you're OK.

Azra

b 1.43 Listen and check.

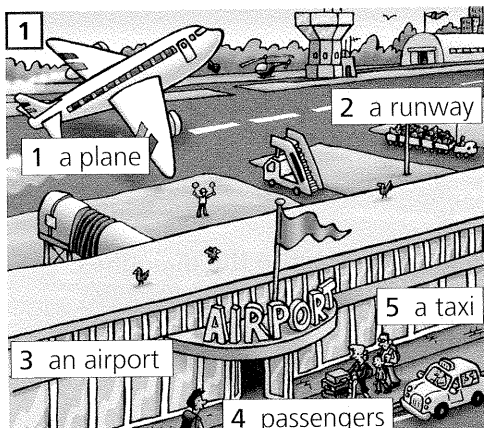
c Correct the statements.

- Azra was on holiday with her friends.
Azra wasn't on holiday with her friends. She was with ...
- They were in a big hotel.
- It was near Dubrovnik.
- It was next to the beach.
- The other children there were from Britain.
- One of the boys was from Poland.
- The weather was bad for five days.
- Azra was in Croatia for two weeks.

3B Our holiday

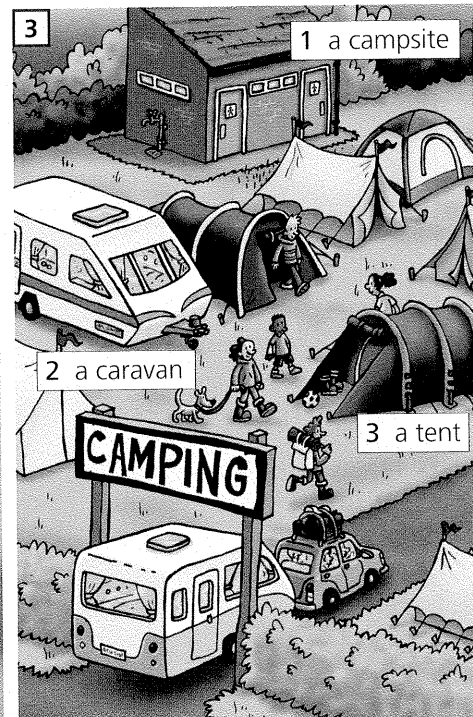
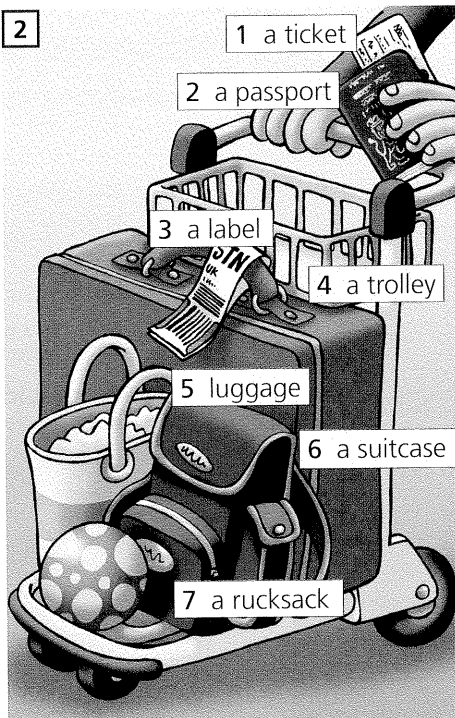
Vocabulary

1 a 1.44 Listen and repeat.



b 1.45 Listen. What is it?

1 a suitcase



Comprehension

2 a 1.46 Read and listen. Conor is talking about his holiday. Tick (✓) the problem.

- They missed their plane. ☐
- Someone picked up their bag. ☐
- They picked up someone else's suitcase. ☐
- Their luggage didn't arrive. ☐

b Which of the words from exercise 1 does Conor mention?

We were on holiday in July. We travelled to Spain by plane. We landed at the airport in Malaga. A man checked our passports and then we waited for our luggage. Soon the bags and suitcases started to arrive. Mum and Dad's bag was first. Then my sister, Clare, shouted: 'There's our suitcase!' We didn't check the label. We just grabbed it and then followed Mum and Dad with all of our luggage on a trolley. When we arrived at our hotel, we started to unpack. Mum and Dad opened their bag and Clare tried to open our suitcase. 'Is this the right key?' she asked. 'I can't open it.' Then we looked at the name on the label. It wasn't our suitcase! Mum phoned the airport. Our bag was still there. There was a very angry man there, too. Dad wasn't happy, because we needed a taxi to take the other passenger's suitcase back to the airport and collect our suitcase.

Grammar

3 a Copy and complete the table with verbs from the story.

Past simple: regular verbs

	present	past
Most verbs: add -ed	check	
Verbs ending in -e: add -d	arrive	
Verbs with a short vowel and one consonant: double the consonant and add -ed	grab	
Verbs ending in -l: double the -l and add -ed	travel	
Verbs ending in -y: remove -y and add -ied	try	

b 1.46 Listen again. What do you notice about the verbs?

landed waited started shouted needed

c Write the past tense of the verbs. Say them.

open travel phone play like stop
close want collect practise

4 Write sentences about Conor's holiday. Use the verbs in brackets in the past simple.

- 1 We / tennis. (play)
We played tennis.
- 2 I / to speak Spanish. (try)
- 3 It / on our last day. (rain)
- 4 We / DVDs in our hotel room. (watch)
- 5 I / my friends at home. (text)
- 6 We / to the beach. (walk)
- 7 We / Granada. (visit)
- 8 We / around Spain by bus. (travel)

5 Find the negative sentence in the text and complete it.

*This is the past simple negative.
How do we make it? What part of
the verb do we use after didn't?*



Past simple: negative

We checked the label. We _____ the label.

6 Make the sentences negative.

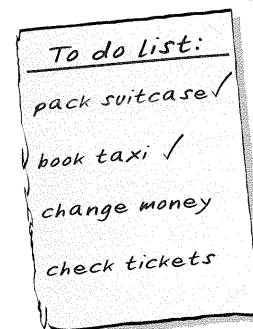
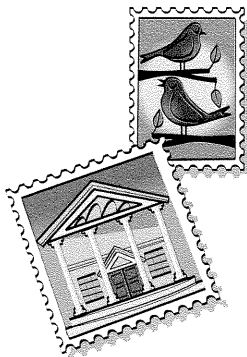
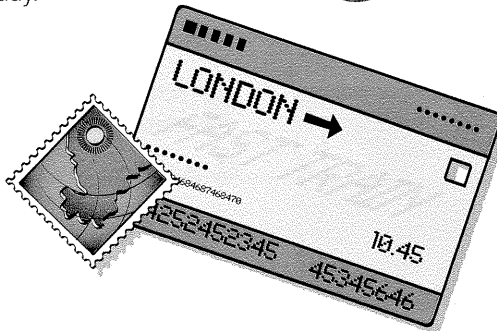
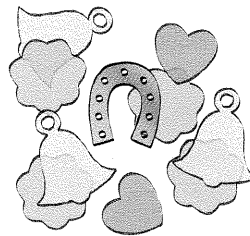
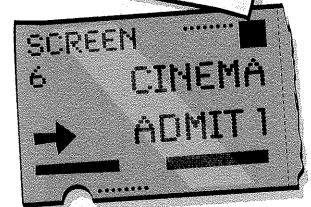
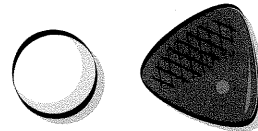
- 1 We travelled by boat.
We didn't travel by boat.
- 2 We stayed in an apartment.
- 3 Dad wanted to go to the beach every day.
- 4 We played tennis every afternoon.
- 5 We visited a lot of museums.
- 6 It rained a lot.
- 7 We arrived in the evening.
- 8 Clare packed the suitcase.

Writing and speaking

7 Yesterday the police found a man's jacket. These things were in the pockets. What did he do recently? What didn't he do? Use the verbs in the past simple to write what we know about him.

play be like check clean pack collect stay
visit watch want travel change phone book

He played table tennis.

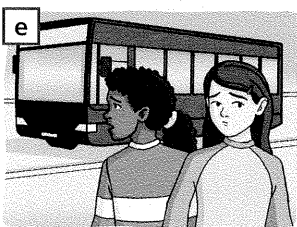
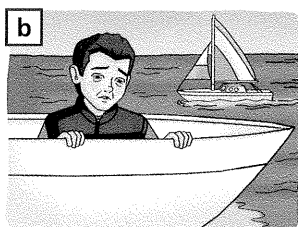


3C Holiday problems

Vocabulary

1 1.47 Read and listen. Match the sentences to the pictures.

- 1 A dog bit me.
- 2 We forgot our passports and missed the plane.
- 3 They took the wrong bus and got lost.
- 4 I lost my camera with all my photos in it.
- 5 I fell over and broke my arm.
- 6 She left her bag on the train.
- 7 He felt seasick.
- 8 Someone stole my mobile.



2 The verbs in exercise 1 all have an irregular past form. Find the past forms of these verbs in the sentences.

leave forget break steal fall over
bite lose feel take get

Comprehension

3 a 1.48 Read and listen. Why didn't Nadim like his holiday?

We went on a skiing holiday with the school this year, but I didn't have a good time, because I had an accident. I skied on the first day, but in the afternoon I fell over and hurt my knee. Luckily, I didn't break my leg, but it was very painful. After that I couldn't ski any more.



In fact, I didn't go out for the next five days. All my friends went skiing every day, but I just stayed in the hotel. I watched TV, played computer games and read magazines all day. It was very boring. But I want to go skiing again next year.

b Are the statements true, false or doesn't it say?

- 1 Nadim went skiing in Switzerland.
It doesn't say.
- 2 He didn't enjoy the holiday.
- 3 He skied for two days.
- 4 He broke his leg.
- 5 One of his friends had an accident, too.
- 6 He went out to watch his friends every day.
- 7 He stayed in his hotel all the time.
- 8 He doesn't want to go skiing again.

Grammar

4 a Copy the table.

A lot of common verbs have an irregular past tense. Look at the list in your workbook.



Past simple: regular and irregular verbs

Regular verbs		Irregular verbs	
present	past	present	past
stay	stayed	have	had

b Find more examples of regular and irregular verbs in Nadim's story. Add them to the table.

5 a What problems did these people have? Complete the sentences. Put the verbs in brackets into the past tense.

- 1 We *lost* our keys. (lose)
- 2 They _____ to the wrong station. (go)
- 3 Sarah _____ an accident. (have)
- 4 I _____ my camera in the sea. (drop)
- 5 Martin _____ the train. (miss)
- 6 I _____ my finger. (break)
- 7 It _____ all week. (rain)
- 8 The weather was bad so they _____ the airport. (close)

b Which verbs in exercise 5a are irregular?

6 a Find the negative of these sentences in the text. How do we make the negative with an irregular verb?

I had a good time. I broke my leg.

b Work in a group. Write all the verbs in exercise 2 on separate pieces of paper. Take it in turns to pick up a piece of paper and make a sentence.

feel bite
break leave forget
get steal fall over
lose take

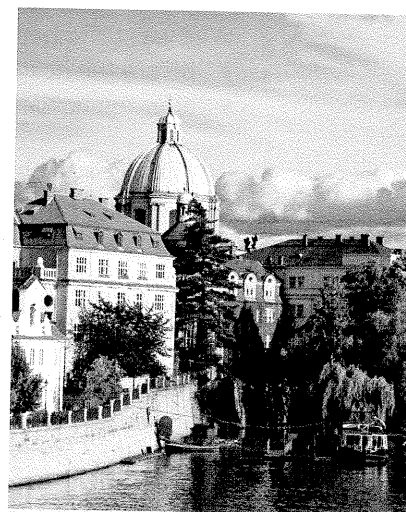
- I fell over.
- I didn't fall over, but a dog bit me.
- I didn't fall over and a dog didn't bite me, but I lost my passport.

Reading and writing

7 a Complete the postcards with the past tense of the verbs.

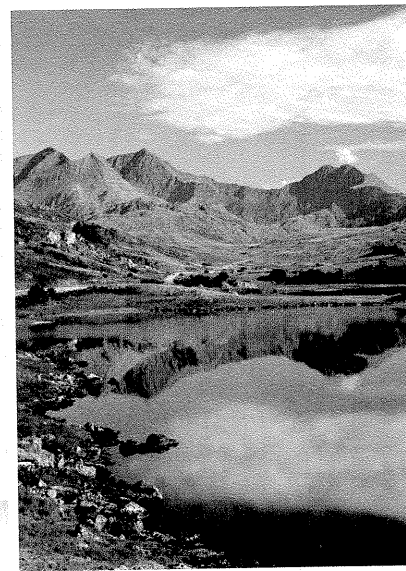
forget have put find lose stop play travel drive

- 1** Hi James,
Greetings from the Czech Republic. It's great here. We ¹ _____ by boat to the Netherlands and then we ² _____ down to Prague. It was a long journey, but we ³ _____ computer games in the car and we ⁴ _____ to visit some places in Germany on the way. We ⁵ _____ a problem yesterday, because I ⁶ _____ my mobile. I ⁷ _____ it on the table in a restaurant and then I ⁸ _____ it. Luckily, the waiter ⁹ _____ it. Hope you're OK.
Lucas



look take visit walk arrive have rain sleep go enjoy

- 2** Hi Gabrielle,
We're on holiday in Wales. We ¹ _____ on Saturday evening. It was a long train journey, but I ² _____ it. I ³ _____ a lot and I ⁴ _____ out of the window. On Sunday we ⁵ _____ up Mount Snowdon. We ⁶ _____ the little train part of the way and then we ⁷ _____ to the top. We ⁸ _____ a good time, but it was very cold on the top. Yesterday it ⁹ _____, so we ¹⁰ _____ an old castle. It was very spooky.
Love,
Paige



b 1.49 Listen and check your ideas.

8 a Complete the sentences about Paige.

- 1 Paige is on holiday in Wales.
- 2 She wrote a postcard to ...
- 3 She travelled by ...
- 4 On the journey she ...
- 5 Yesterday she ... because ...

b Write five sentences about Lucas. Use the expressions in exercise 8a.

9 Write a postcard or an email to a friend about your holiday.

Hi ...

Greetings from ...



Comprehension

1 a 1.50 Read and listen. Answer the questions.

- 1 Why wasn't Mut at home last week?
- 2 Why was he unhappy:
 - before the holiday?
 - after the holiday?

b Work in groups of four. Act the story.

1 Hello, Mickey. Hello, Millie. Were you away last week?

2 Yes, we were, Mr Patel. We were on holiday.

3 Where did you go?

4 Did you have a good time?

5 Yes, we did. We had a great time.

6 Did you take Mut with you?

7 No, we didn't.

8 Oh dear. But did he have a good time there?

9 In fact, he didn't want to come home.

10 Come on, Mut. This is a nice place.

11 I don't want to go.

12 Oh, what did you do with him? Did the neighbours look after him?

13 No, they didn't. We took him to the Happy Hounds Holiday Home, but he didn't want to go.

14 Come on, Mut. We're going home.

15 I don't want to go home!

2 Complete the sentences with suitable endings.

- 1 Mickey and Millie went to *France last week*.
- 2 They travelled by ...
- 3 They stayed in ...
- 4 Mut went to ...
- 5 The neighbours didn't ...
- 6 Mut didn't want ...
- 7 At the dogs' home he had ...
- 8 After the holiday Mut didn't want ...

Grammar**3 a Copy and complete the questions and short answers from the story.**

Past simple: questions and short answers

_____ enjoy it there? Yes, he _____.
 _____ Mut No, we _____.
 with you?

Which part of the verb
do we use after did?

**Wh- questions**

Where _____?
 What _____ with him?

b Complete the sentences with these words: took, have, take or had.

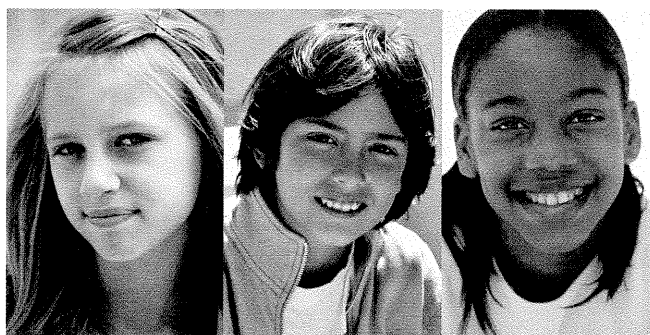
- 1 Did you _____ a good time?
- 2 Yes, we did. We _____ a great time.
- 3 Did you _____ Mut with you?
- 4 No, we didn't. We _____ him to the Happy Hounds Holiday Home.

4 a Make questions and answers. Use the cues.

- 1 you / go camping last month? / ✓
Did you go camping last month? Yes, I did.
- 2 you / take your bike? / ✓
- 3 you / swim in the sea? / ✗
- 4 you / have picnics on the beach? / ✓
- 5 you / speak English? / ✗
- 6 you / buy anything? / ✗
- 7 you / like the food? / ✓

b Work with a partner. Practise the dialogues.**5 a Complete the questions to fit the answers.**

- Where did you go on holiday last year?
- I went to Slovenia.
- What _____?
- I went sailing.
- Who _____ with?
- I went with Grace and her brother.
- What _____ in the evenings?
- We watched DVDs and played games.

b Work with a partner. Read the dialogue.**Listening, speaking and writing****6 a 1.51 Listen. Copy and complete the chart.**

	Judy	Will	Mia
Where did they go?	Florida		
What did they do?			
How did they travel?			
Where did they stay?			
Did they have a good time?			

b Work with a partner. Make dialogues. Use the chart.

- *Where did you go on holiday, Judy?*
- *We went ...*

c Ask your partner about his / her last holiday.



1 **2.2** Read and listen to the text. Match these topics to the correct paragraphs.

winter holidays
summer holidays in Britain
holiday times
visitors to Britain
summer holidays abroad

2 a Find these places in the text. Make a list.

popular places for families in Britain
countries that British people go to
popular places for visitors to Britain

b Look at your list of places. Why do people go to each one?

3 **2.3** Listen. Find this information about each speaker for summer and winter.

- 1 When do they usually go on holiday?
- 2 Where do they usually go?
- 3 Where did they go last year?

4 Write about holidays in your country. Use the topics in exercise 1.



1 Families in Britain usually go on holiday between the middle of July and the end of August, because the children aren't at school then. Most people go away for two weeks. A lot of people take a winter holiday, too. They usually go in the Christmas and Easter school holidays, or in the February half-term holiday.

2 Some people spend their summer holidays in Britain. You can go to the beach, but there are lots of other places to go, too. There are museums, castles, zoos and safari parks. One very popular place is The Eden Project. It's in Cornwall, in the south-west of England. You can learn all about the environment there. Alton Towers theme park is very popular, too. It has got lots of exciting rides.



A lot of people go abroad for their summer holidays, too. Spain, Italy and France are favourite places. People usually go to Spain for a beach holiday. They go by plane and they stay in hotels. When people go to France, they often go camping, so they usually go by car. You can take the ferry to France, but most people put their cars on the train to go through the Channel Tunnel.

People normally go abroad for a winter holiday. Some people go skiing in countries like Austria, Switzerland and Slovenia. A lot of schools organize a skiing trip for their pupils in the February half-term holiday. Other people like to go to hot places: the Canary Islands, Florida and Thailand are popular.



A lot of tourists from other countries come to Britain for their holidays. Most of them go to London to see all the famous sights there, like Tower Bridge and Buckingham Palace. Other popular places are the cities of York and Canterbury. They have got old cathedrals. Oxford and Cambridge have got famous universities.



History: transport

1 **2.4** Read and listen to the text. Match the pictures to the correct paragraphs.

2 **a** Make a list of all the forms of transport in the text.

b Put the information in a chart like this.

form of transport	date	inventor
	1817	

3 What are these things?

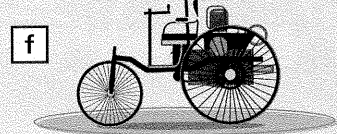
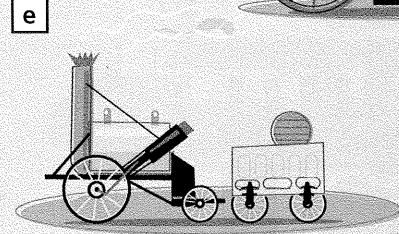
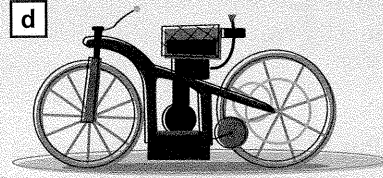
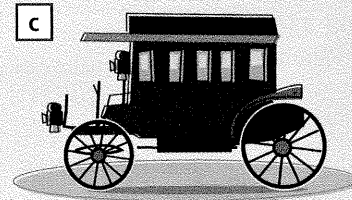
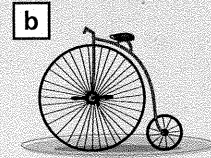
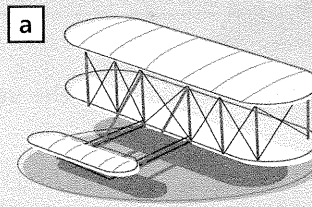
Rocket Kitty Hawk the Model T
a penny farthing an omnibus

TRAVEL

1 Today you can travel from one side of the world to the other in one day. Travel in the past was dangerous and journeys took months or even years. At first people walked everywhere. Then, over 10,000 years ago they started to use boats, and, about 4,000 years ago, they started to use animals, such as horses, camels or elephants. After that things didn't change until the nineteenth century, when people invented new forms of transport.

2 In 1817 Baron von Drais made the first bicycle in Germany. It was a heavy, wooden bike with no pedals. You pushed it with your feet. Later bikes had pedals, but some of them, like the Penny Farthing, with its large front wheel, were very dangerous.

3 In 1885 Karl Friedrich Benz made the first car and Gottlieb Daimler designed the first motorcycle. Early motor vehicles were very expensive and only rich people could buy them. Henry Ford changed that. In 1908 he started to build good, cheap cars, like the Model T, in his factory in the USA. Soon ordinary people had their own car.



4 Only ten years after the first car, the first motor bus appeared. People called it an 'omnibus' (This means 'for everybody' in Latin.) or 'bus' for short.

5 The bus wasn't the first form of motor transport 'for everybody'. That was the train. George Stephenson opened the first railway between Liverpool and Manchester in 1830. He built the first train, too. It was called Rocket and it could travel at 45 kph. Soon people could travel hundreds of kilometres in just a few hours.

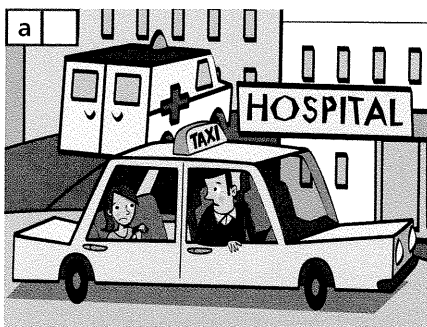
6 Today planes fly thousands of kilometres and they carry hundreds of passengers. The first aeroplane, however, carried only one person. The Wright Brothers' plane, Kitty Hawk, flew for the first time in the USA in 1903. It flew for just 12 seconds and travelled 36 metres!

Past simple

- 1 a** Complete the story of Jenny's holiday. Put the verbs in brackets into the past simple tense.

Jenny ¹was (be) very happy. It ²_____ (be) the first day of her holiday. She ³_____ (pack) her suitcase and ⁴_____ (put) her ticket and passport in her rucksack. She ⁵_____ (leave) the luggage in the hall and ⁶_____ (phone) for a taxi. Then she ⁷_____ (wait), but the taxi ⁸_____ (be) late. When the taxi finally ⁹_____ (arrive), Jenny ¹⁰_____ (rush) to the door. She ¹¹_____ (forget) that her suitcase and rucksack ¹²_____ (be) in the hall. She ¹³_____ (trip) over them, ¹⁴_____ (fall) and ¹⁵_____ (break) her arm. The taxi driver ¹⁶_____ (not take) Jenny to the airport. He ¹⁷_____ (take) her to the hospital. So Jenny ¹⁸_____ (not go) on holiday. She ¹⁹_____ (stay) at home for two weeks. And the weather ²⁰_____ (be) terrible. It ²¹_____ (rain) every day. Jenny ²²_____ (not be) happy.

- b** Put the pictures in the correct order.



Past simple: questions

- 2 a** Use the cues. Make questions to complete the conversation.

- 1 You / away / last week?
Yes, I was. We were on holiday.
Were you away last week?
- 2 Where / you / go?
We went to Italy.
- 3 You / have / a good time?
Yes, we did. It was really good.
- 4 the weather / good?
Yes, it was very nice.
- 5 You / stay in a hotel?
No, we didn't. We were in an apartment.
- 6 There / other young people there?
Yes, there were. I made a lot of new friends.
- 7 What / you do / there?
We spent most of the time on the beach.

- b** Read the conversation with a partner.

Vocabulary

- 3** What are these travel things?

- | | |
|-------------|---------------|
| 1 a kittet | 6 a gresapsen |
| 2 a nett | 7 a aciustes |
| 3 gaguleg | 8 a mapstice |
| 4 a leyrlot | 9 a cuskcrak |
| 5 a balle | 10 a sprotsap |

- 4 a** 2.5 Listen. Where were the people last weekend?

Sarah	
Tom and Steve	
Judy	
Alice and Mary	
Chris	

- b** Write a sentence about each person / pair.

Your Project

3

Producing a project

2 First I chose my topic.

My holiday in Spain

4 I wrote a first draft of my project and I showed it to my friend, Jake. He corrected some mistakes.

I didn't want to come home.

1 Make a project about holidays. This is what I did:

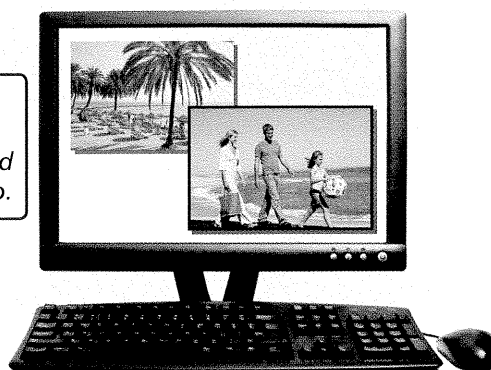
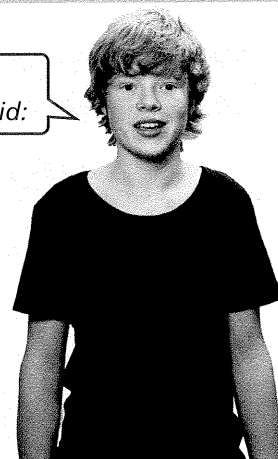
3 I made a list of questions to organize my writing.

Where and when did I go?
Who did I go with?
Where did we stay?

5 I chose some photos of my holiday. I found a postcard, too.

6 I put the things together on my computer. Then I copied it onto a memory stick.

7 I took the memory stick to school and showed my project to the class.



Song

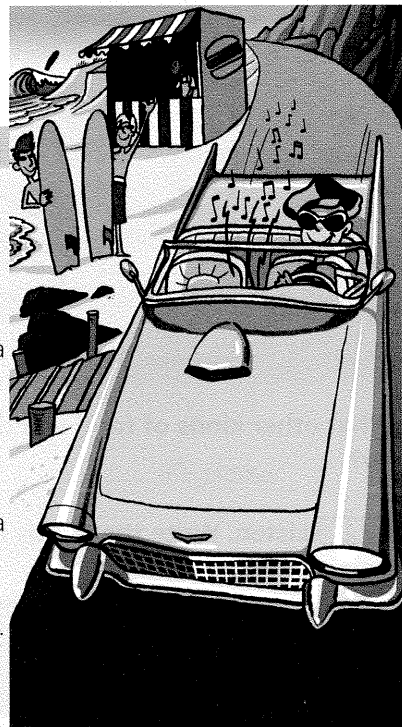
1 2.6 Listen. Complete the song with these words.

me library hamburger things keys car dad radio

FUN, FUN, FUN

Well, she got her daddy's ¹ _____,
And she cruised through the
² _____ stand, now.
Seems she forgot all about the
³ _____.
Like she told her old man, now.
And with the ⁴ _____ blatin' goes
Cruisin' just as fast as she can, now.
Chorus
And she'll have fun, fun, fun.
'Til her daddy takes the T-bird away,
(Fun, fun, fun, 'til her daddy takes
the T-bird away.)

Well, you knew all along
That your ⁵ _____ was gettin' wise to you,
now.
(You shouldn't-a lied, now, you shouldn't-a
lied.)
And since he took your set of ⁶ _____
You been thinkin' that your fun is all
through, now.
(You shouldn't-a lied, now, you shouldn't-a
lied.)
But you can come along with ⁷ _____
'Cause we got a lot of ⁸ _____ to do, now.
Chorus



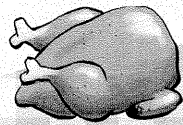
4A Food and drink

Vocabulary

Vegetables

1 a 2.7 Listen and repeat.

Meat



1 chicken



2 lamb



3 pork

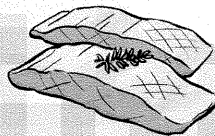


4 beef

Fish

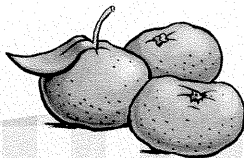


5 tuna



6 salmon

Fruit



7 satsumas



8 grapes



9 bananas

b What other kinds of food and drink do you know?

2 2.8 Listen. Write the words in the correct column.

	likes	doesn't like
1	fish	beef
2		



10 tomatoes

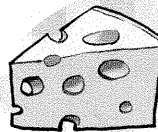


11 beans



12 lettuce

Others



13 cheese



14 pasta

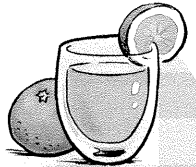


15 rice



16 eggs

Drinks



17 orange juice



18 tea



19 coffee



20 lemonade

Comprehension

3 2.9 Read and listen to the dialogue.

- What has Conor got in his lunchbox?
- Why doesn't he eat all of it?



- Jake Hi, Conor. What have you got for your packed lunch today?
- Conor I've got two sandwiches, an apple and orange juice. Oh, and I've got a banana, too.
- Jake What's in the sandwiches?
- Conor There's cheese in this sandwich and there's ham in that one.
- Jake Mmm. I love cheese.
- Conor What's in your lunchbox?
- Jake I don't know. I forgot it. And I'm really hungry.
- Conor Oh, right, so do you want my cheese sandwich?
- Jake Yes, please. Thanks. Erm ... I like bananas, too.

Grammar

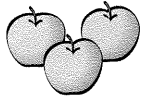
Countable and uncountable nouns

4 a Read the examples.

Some nouns are countable. They have a singular and a plural form.



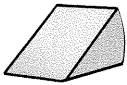
an apple



three apples



Some nouns are uncountable. They have only one form.



cheese

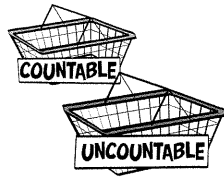


cheese



b Are the words countable (c) or uncountable (u)? Put them in the correct basket.

lemonade coffee rice
tomatoes bananas tuna
vegetables apples eggs
sandwiches chicken fish
oranges fruit tea
beef meat beans



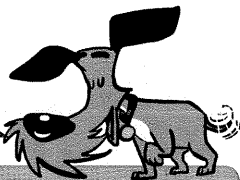
5 a Look at the things in exercise 1. Which do you like best? Choose one thing from each group. Which things don't you like?

b Ask and answer with a partner.

- Do you like coffee?
- Yes, I do. / No, I don't. I never drink it.
- Do you like grapes?

6 a Read the rule.

With plural nouns and uncountable nouns we don't need a or an. With a singular noun we must have a or an.



Articles: a / an

I like bananas.
There's cheese in this sandwich.
BUT: I've got a banana.

b Complete the sentences with a or an where necessary.

- Can I have an orange, please?
- Do you like _____ fish?
- I usually have _____ egg for breakfast.
- I don't eat _____ meat.
- We always have _____ tomatoes with our dinner.
- I had _____ apple and _____ banana today.
- I love _____ fruit, but I don't like _____ vegetables.
- Can I have _____ sandwich, please, with _____, cheese and _____ lettuce?

Listening and speaking

7 a 2.10 Look at the menu. Listen. What does Emma order?

Menu

		Desserts	
Spaghetti bolognese	£3.80	Apple pie	£2.75
Cheeseburger	£2.75	Chocolate cake	£2.60
Chicken salad	£3.60	Fruit salad	£2.40
Fish	£4.20	Ice-cream	£1.40
Chips	£1.80	Drinks	
Mixed vegetables	95p	Orange juice	£1.85
Salad	80p	Lemonade	£1.30
Sandwiches		Cola	£1.30
Cheese and tomato	£2.55	Milkshake	£1.75
Tuna and salad	£2.80	Coffee	90p
		Tea	80p
		Hot chocolate	£1.55

b 2.10 Listen again and complete the dialogue.

Waiter Yes, please?
Emma Can I have a _____ and chips, _____?
Waiter Anything else?
Emma Yes, can I have an _____, please?
Waiter Do you want anything to _____?
Emma Yes, _____, please.
Waiter Is _____ everything?
Emma Yes, thank _____.
Waiter That's £ _____.80, please.
Emma Here you _____.
Waiter Thank you.

c Work with a partner. Practise the dialogue.

8 Make new dialogues. Use the menu.

4B Stone soup

Vocabulary

1 a  2.11 Look at the different kinds of food and drink. Listen and repeat the words.

b Put the things (1–8) in the correct column.

Meat	Fruit	Vegetables	Drinks	Others

c Choose six things from the list and make a meal for yourself.

My meal is a sandwich. In my sandwich there's ...

Comprehension

2  2.12 Read and listen to the story. Which of the things from exercise 1a did the tramp put in the soup?



One day a tramp came to an old woman's house and knocked on the door. 'Excuse me,' he said when she opened the door. 'I'm very hungry. Have you got anything to eat?' The old woman had a lot of food in the house, but she was very mean. 'Go away,' she said. 'I haven't got any food for you.' 'Oh,' said the tramp, 'well, have you got any water? You see, I've got a magic stone and I can make soup with it. But I need some water.' 'A magic stone, eh?' said the mean old woman. 'Yes, I've got some water.'

She fetched a big saucepan of water and put it on the cooker. The tramp took the stone out of his pocket and put it into the saucepan. After a while he tasted the soup. 'Mmm. It's very good,' he said. 'Have you got any salt and pepper?' The old woman fetched some salt and pepper. 'Mmm. That's better,' said the tramp. 'It really needs some vegetables. It's a pity you haven't got any vegetables.' 'Oh, I can find some vegetables,' said the old woman. She ran into the garden and brought back some potatoes, carrots, beans and a big



onion. The tramp cut up the vegetables and put them into the saucepan.

'Is it ready now?' asked the old woman. 'Almost,' said the tramp. 'It really needs some meat. It's a pity you haven't got any meat.' 'Oh, I can find some meat,' said the old woman. She ran to the cellar and came back with some ham and some sausages. The tramp put them into the saucepan.

'Right,' said the tramp after a while. 'I can't see the stone now, so the soup is ready. Bread is very good with stone soup. It's a pity you haven't got any bread.' 'Oh, I can find some bread,' said the woman. She went to the cupboard and fetched a loaf of bread, some butter and a bottle of wine. She put them on the table with some knives, forks and spoons.

'Mmm, this is delicious,' said the old woman when she tasted the soup. 'And you made it with just that magic stone.' The tramp smiled, picked up his knife and cut another slice of bread.



Grammar

3 a Complete the sentences from the story.

- 1 I haven't got _____ food for you.
- 2 Well, have you got _____ water?
- 3 Oh, I can find _____ vegetables.

b Copy and complete the table.

We use **some** and **any** with uncountable nouns and plural nouns.

some and any

We use _____ for affirmative statements.
We use _____ for negative statements and questions.



c Look at the things in exercise 1. Say whether the tramp used each thing to make the soup.

He used **some** water.

He didn't use **any** lemons.

4 a What have you got in your cupboard? Write five kinds of food or drink from exercise 1. Don't show your list to anyone.

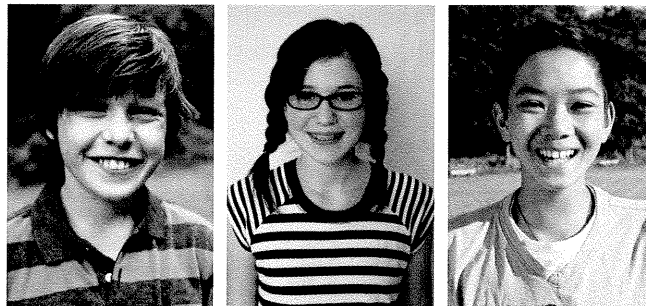


b Ask and answer with a partner. Find out what's in your partner's cupboard.

- Have you got any water?
- No, I haven't got any water. Have you got any water?
- Yes, I've got some water. Have you got ...?

Listening

5 a 2.13 Listen. What do the people have for lunch? Copy and complete the chart.



Dan	Elsa	Chen
a sandwich		

b Describe each person's lunch.

Dan has _____. He usually has _____ in it.

He has _____ or _____ with that. He drinks _____.

Speaking and writing

6 a Work with a partner. Find out what he / she eats and drinks in a normal week. Ask about these things.

chocolate	eggs	coffee
milk	lemonade	fish
crisps	bread	yoghurt
fruit	sweets	vegetables

- Do you eat any chocolate?
- Yes, I do. I eat a lot of chocolate.
- Do you drink any milk?
- Yes, I do. I usually have some milk for breakfast.

b Complete the chart and write about you and your partner. Have you got a healthy diet?

Food	Me	Partner
chocolate	x	✓

In a week my partner eats a lot of chocolate. I don't eat any chocolate.

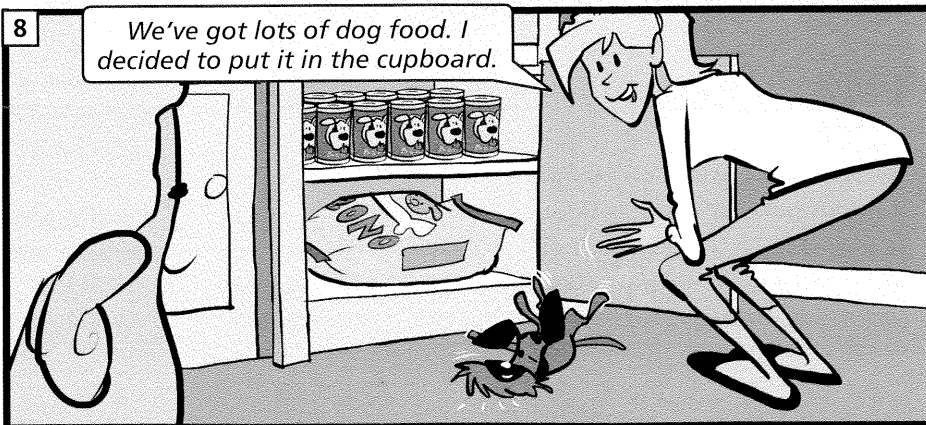
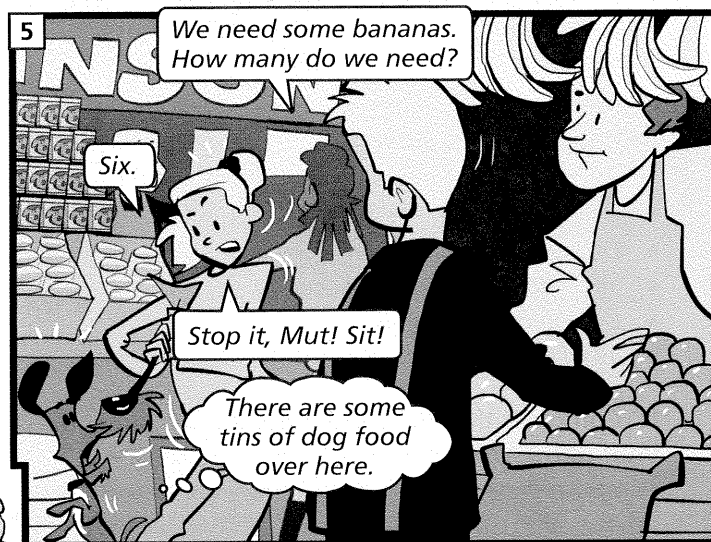
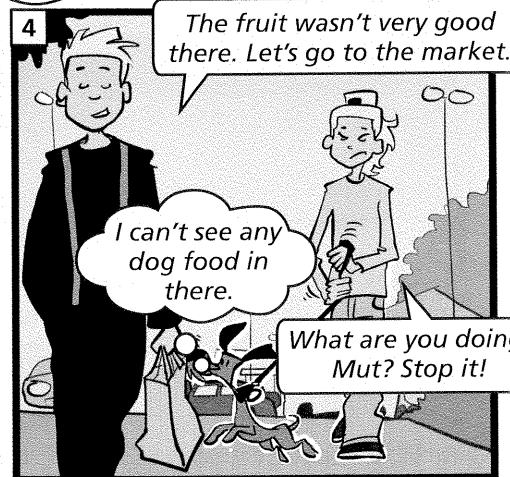
He / She drinks ...

7 Read the story *Stone soup* again. Work with a partner. Act the story.



Comprehension

- 1 2.14 Read and listen to the story. What is Mut worried about? Why?



2 Read the story again. Match the halves of the sentences.

- | | |
|-------------------------|-----------------------------------|
| 1 Mickey and Millie are | a some dog food at the market. |
| 2 There isn't | b they haven't got any dog food. |
| 3 Mut thinks | c some cheese at the supermarket. |
| 4 Mickey pushes | d find the tins of dog food. |
| 5 They buy | e any dog food on the shelf. |
| 6 They go to | f going shopping. |
| 7 Mut sees | g them in the cupboard. |
| 8 Millie decides | h the market for some fruit. |
| 9 She can't | i the trolley. |
| 10 Their mum put | j to feed Mut. |

Grammar

3 a Copy and complete the table. Use the dialogues from the story.

Are these words countable or uncountable?



How much / How many?

We need some bananas. _____ do we need?
We need some cheese. _____ do we need?

b Copy and complete the table.

Countable	Uncountable
How _____?	How _____?

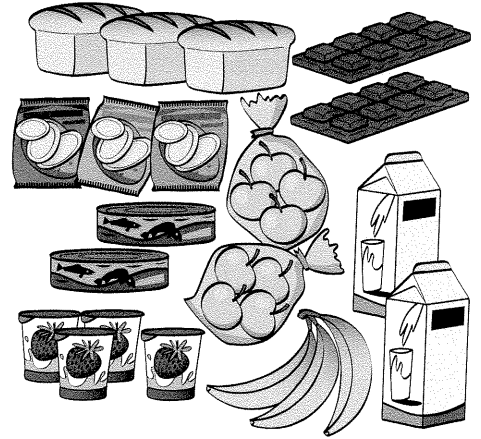
c 2.15 Listen. Make questions.

- We need some tomatoes.
• How many do we need?
- We need some bread.
• How much do we need?

d 2.16 Listen and check.

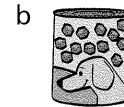
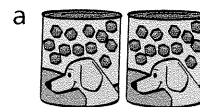
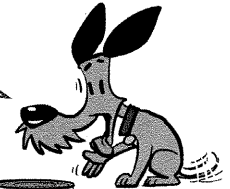
4 a Match the words to the pictures.

- a loaf
- a carton
- a packet
- a tin
- a zpot
- a bag
- a bunch



b Match the sentences to the pictures.

We talk about quantities like this. Don't forget of.



- a tin of dog food
- two tins of dog food

c What's in the pictures in exercise 4a? three loaves of bread

Listening

5 a Read the shopping list. What do Emma and Jake need to buy?

2x vegetable soup	2x grapes
2x apple juice	6x yoghurt
1x bread	1x lemonade
1x potatoes	1x eggs
3x beans	

2 packets of soup, ...

b 2.17 Emma and Jake are at the supermarket, but they forgot the shopping list. Can you remember the list? Close your book. Listen. Did they buy the right things?

They needed two cartons of apple juice, but they bought two cartons of orange juice.

4D Emma's apple crumble

Comprehension

1 a Emma is making apple crumble. Look at the pictures. What do you think the correct order is?

b  2.18 Read and listen to the recipe. Number the pictures in the correct order.



I'm making apple crumble for our dessert today. It's delicious. We learned the recipe at school. You need a few apples, some flour, some butter or margarine, some sugar and a little water.

Apple Crumble

Ingredients

You will need:

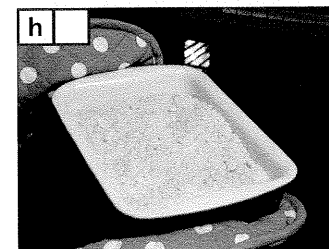
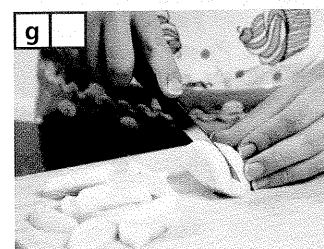
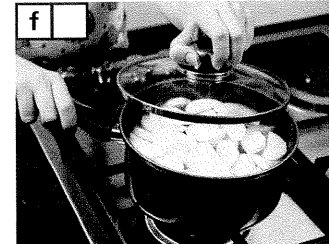
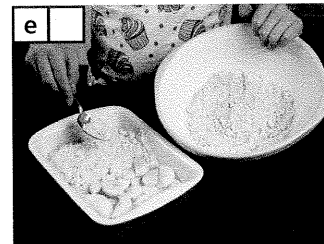
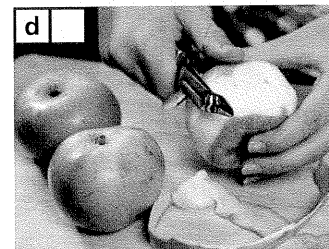
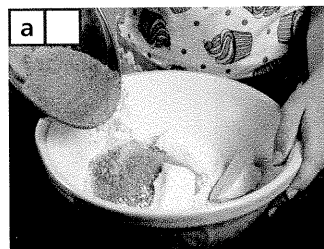
- 3 large apples
- 300 g flour
- 200 g butter or margarine
- 100 g sugar
- water
- cream or ice-cream

*We write: 100 g sugar
We say: a hundred grams of sugar*



Instructions

- 1 Peel the apples and slice them.
- 2 Put the apples in a saucepan with a little water and 50 g of the sugar. Boil the apples for ten minutes.
- 3 Put the flour, the butter or margarine and the rest of the sugar into a bowl. Mix them with a fork.
- 4 Pour the cooked apples into a dish.
- 5 Cover the apples with the flour, butter and sugar mixture.
- 6 Put the dish into the oven at 180°C for 30 minutes.
- 7 Serve the apple crumble with cream or ice-cream.



2 a Look at the pictures. What is Emma doing in each picture?

a She's putting sugar into a bowl.

b Find these things in the pictures.

a knife a fork a saucepan an oven
a bowl a dish a spoon a peeler

Grammar

Definite and indefinite articles

3 a Look at the sentences.

These are indefinite articles.

You need **a** saucepan and **some** water.

These are definite articles.

Put **the** water in **the** saucepan.

*When do we use the indefinite article?
When do we use the definite article?*



b Complete the recipes with **a**, **some** or **the**.

1 Put ¹*the / some* flour and ²_____ butter in ³_____ bowl. Now take ⁴_____ fork. Mix ⁵_____ flour and ⁶_____ butter with ⁷_____ fork. Then pour ⁸_____ sugar into ⁹_____ bowl and mix it with ¹⁰_____ flour and ¹¹_____ butter.

2 First, you need ¹_____ mushrooms and ²_____ knife. Slice ³_____ mushrooms with ⁴_____ knife. Now put ⁵_____ oil in ⁶_____ frying pan and put ⁷_____ mushrooms in ⁸_____ oil. Then fry ⁹_____ mushrooms in ¹⁰_____ frying pan for five minutes.

4 a Look at what Emma says in exercise 1. Complete the sentences.

You need **a few** apples.

You need **a** _____ water.

b Look at exercise 4a. Copy and complete the table.

Countable	Uncountable
a _____	a _____

c Complete these expressions with **a little** or **a few**.

- | | |
|------------------|------------------|
| 1 _____ oranges | 5 _____ salt |
| 2 _____ butter | 6 _____ cheese |
| 3 _____ sugar | 7 _____ peas |
| 4 _____ tomatoes | 8 _____ sausages |

Listening and writing

5 a 2.19 Here's another recipe. Listen. Tick (✓) the ingredients you hear.

Jake's Welsh Rarebit

Ingredients

half an onion

one tomato

milk

2 slices bread

50 g grated cheese

butter

salt

pepper

vinegar

Worcester sauce



b 2.20 Now listen to the instructions. Number them in the correct order.

- Make some toast.
- Mix it all together.
- Grate the cheese and the onion.
- Cover the tomatoes and the toast with the cheese mixture.
- Leave it till the cheese melts.
- Put the tomato slices on the toast.
- Put them in a bowl.
- Put the toast with the cheese under the grill.
- Add a little of milk, salt and pepper and a little Worcester sauce.
- Peel the onion.
- Slice the tomato.

c 2.20 Listen again. What does Jake say about:

- the milk
- the Worcester sauce
- the toast
- the cheese under the grill



1 **2.21** Read and listen to the text. Are the statements true or false or doesn't it say?

- Most people in Britain eat a big breakfast every morning.
- People often have grapefruit for breakfast.
- People normally have lunch at three o'clock.
- Most children take a packed lunch to school.
- People usually have dinner in the evening.
- Most people eat breakfast in the kitchen.
- Some people call their evening meal 'tea'.

2 a Complete the chart about food in Britain.

Meal	breakfast		
Time			
Typical kinds of food			

b Make a chart about meals in your country.

British meals and mealtimes



The first meal of the day is breakfast – usually between seven and eight o'clock. The traditional British breakfast is very big: bacon, eggs, sausages, tomatoes, mushrooms, baked beans and fried bread! But nowadays people don't usually cook a big breakfast every morning. They only have a cooked breakfast on Sundays or when they stay in a hotel.

Most people have a light breakfast. These are some typical things that people have for breakfast:

- cereal with milk
- fruit (grapefruit is popular)
- toast with jam, honey or marmalade
- yoghurt
- orange juice
- coffee or tea

3 a **2.22** Listen. When does each speaker have his / her meals?

b **2.22** Listen again. Find out.

- What does he / she usually have at each meal?
- What is his / her favourite meal?

4 Work with a partner. Ask and answer about the meals you eat.

- When do you have them?
- What do you eat?
- What do you like to eat for dinner?



Between twelve o'clock and two o'clock people have lunch. This is often a light meal of soup, sandwiches and / or a salad. Most children have their lunch at school. They can buy food at the school canteen, or they can take a packed lunch from home. This usually has sandwiches and maybe some fruit, yoghurt or salad.

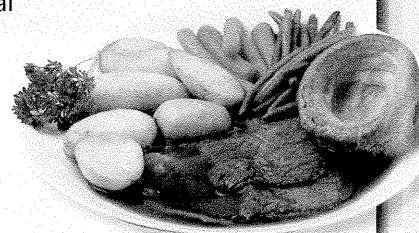
The main meal of the day is dinner. People usually eat this between about six and seven o'clock in the evening.

A traditional dinner is meat or fish with potatoes and vegetables, but many people nowadays cook food from other countries. Lasagne, spaghetti bolognese, risotto and curry are popular. Some people are vegetarians.

After the main course, some people have dessert (also called 'pudding') – such as fruit, chocolate cake, or apple pie with ice-cream or custard.

In some parts of Britain, people have the main meal at midday and call it 'dinner'.

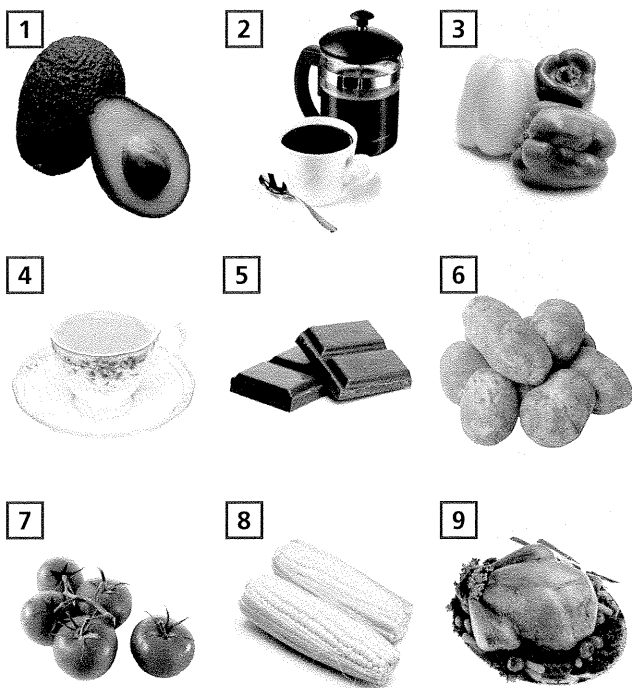
They call the light meal that they have in the afternoon or evening 'tea'. Some people also call the evening meal 'supper'. This can be a light meal or a main meal.



Geography: food from around the world

1 Match the words to the pictures.

chocolate peppers tomatoes avocados
sweetcorn coffee turkey tea potatoes



2 2.23 Read and listen to the text. Find the words from exercise 1.

3 Read the text again and match the food to the places.

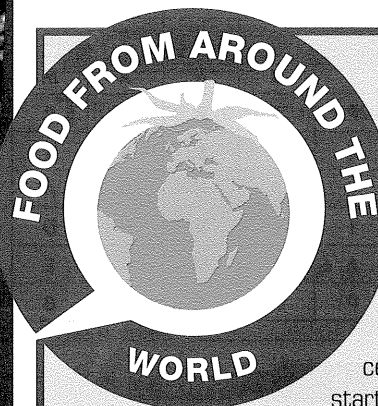
- | | |
|-------------|-----------------|
| 1 chocolate | a North America |
| 2 sweetcorn | b China |
| 3 potatoes | c Mexico |
| 4 coffee | d South America |
| 5 tea | e Africa |
| 6 tomatoes | |
| 7 turkey | |

4 Complete the sentences.

- The Aztecs *drank chocolate with pepper*.
- Mexicans _____.
- The Spanish _____.
- The Swiss _____.
- The Turks _____.
- The British _____.

5 Which did you have in the last three days? What form were they in?

potatoes I had a packet of crisps.



We eat a lot of different kinds of food today.

Before the 16th century, people in Europe didn't have a lot of the things that we eat and drink every day.

At the end of the 15th century, people from Europe started to travel to other parts of the world. They went to America, Africa and Asia. They brought back a lot of new kinds of food.

Chocolate came from Mexico. The Aztecs there drank chocolate with pepper! And today chicken with chocolate sauce is a popular meal in Mexico. The Spanish brought chocolate to Europe and they were the first to put sugar in it. Until the 1870s, chocolate was only a drink. The Swiss made the first bar of chocolate in 1876.

Tomatoes, peppers and avocados all came from Mexico, too. The Spanish took seeds back to Spain and started to grow the plants there. Soon they spread to other countries in Europe and then to other parts of the world.

The words *tomato*, *chocolate* and *avocado* all come from the old Aztec language.

Potatoes came from South America. Potatoes like cool, wet weather. They grew in the mountains of Peru. Sweetcorn (or maize) came from North America. Turkeys came from North America, too. They didn't come from Turkey!

Coffee came from Africa. The Turks took it to Turkey and then to Europe.

Tea came from China in the 17th century. At first it was very expensive and only rich people drank it, but in the 19th century the British started to grow tea in India. They produced a lot, so it was cheap and everybody drank it.

some and any**1 Complete the sentences with *some* or *any*.**

- There isn't any butter in the fridge.
- There are tins of tuna in the cupboard.
- Do we need vegetables?
- I had soup for lunch.
- We didn't buy bread.
- Put onions and oil in a frying pan.

Countable and uncountable nouns**2 Put in *a* or *an* where necessary.**

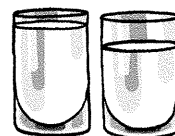
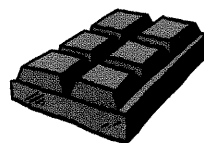
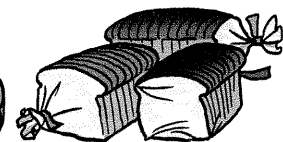
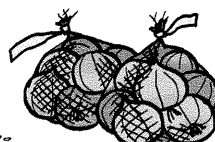
- Do you like chicken?
- Can I have apple, please?
- I don't like bananas.
- I always have egg for breakfast.
- I've got sandwich and satsuma.
- I never drink coffee or tea.

a / an, the, some and any**3 Put *a*, *an*, *some* or *the* in the right place.**

- To make this model you need ¹ some paper, ² plastic cup, ³ pencil, and ⁴ glue. First, put ⁵ plastic cup on ⁶ paper. With ⁷ pencil draw ⁸ circle round ⁹ cup. Then cut out ¹⁰ circle.

- I've got ¹ parcel and ² letters for Mr Carter.
 - Give ³ letters to me and put ⁴ parcel over there.

- For this recipe you need ¹ flour, ² salt and pepper, ³ egg and ⁴ milk. Put ⁵ flour and ⁶ salt and pepper in ⁷ bowl. Add ⁸ egg and ⁹ milk, and stir them with ¹⁰ fork.

Vocabulary**4 Write the things you see in the pictures.**1 *three tins of tomatoes*2 3 4 5 6 7 8 9 **5 Find the names of eight more types of food and drink in the puzzle.**

B	E	A	N	S	E	T	U	L
E	G	G	S	Q	R	Y	S	E
E	L	K	C	T	U	N	A	M
F	Q	I	H	P	A	K	T	O
X	T	R	I	C	E	L	S	N
R	R	M	C	E	E	K	U	A
L	O	R	K	I	C	V	M	D
W	U	T	E	A	I	M	A	E
E	T	V	N	P	W	C	S	B

How much / How many?**6 a 2.24 Listen. What do they buy?**

a small carton of milk

...

b Work with a partner. Ask and answer about the shopping list.

- How much milk did they buy?
- A small carton
- How many ...

Your Project

4

A class project



1 Make a project about food in your country. There are lots of things to write about, so we did our project as a whole class. Here are some of the things that people did.

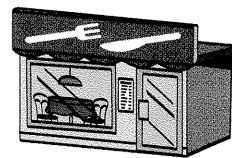
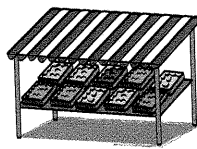
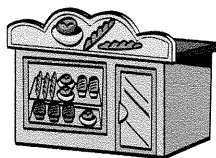
2 Meg and Chris wrote about meals and mealtimes.

Meals and mealtimes

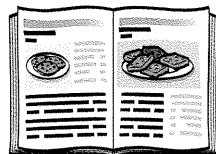
Most people have three meals a day – breakfast, lunch and dinner. The first meal of the day is breakfast. People usually eat this between seven o'clock and eight o'clock.

3 Henry and Tina wrote about places to buy food in our town. They took lots of photos.

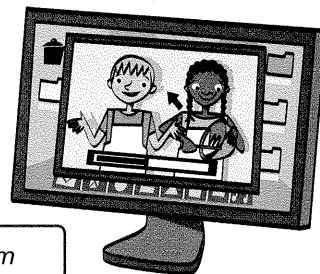
- shops
- the market
- restaurants and cafés



4 William and Chloe collected everybody's favourite recipe and made a recipe book in English.



5 Poppy and Jacob made one of the recipes and filmed it – just like celebrity chefs on TV.



6 We put our different parts of the project on the classroom wall. Then we all went round to look at them. It was great.

Song

1 Replace the pictures with words to complete the song.

2 2.25 Listen and check your ideas.

Sausages with ice-cream

I like ¹ with cheese

Katy likes ² with

³

Peter puts ⁴ on his baked beans

Edward likes ⁵

And Jessica loves ⁶

But John likes sausages with ⁷

Chorus

Sausages with ⁸

Sausages with ⁹

John likes sausages with ¹⁰

I like sticky toffee

Donna likes a cup of ¹¹

Daniel likes a nice ¹² salad, it seems

Wendy loves apple ¹³

But nobody can tell us why

John likes sausages with ice-cream.

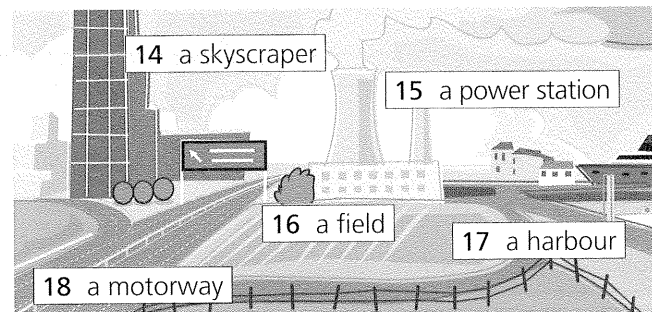
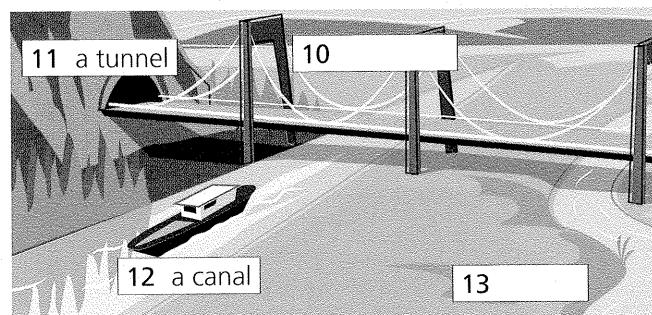
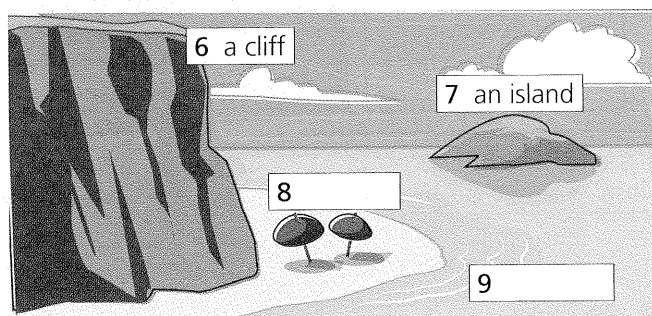
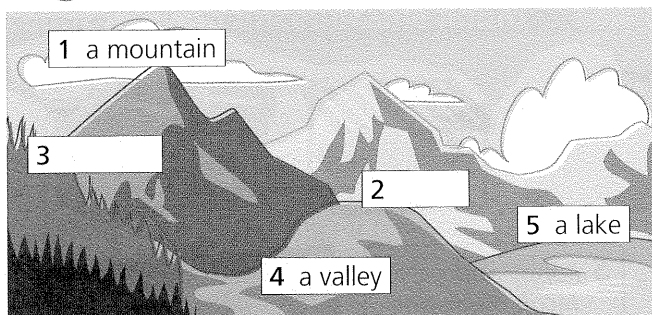
5A My country

Vocabulary

1 a Complete the labels with the words below.

a river the sea a hill
a bridge a forest a beach

b 2.26 Listen and repeat.



2 Answer the questions about your home.

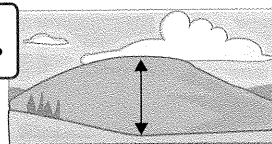
- Is your town or city near:
a the sea? b a lake? c a river?
- In your town or city are there any:
a bridges? b tunnels? c canals?
- Are there any of these near your town or city?
a a mountain b a motorway c a forest
- Can you see any of these from your school:
a a cliff? b a power station? c a field?

Comprehension

3 2.27 Read and listen. Choose the correct measurements.

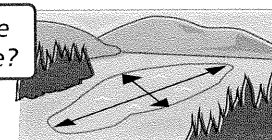
10,000 m 6 km 500 m
5,000 km 60 km 1,000 m

How high
is that hill?



It's ¹ _____ high.

How wide
is this lake?



It's ² _____
wide and it's
³ _____ long.

Grammar

4 Work with a partner. Use the table. Make four question and answer dialogues.

How do you say these
things in your language?



How questions

How	high long wide deep	is that mountain? is this tunnel? is this river? is the lake?
It's	6,000 metres 2 kilometres 1 kilometre 50 metres	high. long. wide. deep.

Reading and listening

5 a Look at the map. Complete the text.

b 2.28 Listen and check.

2 There are a lot of hills and ² _____ in Scotland. You can go skiing here in the winter. This is Ben Nevis. It's 1,343 metres high. The ³ _____ here, produce a lot of trees for wood and paper.

1 This is the United Kingdom of Great Britain and Northern Ireland. There are four countries in the UK – ¹ _____, Scotland, Wales and Northern Ireland. The Republic of Ireland isn't part of the UK.

3 Loch Ness is a very deep ⁴ _____. It's 226 metres deep in the middle. People say that a monster lives here!

4 London is the capital of the UK. It's a very big ⁵ _____ with some tall ⁶ _____. About eight million people live in London. The ⁷ _____ is called the Thames. There are a lot of ⁸ _____ over the river. This one is Tower Bridge.

6 The Channel Tunnel goes under the ¹¹ _____ between England and France. It's about 50 kilometres long. In the picture you can see the famous White ¹² _____ of Dover.

5 There are lots of ⁹ _____ around the coast of the UK. This is the Isle of Wight. We sometimes go here for our holidays. There are some beautiful ¹⁰ _____ here.



6 Correct the sentences.

- 1 Wales isn't part of the United Kingdom.
- 2 Ben Nevis is an airport.
- 3 Loch Ness isn't very deep.
- 4 London is the capital of Ireland.
- 5 Ten million people live in London.
- 6 The bridge in the picture is London Bridge.
- 7 The Isle of Wight is a lake.
- 8 The Channel Tunnel goes from England to Scotland.

7 Answer the questions.

- 1 What is UK short for?
- 2 Which part of Ireland is in the UK?
- 3 How high is Ben Nevis?
- 4 Why is Loch Ness famous?
- 5 Which river does Tower Bridge cross?
- 6 How long is the Channel Tunnel?
- 7 What is the sea between Wales and Ireland called?
- 8 Which sea is Edinburgh near?

5B North and south

Vocabulary

1 2.29 Listen and repeat.



1 It's hot.



2 It's warm.



3 It's cool.



4 It's cold.



5 It's wet.
It's raining.



6 It's dry.
It's fine.



7 It's sunny.



8 It's cloudy.



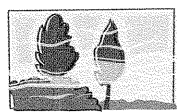
9 It's windy.



10 It's snowing.



11 It's freezing.
It's icy.



12 It's foggy.

2 a 2.30 Listen. Jake is talking about the weather. Complete the first column of the chart.

We're doing some work on the weather for our Geography lesson.

Be careful with the tenses!



The weather

	in England	in your country
today	raining, cool	
yesterday		
in winter		
in spring		
in summer		
in autumn		

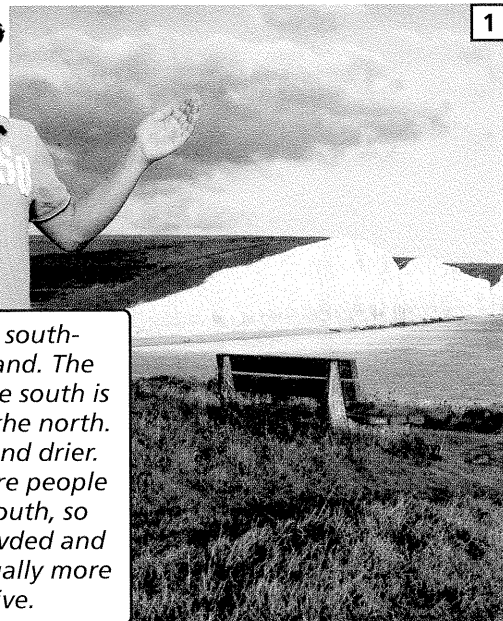
b Complete the second column about the weather in your country.

Comprehension

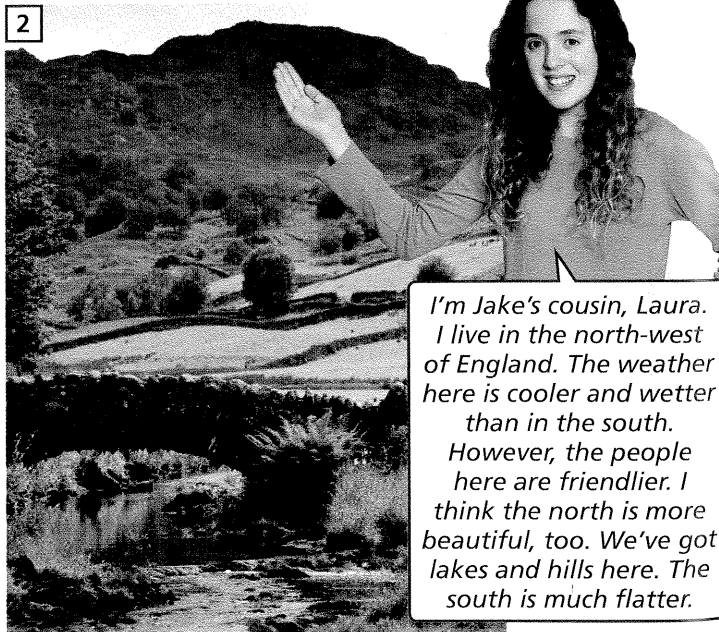
3 a 2.31 Read and listen. Where do Jake and Laura live?



I live in the south-east of England. The weather in the south is nicer than in the north. It's warmer and drier. However, more people live in the south, so it's more crowded and things are usually more expensive.



2



I'm Jake's cousin, Laura. I live in the north-west of England. The weather here is cooler and wetter than in the south. However, the people here are friendlier. I think the north is more beautiful, too. We've got lakes and hills here. The south is much flatter.

b Write S (South) or N (North).

- The weather is cooler.
- The weather is nicer.
- It's warmer.
- It's wetter.
- It's drier.
- The people are friendlier.
- It's more crowded.
- It's flatter.
- It's more beautiful.
- Things are more expensive.

Grammar

4 a Look at the pictures and read the words.



long



longer



cold



colder

We call these comparatives. How do you make comparatives in your language?



b Copy and complete the table. Use the adjectives in exercise 3a.

Comparative adjectives		
regular	warm	_____
short vowel and one consonant	wet	_____
-e ending	nice	_____
-y ending	dry	_____
two or more syllables (except when the second syllable is -y)	crowded	_____

c Find more examples of comparative adjectives in the texts in exercise 3a. Which rule do they follow?

5 What are the comparatives of these adjectives?

cheap big difficult large deep fat heavy
hilly wide windy red famous short old
hot high white cloudy

6 a Complete what Jake says.

The weather in the south is nicer _____ in the north.



b Compare two parts of your country. Use the words below.

hilly crowded friendly sunny warm
expensive fat wet small nice beautiful

The west is hillier than the east.

Don't forget than.



Writing and speaking

7 Compare the things. Write two sentences for each.

- two seasons
Summer is hotter than winter.
Winter is more beautiful than summer.
- two kinds of food
- two school subjects
- two people
- two rooms in your house
- two parts of your town or village

8 Compare the things below. How many differences can you think of? Tell the class.

- your country / Antarctica
- a mouse / an elephant
- a bicycle / a car
- day / night

9 2.32 Listen. Choose the correct adjectives to complete the sentences. Use the comparative form.

big easy young high cloudy small cheap
sunny old difficult expensive low

- Bluebell Hill is *higher than* Windy Hill.
- Henry is _____ his sister.
- Yesterday was _____ today.
- Number 6 is _____ number 5.
- Azra's new house is _____ her old house.
- The red bag is _____ the blue bag.
- The Isle of Wight was _____ Wales.
- Laura is _____ Jake.

Comprehension

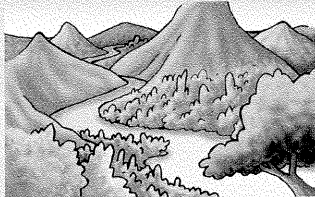
1 a 2.33 Look at the quiz. Listen and answer the questions.

b Compare your answers with other people in your class.

c 2.34 Listen and check your answers.

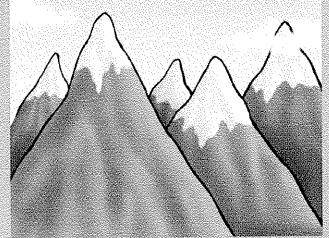
1 What is the longest river in the world?

- a the Amazon
- b the Mississippi
- c the Nile



2 What is the highest mountain in the world?

- a Mount Everest
- b Mont Blanc
- c Mount Kilimanjaro



3 What is the largest continent?

- a Europe
- b Asia
- c South America

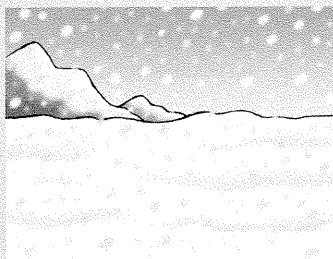


4 Where is the hottest place in the world?

- a in Africa
- b in North America
- c in Oceania

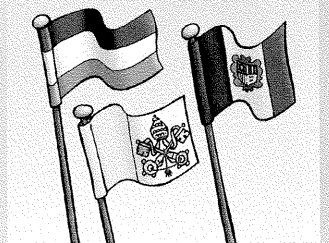
5 Where is the coldest place in the world?

- a in Russia
- b in Alaska
- c in Antarctica



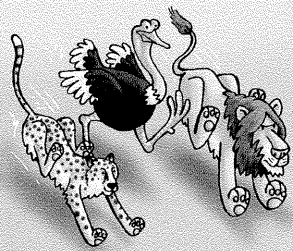
6 What is the smallest country in the world?

- a Luxembourg
- b Vatican City
- c Andorra



7 What is the most crowded country in the world?

- a Indonesia
- b Monaco
- c Bangladesh



8 What is the fastest animal in the world?

- a a cheetah
- b an ostrich
- c a lion

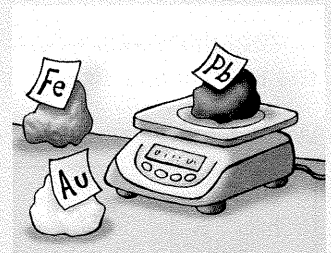
9 What is the biggest city?

- a Mexico City
- b New York
- c Tokyo



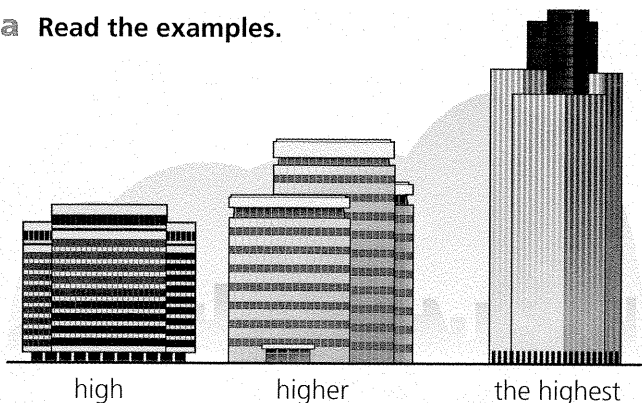
10 Which is the heaviest metal?

- a lead (Pb)
- b gold (Au)
- c iron (Fe)



Grammar

2 a Read the examples.



We call this a superlative.



b How do we make the superlatives of these words? Check in the quiz.

large hot heavy crowded

c Copy and complete the table.

Adjective	Comparative	Superlative
long	longer	the longest
nice	nicer	
wet		
big		
expensive		
dry		
easy		
beautiful		
fat		
tall		
old		
windy		

3 Write the answers to the quiz.

The _____ is the longest river in the world.

4 Work in a group of three. Take turns to start with a new adjective.

- My dog's big.
- My dog's bigger than your dog.
- My dog's the biggest dog in the world!
- My dog's famous.
- My dog's more ...

Writing and speaking

5 a Write true sentences. Use the cues.

- 1 young / person / our class
... is the youngest person in our class.
- 2 old / person / my family
- 3 famous / sportsperson / our country
- 4 large / room / my house (or flat)
- 5 big / city / our country
- 6 high / mountain / our country
- 7 long / river / our country
- 8 easy / subject / our timetable
- 9 expensive / shop / our town
- 10 heavy / thing / my bag

b Compare your answers with a partner.

Who is the youngest person in our class?
... is the youngest person in our class.

Reading

6 a Find the names of the seven continents in the puzzle.

b Read the clues and number the continents from the largest to the smallest.

- 1 North America is larger than South America, but smaller than Africa and Asia.
- 2 South America is larger than Antarctica, Europe and Oceania.
- 3 The fifth largest continent is the coldest place in the world.
- 4 China and India are in the largest continent.
- 5 The South Atlantic Ocean is between the second largest and the fourth largest continents.
- 6 Australia is the biggest country in the smallest continent.
- 7 South America isn't the second largest continent.
- 8 The name of the sixth largest continent doesn't end in -a.

5D

Mickey and Millie go camping



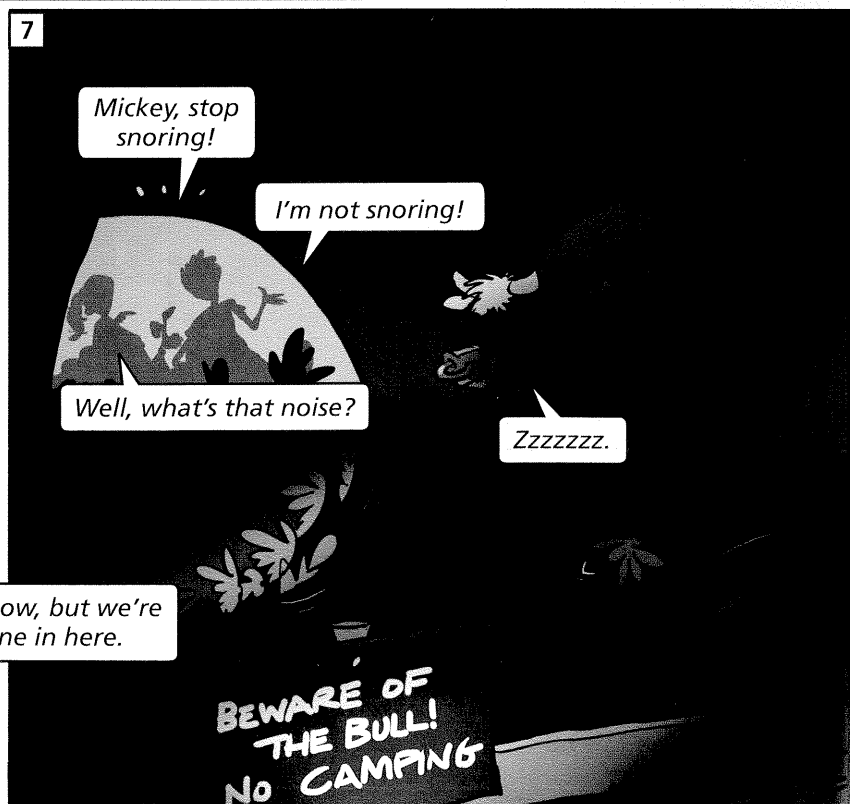
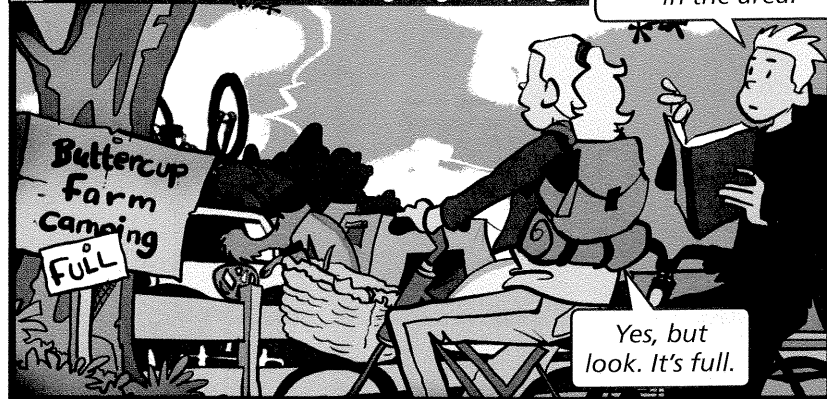
Comprehension

1 a **2.35** Read and listen. Answer the questions.

- 1 Which is the best campsite?
- 2 Why don't they stay there?
- 3 Which is the worst campsite?
- 4 Why do they put their tent in the field?
- 5 What is making the noise?

b Work with a partner. Make an ending for the story. Act the whole story.

1 Mickey, Millie and Mut are going camping.



Grammar

- 2 a Copy and complete the table with the words below.

bad the best worse good

Adjective	Comparative	Superlative
_____	better	_____
_____	_____	the worst

Translate the words into your language.

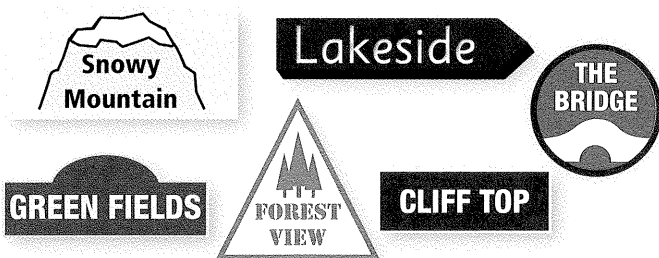


- b Check your ideas in the story.

- c Complete the sentences. Use the words in the table.

- Buttercup Farm is _____ campsite in the area.
- It's _____ than Hillside.
- Lake View is _____ than Hillside.
- Hillside is _____ than Buttercup Farm.
- Lake View is _____ campsite in the country.

- 3 Read the clues. Number the campsites in the correct order from the best (1) to the worst (6).



- Lakeside is better than The Bridge and Snowy Mountain.
- Cliff Top is worse than Green Fields and Forest View.
- Snowy Mountain isn't the worst campsite.
- Cliff Top is better than Lakeside
- Forest View isn't the best campsite.

- 4 What do you think are the best and worst of these things?

- school subjects
- sports
- TV programmes
- football teams
- days of the week
- times of day
- seasons
- pop groups

- 1 I think the best subject is Maths.
The worst subject is History.

Writing

- 5 a Complete what Mickey and Millie say.

We're as _____ as a _____ in here.

- b Match the adjectives to the nouns to make expressions.

as heavy as lead

adjective

noun

- 1 heavy

the sea



- 2 high

ice



- 3 cold

the sky



- 4 deep

lead



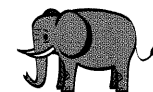
- 5 white

a feather



- 6 blue

an elephant



- 7 warm

a mountain



- 8 fast

snow



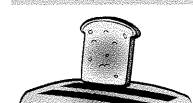
- 9 big

lightning



- 10 light

toast



- c 2.36 Listen and check your expressions.

- 6 a 2.37 Listen. Use the expressions to describe the things.

That tent is really big. It's as big as an elephant.

- b Think of five things. Describe them using the expressions in exercise 5b.

Mick's a very good runner. He's as fast as lightning.



1 **2.38** Read and listen to the text. Are the statements true, false or doesn't it say?

- 1 Most people in Britain like wet weather.
- 2 All parts of Britain get a lot of rain.
- 3 New York is sunnier than London.
- 4 The west of Britain is wetter than the east.
- 5 The east is always warmer than the west.
- 6 It often rains in April.
- 7 The north of Scotland has very long summer days.
- 8 Hurricanes are common in Britain in the autumn.
- 9 It never snows in Britain.

2 a What are the names of the four seasons?

b Match these things to the correct season.

- | | |
|-------------------|-------------------|
| 1 blackberries | 7 storms |
| 2 long days | 8 exams |
| 3 daffodils | 9 bluebells |
| 4 hay fever | 10 extra holidays |
| 5 lambs | 11 leaves |
| 6 travel problems | 12 fêtes |

3 **2.39** Listen. Find this information about each speaker.

- 1 Where does he / she live?
- 2 What is the weather like there?
- 3 What is his / her favourite season? Why?
- 4 What season doesn't he / she like?

4 Compare with the weather in your country.

- 1 What things do people say about the weather?
- 2 Is the weather different in different parts of your country?
- 3 What things do you associate with different seasons?
- 4 What is your favourite season? Why?



The weather in Britain

People in Britain talk a lot about the weather. This is because the weather changes a lot. When people meet, they say things like: 'It's nice today, isn't it?' or: 'It's a bit chilly.'

People often think that Britain has got a wet climate. In fact, some parts of Britain are very dry and sunny. London, for example, is drier than Rome, Sydney or New York. But some parts of Britain get a lot of rain. The west is the wettest part, because it's closer to the Atlantic Ocean. As clouds from the Atlantic Ocean move across the country, they drop most of their rain on the hills and mountains in the west. So the eastern side of Britain is much drier. However, in winter the east is often the coldest part, because it's closer to the snow and ice in Scandinavia and Eastern Europe.

In spring the weather starts to get warmer. You see lambs in the fields, as well as spring flowers, like daffodils and bluebells. The beginning of March is often very windy. An old saying is: 'March comes in like a lion and goes out like a lamb.' April is famous for April showers. It rains, then it's sunny and then it rains again.

The weather in summer is usually warm. It's the time for school sports days, barbecues in the garden and holidays. The days are longest in the summer and in the north of Scotland it never gets really dark. A lot of towns and villages have a fête (a small, local festival) with sports and games for the children. For some people summer isn't a good time, because they get hay fever, and older students have their school-leaving exams.

Autumn usually starts with fine weather. In September people pick blackberries and it's the time for apples, too. Autumn is a very beautiful season, as the leaves turn yellow and red, before they fall. However, late autumn is often the stormiest part of the year.

The weather in winter is usually cool and wet. It's often foggy and frosty, too. It doesn't snow a lot in Britain, so when it snows, it causes travel problems. Roads, railways and airports are closed. Schools often close, too, so the children get an extra holiday.

Geography: the USA

1 2.40 Read and listen to the text. Answer the questions.

- 1 How many states are there in the USA?
- 2 Who lives in the White House?
- 3 What is the 'Stars and Stripes'?
- 4 When did the USA start?
- 5 Where did the first settlers come from?

2 Find the names of the places in the text.

- 1 the fourth largest country in the world
- 2 the largest country in North America
- 3 the third longest river in the world
- 4 the largest city in the USA
- 5 the third largest city in the USA
- 6 the smallest state in the USA
- 7 the largest state in the USA
- 8 the highest mountain in North America

THE USA

THE UNITED STATES OF AMERICA is the fourth largest country in the world. It's bigger than the whole of Europe, but it isn't the largest country in North America. That's Canada. There are five time zones in the USA. So, when it's twelve o'clock in New York, it's only seven o'clock in Hawaii. The third longest river in the world is in the USA. It's the Mississippi-Missouri River. The USA is the richest country in the world. It produces more food, iron, cars, aeroplanes, books, music and TV programmes than any other country. The USA has a population of about 300 million people. Most of them live in cities. The largest city in the USA is New York. About eight

3 Can you name the following in your country?

- 1 the second and third largest cities
- 2 the longest river
- 3 the highest mountain
- 4 the largest region
- 5 the biggest lake

million people live there. The second largest city is Los Angeles in California and the third largest is Chicago.

There are fifty states in the United States. Some of the eastern states, like Rhode Island and Delaware, are quite small. Rhode Island is, in fact, the smallest state. Others, like Texas, California and Alaska, are bigger than a lot of countries. Alaska is the largest state. It's also got the highest mountain in North America – Mount McKinley. Each state has got its own government and its own capital city. The federal capital for the whole of the USA is Washington DC. The US President lives there, in the White House. The flag of the USA is called the 'Stars and Stripes'. On the flag there is one star for each of the fifty states. The thirteen stripes are for the original thirteen states. These states formed the USA in 1776. The first settlers in the USA came from Britain, but now the USA has people from all over the world – from Europe, Asia, Africa and South America.



Comparative and superlative adjectives

1 Complete the chart.

Adjective	Comparative	Superlative
old	older	the oldest
beautiful		
heavy		
warm		
good		
nice		
flat		
bad		

2 a Look at the chart below. Complete the sentences with the superlative of the correct word in the brackets.

- The flight to Laguna is *the shortest*. (long / short)
- Bluepool is _____. (warm / cool)
- Montello is _____. (wet / dry)
- Bluepool is _____ the airport. (near to / far from)
- The hotel in Montello is _____. (cheap / expensive)
- Laguna is _____ place. (interesting / boring)
- Montello has got _____ food. (bad / good)

	Laguna	Bluepool	Montello
Flight	2 hours	3.5 hours	4 hours
Temperature	25 degrees	19 degrees	32 degrees
Rain	8 cm	3 cm	16 cm
How far from the airport?	50 minutes	1 ½ hours	25 minutes
Hotel	£85	£92	£56
Things to do and see	****	*	**
Food	**	***	****

b Write true sentences using the other adjective in the brackets.

The flight to Montello is the longest.

3 2.41 Mark and Stella are comparing the places in the chart. Listen. Are the statements true or false?

Giving measurements

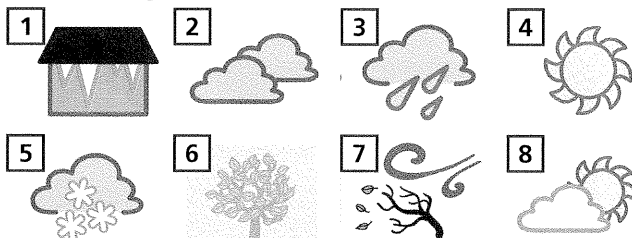
4 Put the words in the correct order to make conversations.

- that / how / is / hill / high ?
hundred / high / it's / metres / eight
- tunnel / is / long / this / how ?
kilometres / two / long / it's

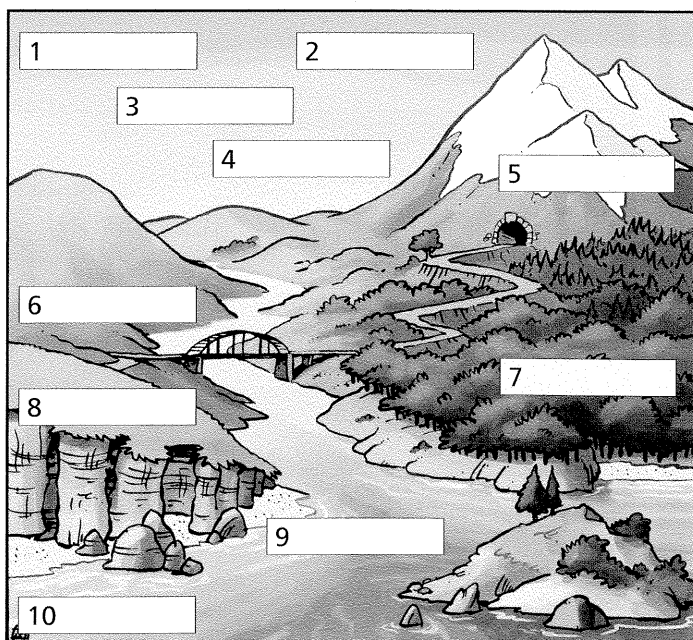
Vocabulary

5 Use the symbols. Describe the weather.

1 It's freezing.



6 Label the things in the picture.



Your Project

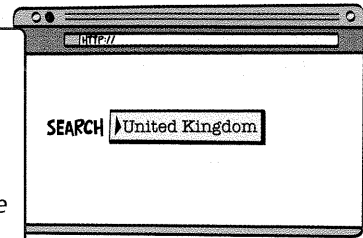
5

Getting information

1 Make a project about your country. I used the Internet to find things for my project.



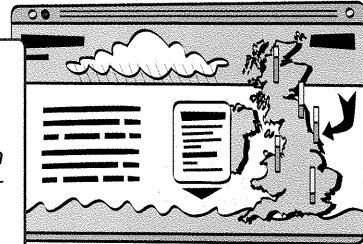
2 I downloaded a map and I got some facts and information from the Internet. I didn't just copy the information, of course. I wrote it in my own words.



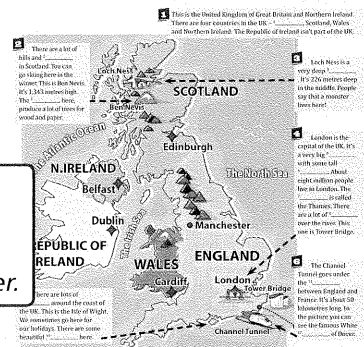
3 I visited tourism websites for different parts of the country. I got some pictures of the most interesting places.



4 I typed 'Climate' into the search engine and got lots of information about the weather in different parts of the country.



5 I used my computer to get information, but I presented my project on a poster. I put the map in the middle and then put the information and pictures around it. It was easier to do this on a poster.



Song

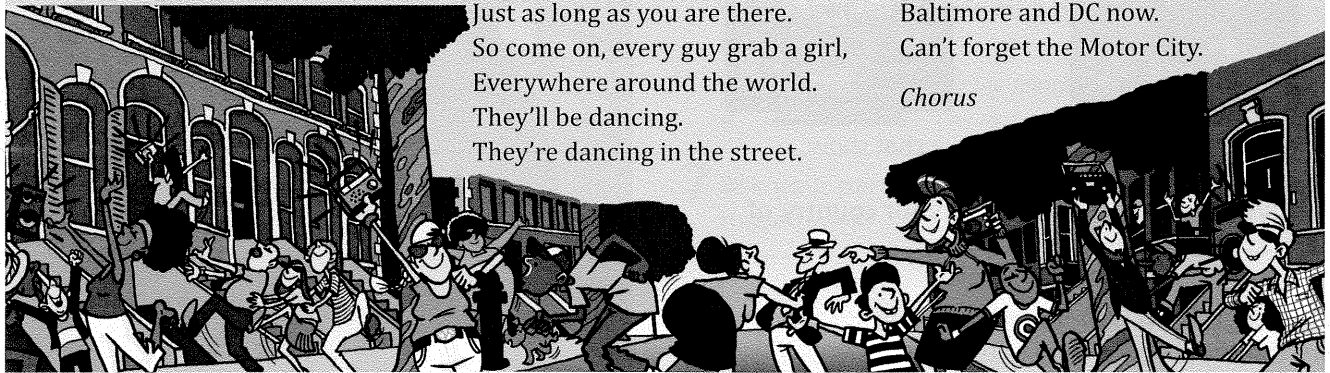
1 2.42 Listen and find the cities in the song.

Calling out around the world,
Are you ready for a brand new beat?
Summer's here and the time is right,
For dancing in the street.
They're dancing in Chicago.
Down in New Orleans.
Up in New York City.

Chorus
All we need is music, sweet music.
There'll be music everywhere.
There'll be swinging swaying
records playing.
Dancing in the street.
Oh, it doesn't matter what you wear,
Just as long as you are there.
So come on, every guy grab a girl,
Everywhere around the world.
They'll be dancing.
They're dancing in the street.

It's just an invitation across the
nation,
A chance for folks to meet.
There'll be laughing, singing, music
swinging.
Dancing in the street.
Philadelphia, PA.
Baltimore and DC now.
Can't forget the Motor City.

Chorus



Dancing in the Street

6A TV programmes

Vocabulary

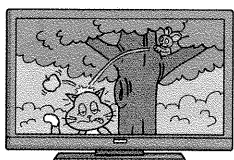
1 a 2.43 Listen and repeat.



1 a quiz show



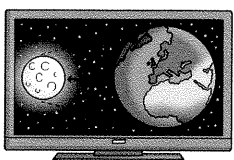
2 a soap opera



3 a cartoon



4 a police drama



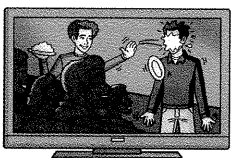
5 a documentary



6 the news



7 a reality show



8 a comedy programme



9 a film



10 a nature programme



11 a sports programme



12 a chat show

b Give an example from TV in your country of each kind of programme.

2 2.44 Listen. What kinds of TV programmes are they?

a film

Comprehension

3 2.45 Read and listen. Answer the questions.

- 1 What does Laura want to do this evening? Why?
- 2 What kind of programme is:
Two and a Half Men?
Inside the Actors' Studio?
- 3 Why can't she watch TV?

Ruby What are you going to do this evening, Laura?

Laura Well, my parents aren't going to be at home, so I'm not going to do any homework. I'm going to watch all my favourite TV programmes.

Ruby What about your brother, Oscar? Is he going to be at home?

Laura Yes, he is, but I'm going to keep the remote control.

Ruby Are you going to watch *Two and a Half Men*? That's my favourite comedy programme.

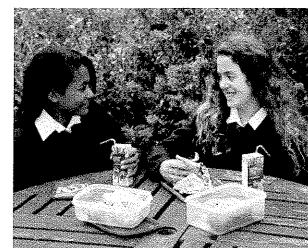
Laura No, I'm not. I'm going to record it, because I'm going to watch *Inside the Actors' Studio*. It's a chat show. They interview famous actors. Yes, it's going to be a great evening.

Later

Laura Mum! Why is the TV set in the hall?

Mum We're going to take it to your grandma's. Her TV isn't working.

Laura Oh, no!



Grammar

- 4 a** Copy and complete the table with the affirmative forms.

going to			
I	_____	going to	watch TV. revise for a test. be at home. record a programme.
He	'm not		
She	_____		
It	isn't		
We	_____		
You	_____		
They	aren't		

We use **going to** for what we plan to do in the future.

- b** Complete these sentences with the affirmative form of **going to**.

- Ruby *is going to* read a book this evening.
- We _____ play basketball on Wednesday.
- I _____ watch the news at 10 o'clock.
- Marcus _____ do his homework after dinner.
- Laura's parents _____ buy a new TV tomorrow.
- It _____ be a boring evening.

- c** Make the sentences negative.

- 5 a** Copy and complete the questions and short answers from the story.

going to: questions

Is she going to watch TV?	Yes, she _____.
_____ to watch <i>Two and a Half Men</i> ?	No, _____.

How do we make questions with **going to**?

- b** Plan the perfect evening's TV. Write down six programmes that you are going to watch.

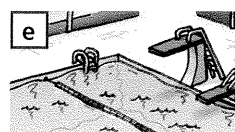
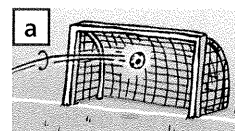
- c** Work with another group. Ask and answer. Are you going to watch the same programmes?

- Are you going to watch 'Hollyoaks'?
- Yes, we are. / No, we aren't.

Listening and speaking

- 6 a** 3.2 Listen. Which of these things are the people going to do on Saturday morning? Match the names to the correct pictures.

- Marco
- Eloise
- Uma and Sally
- Peter and Jason
- Dominic
- Di and Kris



- b** Work with a partner. Ask about the people.

- What's Marco going to do?
- He's going to ...

- c** Ask and answer with a partner about the activities.

- Are you going to play football?
- Yes, I am. / No, I'm not.

- 7** Ask your partner: What are you going to do at these times?

this evening at New Year
after school on Saturday morning
on Sunday afternoon on your next birthday

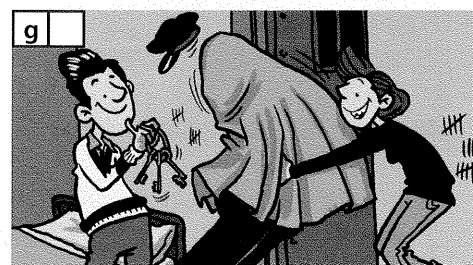
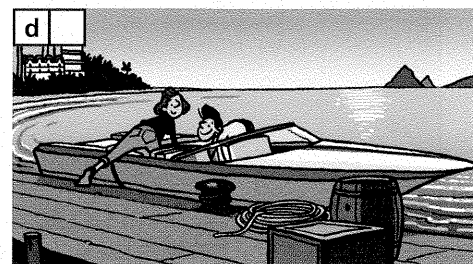
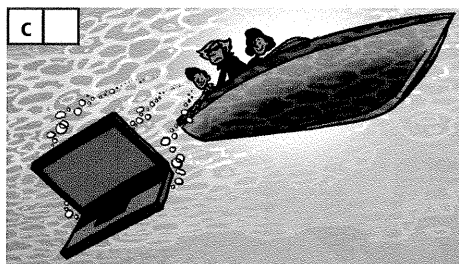
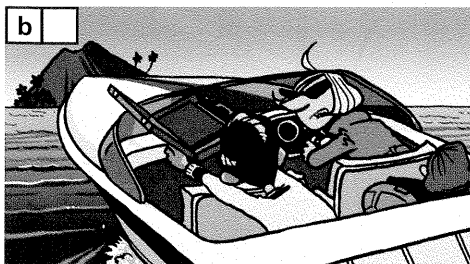
6B At the movies

Comprehension

1 a Look at the pictures. Find the names of the people in the story.

b What is happening in each picture?

2 3.3 Read and listen to the story. Number the pictures in the correct order.



Doctor X

Justin Time opened his eyes slowly. He was on a bed in a strange room. The bed was very hard. Chelsea was there, too. She was very sad.

'Are you all right?' she asked quietly.

'It doesn't matter. You're both going to die here.' It was Justin's old enemy Dr X. She laughed horribly. 'I've got the computer now. So goodbye, Mr Time.'

Dr X left the room and the guard locked the door.

'We must stop her,' said Justin. 'With that computer she can control all the world's satellites.'

'I think we can escape easily,' whispered Chelsea. 'That guard is very slow. Listen.'

'That's a good idea,' said Justin. Then he shouted very loudly. 'Oh, my stomach! Help! Help!'

The guard rushed into the room. 'What's all that horrible noise?' he said. Chelsea was by the door. She threw the blanket over the guard's head, while Justin quickly grabbed the keys from the guard's belt. They locked the guard in the room and ran outside.

'You did that very well,' said Justin.

'Oh, it was easy,' said Chelsea.

'Well, can you run fast, too?' he said, and they ran to the harbour.

'Look,' said Justin. 'That's Dr X's boat. She's going to take the computer to her secret island. Come on.' They got into the boat and hid behind the seats. Soon Dr X arrived. She carefully put a briefcase on the seat and started the engine.

The boat was very fast. When they were near the island, Dr X opened the briefcase.

'With this computer I'm going to control the world,' she said. Suddenly, Justin jumped up and took the briefcase.

'Give that to me,' said Dr X. She grabbed the briefcase and pulled hard. But the briefcase was open and the computer fell into the water.

'Aren't you going to jump in and get it, Dr X?' asked Justin.

'I can't swim!' she said sadly, as the computer slowly sank to the bottom of the sea.

'The world is safe again now,' said Justin. While he watched Dr X, Chelsea took the boat safely back to the harbour.

3 a A reporter is interviewing Justin and Chelsea. Imagine you are Justin or Chelsea. Give their answers.

- 1 Why did Dr X want the computer?
- 2 How did you escape from the room?
- 3 What did you do with the guard?
- 4 Where did you go after you escaped?
- 5 Why did you get into the boat?
- 6 What happened when Dr X arrived?
- 7 Why didn't she see you?
- 8 How did you get the briefcase?
- 9 What happened to the computer?
- 10 Why didn't Dr X try to save the computer?

b Work with a partner. Act out an interview. One person is the reporter and one is Justin.

- Reporter Why did Dr X want the computer?
 Justin With the computer, she could ...
 Reporter How did you escape from the room?
 Justin I shouted: ..., and the guard ...

Grammar

4 a Copy and complete the table.

Adjectives and adverbs

Adjectives describe nouns or pronouns.

- 'The world is _____ again now,' said Justin.
 'Oh, it was _____,' said Chelsea.
 'What's that _____ noise?' said the guard.

Adverbs describe verbs.

- Chelsea took the boat _____ back to the harbour.
 'I think we can escape _____.'
 She laughed _____.

b What letters do a lot of adverbs end with? Find more adverbs in the story.

c Complete the sentences with words from the story. Are the missing words adverbs or adjectives?

- 1 'That's a _____ idea,' said Justin.
 'You did that very _____.'
- 2 'Well, can you run _____, too?' he said.
 The boat was very _____.
- 3 The bed was very _____.
 She grabbed the briefcase and pulled _____.

Be careful with these adverbs!



5 Choose the correct word to complete the sentences.

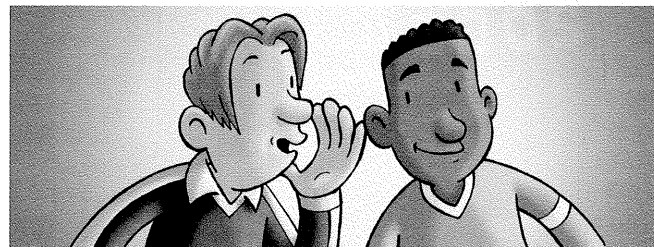
- 1 The guard moved very *slow* / *slowly*.
- 2 Dr X is a *horrible* / *horribly* woman.
- 3 Chelsea spoke *quiet* / *quietly*.
- 4 They ran to the harbour *quick* / *quickly*.
- 5 The engines made a very *loud* / *loudly* noise.
- 6 Justin grabbed the briefcase *sudden* / *suddenly*.
- 7 Dr X opened the briefcase *careful* / *carefully*.
- 8 She pushed Justin very *hard* / *hardly*.
- 9 'We're *safe* / *safely* now,' said Justin *happy* / *happily*.
- 10 Chelsea can swim very *good* / *well*.

6 Write sentences about yourself with these adverbs.

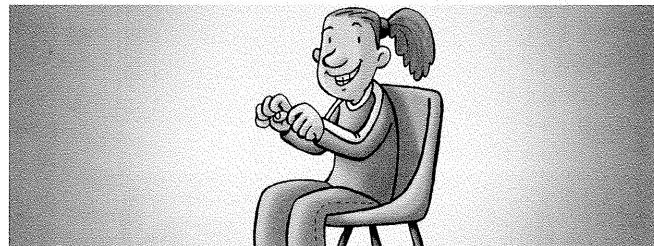
well fast loudly easily slowly

I can speak English well.

7 Work with a partner. Give him / her some instructions. Use adverbs to say how he / she must do it. You can use real instructions.



Say your name quietly.



Ride a horse happily.

Writing and speaking

8 a You only have the last part of the story of Dr X in exercise 1. Think about what happened before this.

- What happened to Justin?
 Why were he and Chelsea in the room?
 How did Dr X get the computer chip?
 Why did she want it?

b Work with three friends. Write the first part of the story.

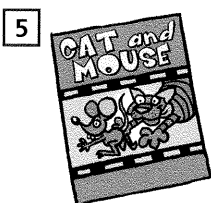
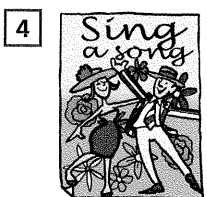
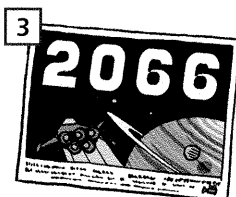
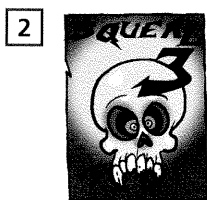
c Act the story.

6C Lights, cameras, action

Vocabulary

1 a Match the names to the pictures.

a thriller a horror film
a sci-fi film (science fiction) a musical
a romcom (romantic comedy) a fantasy
an adventure film a comedy film
a western a cartoon



b Give examples of the different types of films. What type do you like best?

a sci-fi film: 'Avatar'

Comprehension

2 3.4 Read and listen.

- 1 Why did Laura get up early today?
- 2 What does she have to say? Why?

1 It's Saturday morning. Laura doesn't have to go to school today, but she has to get up early. She's going to be in a film. She wants to be an actress when she leaves school.

Do you have to learn a lot of lines?

No, I don't. Only one.

What do you have to say?

Well, in the film our friend, Carrie, disappears. In one scene we find her hat and I have to say: 'It's Carrie's hat!'

2

I don't have to do anything in this scene, so I'm practising my line for the next scene. 'It's Carrie's hat!' Oh, they need me now, so I have to go. 'It's Carrie's hat!'

3

OK. Quiet, everyone. And action!

3 a What do you think happens?

b 3.5 Listen to the whole story. Check your ideas.

4 Correct the sentences.

- 1 It's Saturday afternoon.
- 2 Laura is going to be in a TV programme.
- 3 She has to learn a lot of lines.
- 4 In the film she finds a cat.
- 5 She says her line correctly.
- 6 They don't have to do the scene again.

Grammar

5 a Complete the sentences from the text.

- 1 She _____ get up early.
- 2 She _____ go to school today.
- 3 I _____ say 'It's Carrie's hat.'
- 4 I _____ do anything in this scene.

b Copy and complete the table with the affirmative and negative forms.

have to			
I			
You			
We			
They			
He			
She			
It			

to learn the lines.
go to the theatre.
get up early.
revise for a test.

6 Read the cues. Which things do you have to do?

- 1 get up early on Saturdays
I have to get up early on Saturdays.
or
I don't have to get up early on Saturdays.
- 2 do homework every day
- 3 go to sports training after school
- 4 take the dog for a walk
- 5 help with the housework
- 6 cook the dinner
- 7 take the bus to school
- 8 buy a birthday present this month

7 a Copy and complete the questions from the story.

have to: questions

_____ learn a lot of lines? No, I don't.
What _____ say?

b Change the subject in the sentences in exercise 7a to 'she'. Rewrite the sentences.

Does she ...

How do we make
questions with have to?



c Use the cues in exercise 6. Ask and answer with a partner.

- Do you have to get up early on Saturdays?
- Yes, I do. / No, I don't.

Listening, writing and speaking

8 a 3.6 Listen. Why can't Oscar do the things? Match the invitations to the situation.



Invitations	Situation
1 play tennis	a visit my grandparents
2 go to the cinema	b do my homework
3 watch a DVD	c go to the dentist's
4 play a computer game	d practise the piano
5 go to the park	e help with the housework
6 go to the shops	f clean the car

b Write sentences about Oscar.

Oscar can't play tennis, because he has to go to the dentist's.

c Work with a partner. Practise the dialogues in exercise 8a.

6D The lost penguin



Comprehension

1 **3.7** Read and listen to the story. Complete the sentences.

- 1 _____ decide to go to the _____.
- 2 _____ goes with them.
- 3 _____ sees a _____.
- 4 The _____ is lost.
- 5 The _____ says 'Take the penguin to the _____.'
- 6 _____ take the _____ to the zoo.
- 7 The _____ sees Mickey and Millie the next _____.
- 8 _____ are going to take the penguin to the _____.

2 Work in groups of three. Act the story.

1 Shall we go to the park today?

OK. Come on.

2 Look. It's a penguin. I think he's lost.

3 What shall we do with him?

Let's ask that policeman.

4 Excuse me. We found this penguin in the park. What shall we do with him?

Why don't you take him to the zoo?

5 That's a good idea.

6 Yes, that's right.

Didn't I see you with that penguin in the park yesterday?

7 But why didn't you take him to the zoo?

We did. We took him to the zoo yesterday afternoon.

8 Today we're going to take him to the cinema!

Grammar

3 a Look at the story. Copy and complete the table.

Asking for suggestions

What _____ do with him?

Making suggestions

_____ take him to the zoo?
 _____ go to the park today?
 _____ ask that policeman.

b Find the answers to these suggestions in the story.

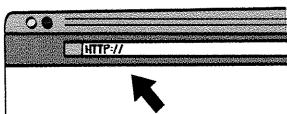
- 1 Shall we go to the park today?

- 2 Why don't you take him to the zoo?

4 a Match the cues to the pictures.

- 1 have a drink 5 go to the zoo
 2 go swimming 6 play a computer game
 3 go cycling 7 watch a DVD
 4 play table tennis 8 go on the Internet

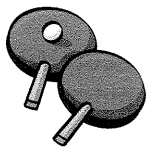
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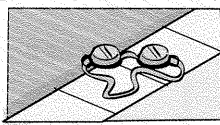
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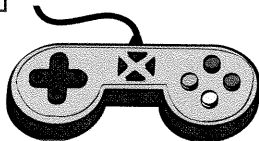
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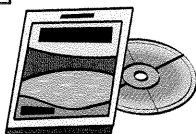
d



e



f



g



h



b Work with a partner. Take turns to suggest things and give answers.

- What shall we do this afternoon?
- Let's play a computer game.
- That's a good idea.

Listening

5 a 3.8 Listen to the dialogues and complete the table.

	1	2
What / do?	go swimming	
When?		
Where / meet?		
What time?		

b Complete the dialogues.

- 1 Laura Let's go ¹swimming this morning.
 Oscar That's a good ²_____. Where shall we meet?
 Laura Why don't we meet outside the ³_____
 Oscar OK. What ⁴_____
 Laura Is half past ⁵_____ all right for you?
 Oscar Fine.
 Laura So I'll ⁶_____ you outside the sports centre at half ⁷_____ eleven.
 Oscar OK. ⁸_____ you.
- 2 Emma What ⁹_____ we do today?
 Jake Why don't we play ¹⁰_____
 Emma OK. Where shall we ¹¹_____
 Jake Let's meet at the bus ¹²_____
 Emma OK. ¹³_____ time?
 Jake How about twenty past two? There's a bus at half past ¹⁴_____
 Emma Fine. I'll see you at the bus station at ¹⁵_____ past two.
 Jake OK. See ¹⁶_____.

c 3.8 Listen again and check.

Speaking

6 Work with a partner. Make new dialogues with the cues. Use the dialogues in exercise 5b to help you.

- 1 go to the cinema this afternoon 2 play table tennis this evening
 at the bus stop at the sports centre
 half past three quarter past eight

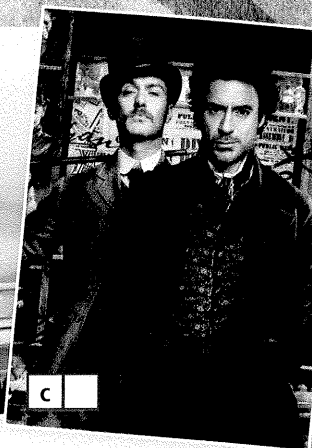
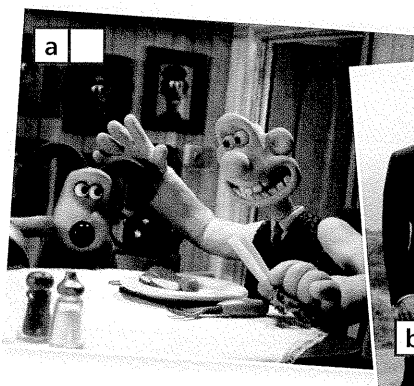


1 a **3.9** Read and listen to the texts. Match the pictures to the correct texts.

b Which character is:

- an inventor? a dog?
a detective? a wizard?
a secret agent?

c What other characters are mentioned? Who are they?



2 a Complete the chart.

Character	
Creator	
When first appeared in a book	
When first appeared in a film	

b Find the names of all the actors mentioned. Which character did they play?

3 Answer the questions.

- 1 What was the first James Bond film?
- 2 How many actors played James Bond before Daniel Craig?
- 3 Why is Sherlock Holmes described as 'the most famous detective in the world'?
- 4 Who is the bad character in the Harry Potter films?
- 5 What are Wallace and Gromit made of?
- 6 How many Oscars did Nick Park win with the Wallace and Gromit films?

4 **3.10** Listen. For each speaker find out:

- 1 Who is his / her favourite character?
- 2 Which film is his / her favourite?
- 3 When and where did he / she watch it?

5 Write about some famous film characters in your country.

- 1 What are their names?
- 2 Who created them?
- 3 What films do they appear in?
- 4 Which character is your favourite?



1 JAMES BOND

One of the most famous characters in British films is the secret agent, James Bond (007). Ian Fleming created the character. He wrote the first James Bond book in 1952. Ten years later, the first James Bond film appeared. *Dr No* starred Sean Connery as James Bond. In 2006, Daniel Craig became the sixth James Bond in *Casino Royale*.

2 SHERLOCK HOLMES

Sherlock Holmes is the most famous detective in the world. Sir Arthur Conan Doyle created him in 1887 in a book called *A Study in Scarlet*. Holmes and his assistant, Dr Watson, appeared in sixty stories. Between 1900 and 2012 Sherlock Holmes appeared in 211 films – more than any other character. There's a TV series called *Sherlock*, too, with Sherlock Holmes as a modern detective.

3 HARRY POTTER

A younger British film hero is the boy wizard, Harry Potter. With his friends, Hermione and Ron, Harry fights the evil wizard, Lord Voldemort. Harry started life in the books of J. K. Rowling. The first book, *Harry Potter and the Philosopher's Stone*, appeared in 1997. More adventures soon followed. In 2001 Daniel Radcliffe became an international film star as Harry Potter. Ten years later the eighth and last Harry Potter film appeared in cinemas.

4 WALLACE AND GROMIT

Nick Park created these two characters – Wallace, the inventor, and Gromit, his very clever dog. They're made of plasticine. In their first film, *A Grand Day Out* (1989), Wallace and Gromit go to the moon. Three later films – *The Wrong Trousers*, *A Close Shave* and *The Curse of the Were-Rabbit* – all won Oscars.

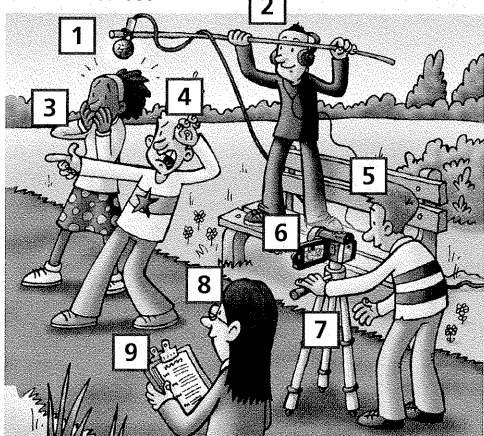
Media studies: make your own film

1 **3.11** Read and listen to the text. Match these headings to the correct paragraphs.

- a What is your film going to be about?
- b What do you have to do after filming?
- c What equipment do you need?
- d What are you going to do with your film?
- e Who do you need?
- f Where are you going to film?

2 Label the picture with these words.

- | | |
|----------------|--------------------|
| a a camcorder | f the director |
| b a microphone | g the cameraperson |
| c a tripod | h the soundperson |
| d an actor | i the script |
| e an actress | |



3 Is it a good idea or a bad idea to do these things? Give reasons for your answers.

- 1 put the camera on a tripod
- 2 use a separate microphone
- 3 move the camera quickly
- 4 have long scenes
- 5 use animals
- 6 film indoors
- 7 film in a town
- 8 film in cloudy weather
- 9 film scenes only once
- 10 have a film premiere

4 Work in a group. Plan your own film.

So, you want to make a film. How do you do it?

1 **1.11**

You can make an excellent film with just a camcorder, but two other things can be useful. First, it isn't easy to hold a camcorder still, so you get much better pictures if you put it on a tripod. A microphone is also a good idea. A camcorder has got its own microphone, but you can put a separate microphone closer to people so that you only get their voices.

Tip: Don't move the camera quickly. People feel sick when they watch it.

2 **1.11**

Are you going to make an adventure film, a comedy, a horror film or a documentary? For any film it's a good idea to write a script.

Tip: Keep the scenes short. People get bored quickly if scenes are too long.

3 **1.11**

For a story you need actors and actresses. Then you need a director (That's probably you!) and a cameraperson. If you have a separate microphone, it's a good idea to have a soundperson, too.

Tip: Be careful with animals in your film. They don't always do what you want.

4 **1.11**

It's easier to film indoors, because you can control things. However, you have to think carefully about lighting. You don't usually have to think about lighting outdoors, but you have to think about noise, especially in a town.

Tip: The best weather for a film is when it's dry but cloudy, because the light doesn't change.

5 **1.11**

You've got your film, now you have to edit it. You need a computer for this. Choose the best scenes and put them together. You can also add music and titles.

Tip: Try to film each scene two or three times. You can then choose the best scene.

6 **1.11**

When your film is ready, you can put it on the Internet or you can make copies for your friends and family.

Tip: Why not have a film premiere? Invite your friends and family to watch the film and meet 'the stars'.

Adverbs

1 a Write the adverbs for these adjectives.

- 1 quiet
quietly
- 2 careful
- 3 easy
- 4 fast
- 5 loud
- 6 sad
- 7 good
- 8 bad

b Choose words from your list of adjectives and adverbs to complete these sentences.

- 1 Oliver can play the piano very _____.
- 2 Ssh! Don't talk so _____.
- 3 I think Maths is an _____ subject.
- 4 What was that _____ noise?
- 5 The TV is very _____. I can't hear it.
- 6 We won the football match _____.
- 7 I don't like _____ films.
- 8 Eva can run very _____.

have to

2 a 3.12 Listen. Which of the things does Josh have to do today?

practise the piano
finish his homework
pack his sports bag
clean his football boots
meet Owen in town
take the dog for a walk
load the dishwasher
take out the recycling
phone his grandparents
tidy his room

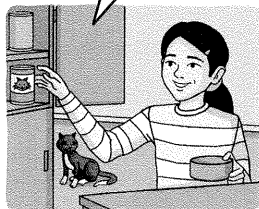
b Write about Josh's day.

He doesn't have to practise the piano.

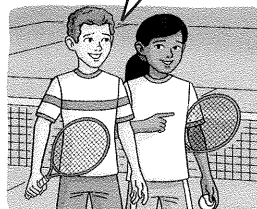
going to

3 a What are the people going to do? Complete what they say.

1 I'm going to
feed the cat.



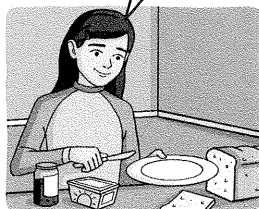
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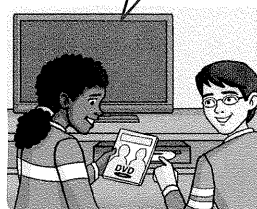
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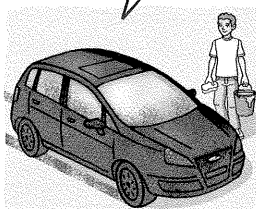
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5



6



b Use the cues. Make dialogues about the pictures.

- 1 Emily / feed the dog
 - Is Emily going to feed the dog?
 - No, she isn't. She's going to feed the cat.
- 2 Harry and Isabella / play tennis
- 3 James / have a shower
- 4 Olivia / cook the dinner
- 5 Ella and Alfie / do their homework
- 6 George / clean the car

Making suggestions

4 Work with a partner. Make a dialogue to make this arrangement.

- go to see a film / this afternoon
- meet in the town square
- meet at 2.30

Vocabulary

5 What are these films and TV programmes?

- | | |
|-----------------|-------------------|
| 1 a thac wosh | 6 het swen |
| 2 a rorhor milf | 7 a meydac |
| 3 a necudoymart | 8 a ranotoc |
| 4 a paso pareo | 9 a yanfast |
| 5 a stweren | 10 a clopie madra |

Your Project

6

Choosing a topic

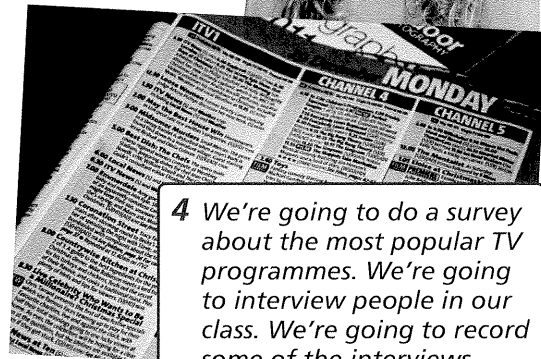
2 I'm going to write a film review.
I'm going to write about:
– the story of the film
– the stars
– my opinion of the film



3 We're going to make our own film. It's going to be a comedy about a boy, a girl and a dog.



1 Make a project about entertainment. You can do lots of different things for this, so first you have to choose a topic.



4 We're going to do a survey about the most popular TV programmes. We're going to interview people in our class. We're going to record some of the interviews.

5 I'm going to write about my favourite pop group – The Arctic Monkeys. I think they're great.



6 What are you going to do for your project on entertainment?



Song

1 3.13 Listen and complete the words.

Famous

Staying in again on a ¹S _____ night,
I'm going to settle on the sofa and turn down the ²I _____.
I got 900 channels but there's nothing to see,
No wonder everybody thinks they should be on ³T _____.

Chorus

We all ⁴w _____ to be famous.
Be a face on the screen.

⁵R _____ our name in the papers.
Everybody wants to be on TV.
Everybody wants to be on TV.

Forget Audrey Hepburn,
Forget Bette Davis.
I want to be known, just for being ⁶f _____.
I can't act, I can't ⁷d _____,
I can't sing, can't you see?
But I'm ⁸y _____ and I'm pretty
and that's all that you need.

Chorus

We all ⁹w _____ to be famous.
Be a face on the screen.

¹⁰R _____ our name in the papers.
Everybody wants to be on TV.

Everybody wants to be ¹¹I _____
James Dean.

Chorus

We all ¹²w _____ to be famous.
Be a face on the screen.

¹³R _____ our name in the papers.
Everybody wants to be ¹⁴I _____
James Dean.

We all want. We want to be famous.
We all want to be like James Dean.
We all want. We want to be famous.
We all want to be on TV.

Pronunciation

Unit 1

1 /θ/ and /ð/

a  3.14 Listen and put the words in the correct column.

brothers thirty birthday this fourth
there thing Maths with father

/θ/
thirty

30

/ð/
brothers



b  3.15 Listen. If you hear the /θ/ sound, stand up.

c Say this:

This Thursday is Martha's brother's thirteenth birthday.

2 -es endings

a Which verbs have an /ɪz/ ending? Tick (✓) them.

- | | | |
|-------------|----------|--------------|
| 1 takes | 5 goes | 9 cycles |
| 2 watches ✓ | 6 writes | 10 practises |
| 3 catches | 7 uses | 11 makes |
| 4 washes | 8 likes | 12 finishes |

b  3.16 Listen, check and repeat.

c When do we have an /ɪz/ ending?

Unit 2

1 /ɪ/ and /i:/

a  3.17 Listen and repeat.

/ɪ/
hill
live



/i:/
tree
leave



b  3.18 Listen. If you hear the /ɪ/ sound, clap your hands.

c Say this:

Dean's sister feeds fifteen big sheep.

2 Same sound?

a Which pairs of words have the same vowel sound? Tick (✓) them.

- | | | | |
|---------|--------|---------|------|
| 1 eat | head | 6 tree | feed |
| 2 must | duck ✓ | 7 wrong | down |
| 3 take | wait | 8 they | them |
| 4 goose | look | 9 nut | run |
| 5 cat | snake | 10 come | home |

b  3.19 Listen, check and repeat.

Unit 3

1 /æ/ and /ɑ:/

a Write the words with the *taxi* or the *car*.

ear taxi travel past bag grab ask
start France bad happy arm

/æ/



taxi

/ɑ:/



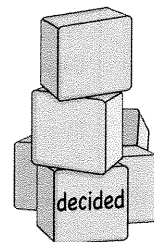
car

b  3.20 Listen, check and repeat.

2 -ed endings

a Which past forms of the verbs have an /ɪd/ ending? Build a tower. If the verb has an /ɪd/ ending, add another block to your tower and write the verb in it.

- | | | | |
|----------|-----------|-----------|-----------|
| 1 play | played | 7 start | started |
| 2 decide | decided ✓ | 8 look | looked |
| 3 arrive | arrived | 9 watch | watched |
| 4 wait | waited | 10 need | needed |
| 5 phone | phoned | 11 want | wanted |
| 6 land | landed | 12 travel | travelled |



b  3.21 Listen, check and repeat.

Unit 4

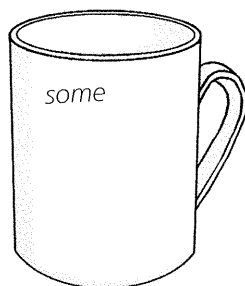
1 /ʌ/

a Look at these words. Which words have the /ʌ/ sound?

Write them in the mug.

- 1 some 4 home 7 Mum 10 tuna 13 fruit
2 much 5 come 8 lettuce 11 pound 14 onion
3 double 6 put 9 money 12 butter 15 cup

b 3.22 Listen. If the word has the /ʌ/ sound, put your hand up.



2 A tongue twister

a How fast can you say this?

Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

b 3.23 Listen and repeat.

Unit 5

1 /ɒ/ and /ɔ:/

a Put the words with the *dog* or the *horse*.

dog	horse	airport	four
monster	more	warm	wash
forest	north	short	tall
autumn	hot	long	small



dog



horse

b 3.24 Listen, check and repeat.

2 Same sound?

a Which pairs have got the same vowel sound? Tick (✓) them.

- | | | | |
|---------|---------|----------|---------|
| 1 south | country | 7 big | ice |
| 2 girl | bird ✓ | 8 worst | world |
| 3 worse | horse | 9 better | weather |
| 4 farm | warm | 10 bull | run |
| 5 high | sky | 11 heavy | feather |
| 6 sea | head | 12 toast | most |

b 3.25 Listen. If they're the same sound, put your hands on your head. If they're different, put your hands on your knees.

Unit 6

1 /r/

a 3.26 Listen and repeat.

read run ride room strange
grab throw rush secret horrible

b How fast can you say this?

The strange red rabbit ran round and round the room.

2 A rhyme

3.27 Listen and say the rhyme.

Row, row, row your boat
Gently down the stream.
Merrily, merrily, merrily, merrily
Life is but a dream.

Reading

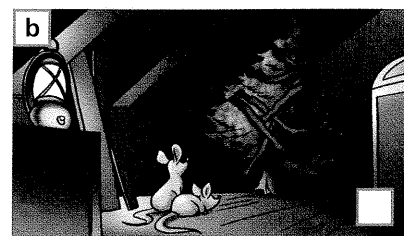
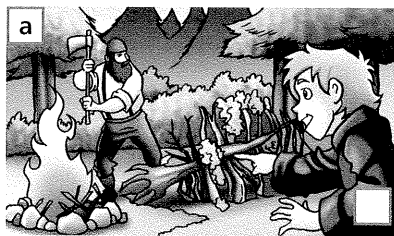
Unit 1

1 a 3.28 Read and listen to the story.
Number the pictures in the correct order.

b Where is the tree in each picture?

c Find these things in the pictures:

a star an axe birds decorations
a fire mice presents candles



2 What does the tree want to be when she's:

- in the forest?
- in the living room?
- in the attic?

The Little Fir Tree

(adapted from Hans Christian Andersen)

The Little Fir Tree stands in the forest. Sometimes children play there. 'What a nice little fir tree,' they say. But the Little Fir Tree doesn't like that. 'I don't want to be a little tree,' she thinks. 'I want to be big.'

In autumn men chop down the large trees and take them away.

10 'Where do they go?' asks the Little Fir Tree.

'People use the big trees to make ships, and the ships sail to other countries,' say the birds.

15 'Oh, those trees are lucky,' says the Little Fir Tree.

The birds say: 'Be happy here in the beautiful forest.'

20 But the Little Fir Tree doesn't listen to them.

At Christmas the men come with their axes again. They take young trees this time.

25 'Take me,' says the Little Fir Tree, but they never do. Winter

turns to spring and then summer again.

Then, one Christmas the men chop down the Little Fir Tree.

30 They throw her into a cart with some other trees and take them to a big house. Later a man points and says: 'Take that tree into the house.'

35 Inside the house people put her into a pot. Then they hang decorations on her – red, blue, and silver. They put candles on her branches, a big gold star on her head and presents around the pot.

The next day there are lots of people in the living room.

40 'What a beautiful Christmas tree,' they say.

The Little Fir Tree feels very proud. 'I want to stay here forever,' she thinks.

45 But the next day two servants come. They take the little tree

to the attic and throw her into a dark corner.

'This isn't very nice,' she thinks.

50 Some mice are there, too. She tells them about the forest with the birds and the flowers.

'What a beautiful place,' say the mice.

60 'Yes,' thinks the Little Fir Tree. 'It is beautiful there and I want to go back.'

A few months later, people come into the attic and take the Little Fir Tree outside.

65 'Oh, they're taking me back to the forest,' she thinks.

But a boy says: 'Look at the ugly old Christmas tree. It's all dry and brown.'

70 Then the gardener takes his axe. He chops the tree into pieces and throws them on a fire.

And that is the end of the Little Fir Tree!

Unit 2

1 3.29 Read and listen to the story. Find these in the picture:

the Pied Piper his flute the Mayor Councillors
the town hall the river the town square rats

2 Put the sentences in the correct order.

- | | | | |
|---|--------------------------|---|--------------------------|
| a The Pied Piper wants his money. | ☐ | g Hamelin is full of rats. | ☐ |
| b The Pied Piper plays his flute. | ☐ | h The Mayor offers him 50,000 guilders. | ☐ |
| c The children go into the mountain. | ☐ | i The Pied Piper plays his flute again. | ☐ |
| d The rats follow him. | ☐ | j The rats drown in the river. | ☐ |
| e All the children follow him. | ☐ | k The Mayor offers him 50 guilders. | ☐ |
| f The Pied Piper says he can get rid of the rats. | ☐ | | |

3 Why does the Pied Piper play his flute a second time?

Hamelin is in Germany. It's a rich town, but there's a problem – thousands of rats.

The people go to the Mayor.

'You must do something,' says a woman.

5 'They eat our food,' says a man.

'And they sleep in our beds!' says the woman.

The Mayor and the councillors go into the town hall.

'The people are angry,' says the Mayor. 'But what can we do?'

10 Someone knocks on the door. A strange man is standing outside. He's wearing red and yellow clothes with a tall hat. He's holding a flute.

'I'm the Pied Piper,' says the man, 'And I can get rid of the rats. But you must pay me one thousand guilders.'

15 'A thousand?' says the Mayor. 'You can have fifty thousand!'

'No, I only want one thousand,' says the Pied Piper.

He walks into the square and plays his flute.

'What's he doing?' says a man.

20 'Look!' says a woman. 'The rats are running out of all the buildings.'

'The piper's going to the river now,' says the man.

'And all the rats are following him,' says the woman.

At the river, the Pied Piper stops.

25 'The rats are all jumping into the river,' says the man.

'Yes, they're all drowning,' says the woman.

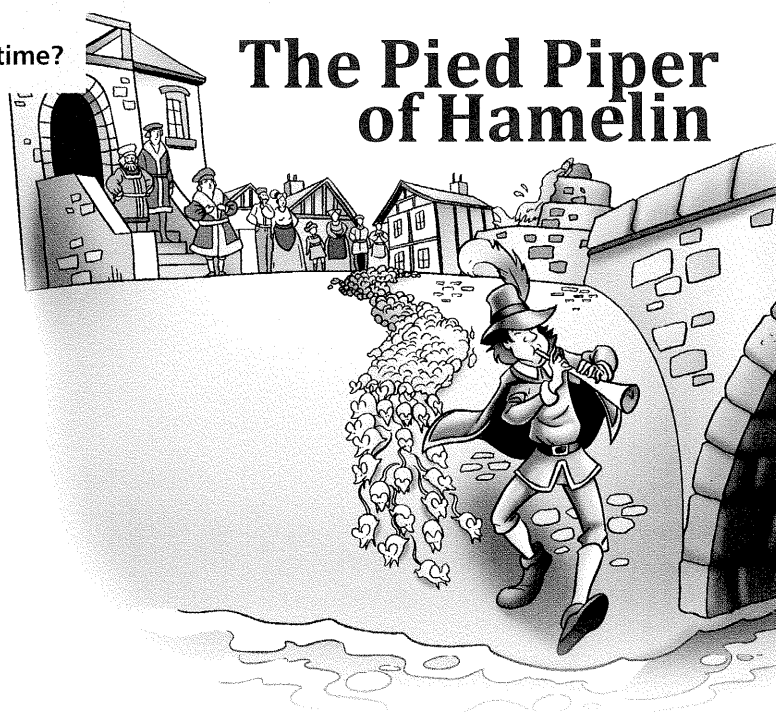
Later at the town hall the Mayor says: 'There aren't any rats in Hamelin now. We ...'

Then the door opens and the Pied Piper comes in.

30 'I want my money, please,' he says. 'One thousand guilders.'

'A thousand guilders? That's too much,' says the Mayor.

A thousand guilders,' says the Pied Piper. 'Or ...'



The Pied Piper of Hamelin

35 'Or what?' says the Mayor. 'You can't bring the rats back. Here's fifty guilders. Now go away!'

The Pied Piper walks into the square and he plays his flute again.

'Why is he playing his flute?' says a woman. 'There aren't any rats now.'

40 'No,' says a man. 'But look. All the children are following him.'

'Oh no,' says the woman. 'Is he taking them to the river, too?'

'No, he isn't,' says the man. 'He's taking them to the mountain. Stop, children, stop!'

45 But the children don't listen. Soon they reach the mountain.

'Look,' says the woman. 'A door is opening in the mountain and the children are following the Pied Piper through it.'

The door in the mountain closes. Nobody ever sees the children or the Pied Piper again.

Unit 3

1 **3.30** Read and listen to the story. How many of the people and things in the story can you find in the picture?

2 What things do the two genies do in the story?

- the genie of the ring?
- the genie of the lamp?

3 What do these words describe in the story?

wicked cold big and blue dirty
poor big and red golden beautiful

Aladdin

Long ago in Arabia there was a boy. His name was Aladdin. He lived with his mother. One day Aladdin saw the King's daughter. 'I want to marry her,' thought Aladdin. 'But I'm too poor.'

5 Later, a man came to Aladdin's house. 'I'm your Uncle Abanazer,' he said. He wasn't really Aladdin's uncle. He was a wicked magician. He took Aladdin to a cave. 'There's an old lamp in there,' said Abanazer. 'Bring it here. Take this ring. It can help you.'

10 Aladdin went down into the cave. 'I've got the lamp, Uncle,' he shouted. 'Lift me out!'

'Give me the lamp first!' said Abanazer.

'No,' said Aladdin. 'Then stay there!' shouted Abanazer and he put a rock over the entrance.

15 It was cold in the cave. Aladdin rubbed his hands – and the ring. A big blue genie appeared.

'I am the genie of the ring,' he said. 'What do you want, Master?'

'I want to go home,' said Aladdin.

20 The next moment, Aladdin was at home. 'Where did you get that dirty old lamp?' said his mother. She took the lamp and rubbed it.

A big red genie appeared. 'I am the genie of the lamp,' he said. 'What do you want?'

25 'A big box of jewels,' said Aladdin.

'Abracadabra. Za za zoom!' said the genie.

Aladdin's mother took the jewels to the King. 'My son wants to marry Princess Zadia,' she said.

'My daughter must marry a prince,' said the King.

30 When Aladdin heard this, he rubbed the lamp.

'I want to be a prince in a golden palace,' he said to the genie.



'Abracadabra. Za za zoom!' said the genie.

35 Princess Zadia married Aladdin. But one day, when Aladdin was out, Princess Zadia heard a pedlar in the street. 'New lamps for old!' he shouted.

'Take Aladdin's old lamp to the pedlar and get a new lamp,' said Princess Zadia to a servant.

But the pedlar was really Abanazer. He rubbed the lamp.

40 'Take Aladdin's palace to my country,' said Abanazer.

When he came home, Aladdin said: 'Where is my beautiful wife – and my palace?'

'Where's my daughter?' said the King, and he threw Aladdin in prison.

45 It was cold in prison. Aladdin rubbed his hands. The genie of the ring appeared.

'Take me to my wife,' said Aladdin.

'Oh, Aladdin,' said Princess Zadia, when he appeared. 'Abanazer has got the lamp and he never leaves it.'

50 Aladdin hid in the palace. When Abanazer went to bed, Aladdin took the lamp and rubbed it.

'Throw Abanazer out of the window,' Aladdin said to the genie. 'Then take us home.'

55 'Abracadabra. Za za zoom!' said the genie. In a flash, Aladdin and Princess Zadia were home. They never saw the wicked magician again. And they lived happily ever after.

Unit 4

1 **3.31** Read and listen to the story. Answer the questions.

- 1 What animals does Ananse meet?
- 2 What is each one cooking?
- 3 Why doesn't Ananse want to wait there?
- 4 Which meal does Ananse eat?
- 5 What are Ananse's legs like:
 - at the beginning of the story?
 - at the end of the story?

2 Ananse meets six other animals. What do you think they are? Choose one and write a paragraph for when Ananse visits his / her house.

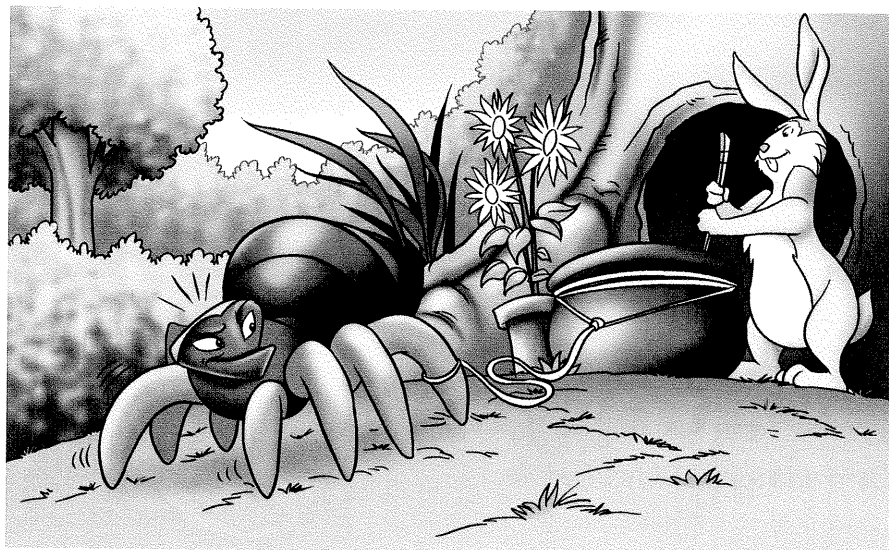
Ananse walked on. Soon he came to ...'s house.

Ananse the Spider

A traditional African story

Once upon a time in Africa there was a spider, called Ananse. Ananse loved food, so he was very fat, and he had short, fat legs.

- 5 One day, he went past Rabbit's house. 'What are you cooking, Rabbit?' said Ananse.
- 'Vegetable soup,' said Rabbit.
- 'Mmm. It smells delicious,' said Ananse.
- 10 'Well,' said Rabbit. 'It isn't ready yet, but sit down and wait for an hour and you can have some.'
- Ananse didn't want to stay at Rabbit's house. He always found jobs for Ananse to do, so he said:
- 15 'I'm sorry, Rabbit, I can't wait, but I've got an idea.'
- He spun a long piece of web and said: 'Tie one end of this web to your
- 20 saucepan, and I can tie the other end to my leg. When the meal is ready, pull the web. Then I can come and share your soup.'
- So Rabbit tied the end of the web to his
- 25 saucepan. 'See you later, Ananse,' he said.
- 'Thank you, Rabbit,' said Ananse. 'Goodbye.'



Ananse walked on. Soon he came to 30 Monkey's house.

'Mmm,' said Ananse. 'What are you cooking, Monkey?'

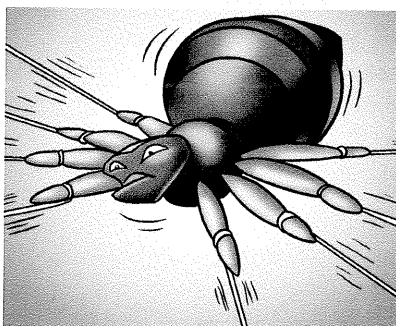
'I'm baking a cake,' said Monkey. 'It's in the oven now. You can have a piece 35 when it's ready. Sit down and have a rest,' she said.

'I can't have a rest at Monkey's house,' thought Ananse. 'Her children are very noisy.'

40 'I'm sorry, Monkey,' he said. 'I'm very busy today, but I've got an idea.'

He spun another long piece of web. Monkey tied it to her oven and Ananse tied the other end to another

45 one of his legs.



'Pull the web,' said Ananse. 'Then I can come and have a slice of your cake.'

'OK,' said Monkey.

Ananse walked on and saw more of his 50 friends. Soon he had a piece of web on each of his eight legs.

'That was a good idea,' he thought. Then he lay down in the sun and went to sleep. Suddenly, somebody pulled one of the webs. 'Oh, it's Rabbit,' said 55 Ananse. 'Good. His soup is always delicious.'

But then another web pulled one of his legs. Then another. Soon the 60 animals were pulling all the webs.

'Help. Help!' shouted Ananse. 'My poor legs!' The animals pulled and pulled. Finally, the webs broke and Ananse looked down at his legs. They weren't 65 short and fat now. They were very long and very thin.

So, after that, Ananse the spider had a fat body, but eight long, thin legs. And he never got any food that day!

Unit 5

1 **3.32** Read and listen to the story.
Answer the questions.

- 1 Who are the twelve men?
- 2 Which ones help Marouckla?
- 3 How do they help her?
- 4 Why don't they help Helen?

2 **a** What is happening in the picture?

b Find three differences between Helen and Marouckla in the story.

The Twelve Months

A traditional Slav legend

Once there was a widow. She had a daughter, Helen, and a stepdaughter, Marouckla. The widow hated Marouckla, because she was prettier than her own daughter. Marouckla did all the hardest work on their farm and in the house. Helen did nothing.

One day in winter, Helen said:

'Marouckla, go and pick some flowers.'

10 'But, Sister,' said Marouckla. 'It's winter. There's snow in the fields.'

'Helen wants some flowers,' said her stepmother and she pushed Marouckla outside.

15 The poor girl was very cold. Then she saw a light on a mountain. She climbed the mountain. There she found a fire. There were twelve stones round it. Twelve men sat on the stones.

20 'Can I sit next to your fire, please?' said Marouckla.

'Yes, child,' said one of the oldest men. His beard was as white as snow and he sat on the highest stone.

25 'Thank you,' said Marouckla.

'We are the Twelve Months of the Year. I am January,' said the old man. 'Why are you here?' Marouckla told her story.



January stood up and said: 'Brother March.' The youngest Month stood up and sat on the highest stone. Suddenly, the snow melted and flowers grew.

35 'Thank you, sir,' said Marouckla. She picked the flowers and ran home.

The next day, Helen said: 'I want some strawberries, Marouckla.'

Marouckla climbed the mountain again.

40 'Brother June,' said January. An older Month this time sat on the highest stone. Suddenly it was summer and there were strawberries in the forest.

'Where did you get these things?' asked her stepmother later. Marouckla told her about the Months.

The next day, Helen said: 'Marouckla, go and get some apples.'

50 'No, Helen,' said her mother. 'We can go. Then we can get lots of things from the Months.'

The mother and her daughter climbed the mountain.

55 'I want some apples,' said Helen. 'The reddest apples in the world.'

The Twelve Months said nothing.

'Come on, September,' said the mother. 'The other Months gave Marouckla flowers and strawberries.'

60 'She was more polite than you,' said January.

'I'm better than Marouckla,' screamed Helen. 'Give me some apples!'

65 January lifted his hand and heavy snow started to fall. Helen and her mother tried to run away, but the snow was deeper now. It was windier and colder. Soon their hands and feet were as cold as ice.

Marouckla waited and waited, but her sister and stepmother never came back. In the summer she married a nice, young farmer.

Unit 6

- 1 a**  **3.33** Read and listen to the story. Find these people in the pictures.

Perseus Athena his mother the King
Hermes Medusa

- b** What is happening in the pictures?

Perseus

Long ago in Ancient Greece lived a young man, called Perseus. He lived with his mother on the island of Seriphos.

- The King of Seriphos wanted to marry Perseus's mother, but Perseus didn't like the King. So the King decided to get rid of Perseus. He invited the young man to a party.

'Welcome, Perseus,' said the King. 'My friends have got presents for me. What have you got?'

- 'Nothing,' said Perseus. 'What do you want?'
'Bring me the head of Medusa!' said the King.

'Who is Medusa, Mother?' said Perseus later.

'She and her sisters live on an island, far from here,' said his mother. 'Don't go there, Perseus.'

- Medusa is a monster. She has snakes for hair and her eyes turn people to stone.'

'I must go, Mother,' said Perseus.

'Then ask the gods for help,' she said.

Perseus went to the temple.

- 'Take this shield,' said the goddess Athena. 'Don't look at Medusa's eyes. Use the shield as a mirror. Then cut off her head with this sword.'

'Wear this helmet and you are invisible,' said the god Hermes.

- 'But how can I find Medusa?' asked Perseus.

'These shoes can take you to her,' said Hermes, and he gave Perseus some shoes with wings.

When Perseus reached Medusa's island, he put on the helmet, so that he was invisible. He looked

- at Medusa in the shield and quickly cut off her head. He put the head in a bag, then he took off the heavy helmet. But now he wasn't invisible. Medusa's sisters saw him. They rushed at him angrily, but he jumped into the air and Hermes' shoes carried him away from the island.

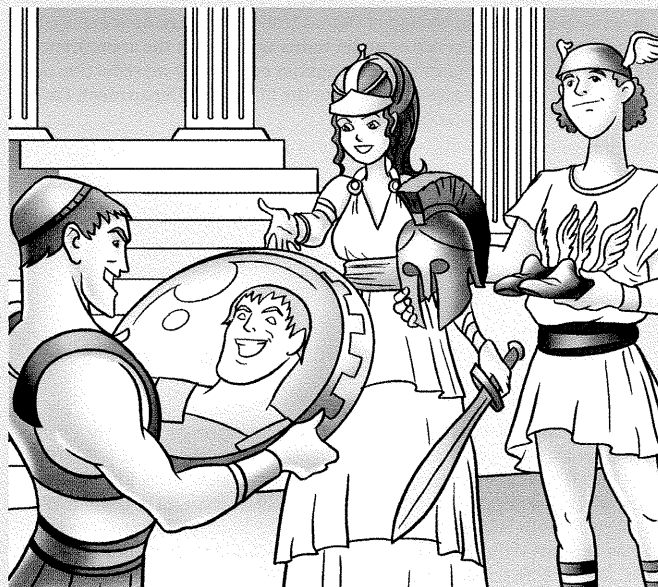
After many adventures Perseus arrived in Seriphos. Everybody was at the King's palace.

'Oh, Perseus!' cried his mother. 'I thought you were dead.' She ran to kiss him.

- 2 a** Which of these things did Athena and Hermes give to Perseus?

a horse a helmet a sword a bag
winged shoes a ring a shield a boat

- b** How did each thing help him?



- 'Welcome back, Perseus,' said the King. 'You're just in time for the wedding. I'm going to marry your mother today.'

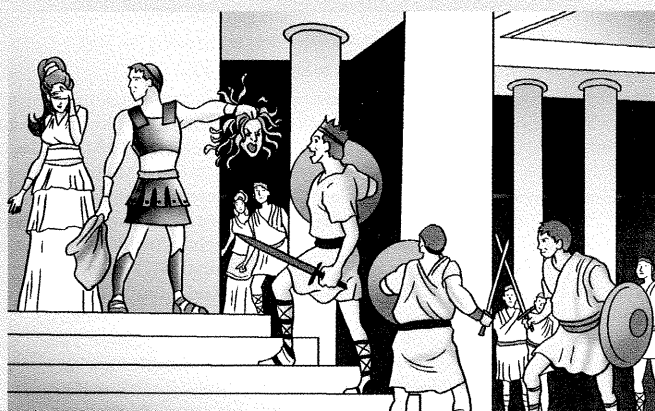
'Yes, I can see that,' said Perseus. 'And I've got a wedding present for you.' Then he whispered:

- 'Close your eyes, Mother. Don't look.'

'Well, where's my present?' asked the King.

'Here it is!' said Perseus and he pulled Medusa's head from the bag. The King and his friends looked into Medusa's eyes and they turned instantly to stone.

- 'Well, Mother,' said Perseus. 'You can't marry a statue!'
'No, I can't,' she smiled.



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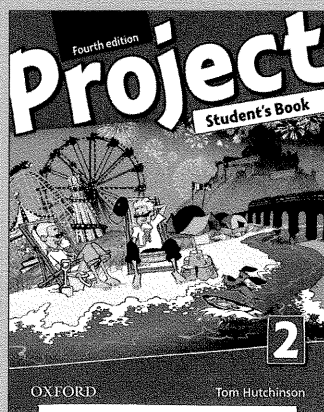
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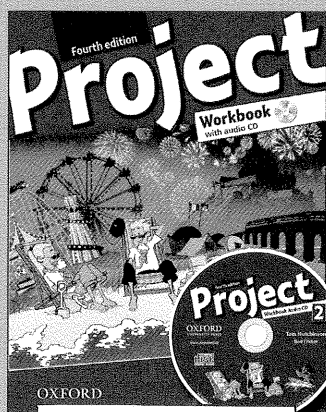


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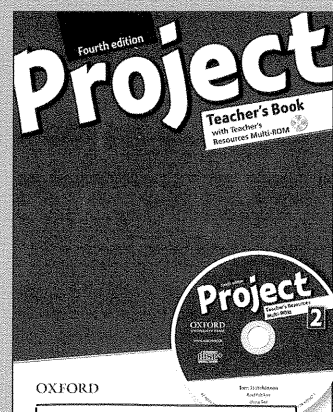
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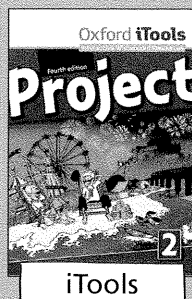
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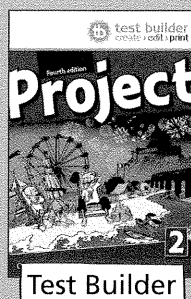
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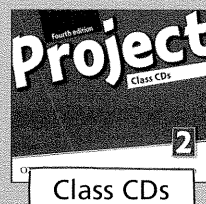
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