

# CONTENTS

**Welcome** p. 4

**Vocabulary:** Sports and leisure activities; School subjects; Daily activities; Vacation activities; My things; Travel; Food and drink; City places

**Grammar:** (*don't like / love / hate / don't mind + -ing*; Simple present; Adverbs of frequency; Possessives; Present continuous; Count and noncount nouns with quantifiers; Comparative and superlative adjectives; Permission, obligation, and advice

	Vocabulary	Skills	Language toolkit	
<b>Unit 1</b> <b>Who are you?</b> p. 12	Adjectives to describe character Adjectives to describe hair length and color	<b>Reading</b> An online forum: How can I make new friends? <b>Listening</b> A person talking about their favorite photographs <b>Speaking</b> Talking about people at a party <b>Writing</b> A character description of a superhero	Simple present and present continuous (review) ( <i>not</i> ) <i>as ... as</i>	
<b>Unit 2</b> <b>Entertain me!</b> p. 22	Music TV shows	<b>Reading</b> A newspaper article: Our school has talent! <b>Listening</b> A review of TV shows <b>Speaking</b> Giving opinions about TV shows <b>Writing</b> A movie review	Simple past (review) Indefinite pronouns	
<b>Communication</b> Showing you don't understand what someone is saying p. 32 <b>Self-assessment Units 1–2</b> p. 33				
<b>Unit 3</b> <b>The wild world</b> p. 34	Weather The natural world	<b>Reading</b> A blog: Waiting for the snow to stop <b>Listening</b> A presentation about a trip to Nepal <b>Speaking</b> Giving a presentation: An amazing place in nature <b>Writing</b> A picture story	Past continuous Past continuous and simple past with <i>when</i> and <i>while</i>	
<b>Unit 4</b> <b>Sports stars</b> p. 44	Sports activities Sports words and phrases	<b>Reading</b> A school bulletin board: Notices about sports activities <b>Listening</b> A sportsperson answering questions at a school <b>Speaking</b> Sympathizing <b>Writing</b> A school newspaper report	- <i>ing</i> verb patterns <i>who, which, that</i>	
<b>Communication</b> Keeping a conversation going p. 54 <b>Self-assessment Units 3–4</b> p. 55				
<b>Unit 5</b> <b>Awesome animals</b> p. 56	Animals Phrasal verbs	<b>Reading</b> An information pamphlet: Endangered animals <b>Listening</b> A news report about a rescued dog <b>Speaking</b> Giving a presentation: My favorite animal <b>Writing</b> A fact file: An endangered animal	The passive: simple present The passive: simple past	
<b>Unit 6</b> <b>All around town</b> p. 66	Stores and services Roads	<b>Reading</b> Different types of notices <b>Listening</b> Phone messages giving directions to the movie theater <b>Speaking</b> Asking for and giving directions <b>Writing</b> A message: Arranging to do something with friends	Articles Prepositions of place and movement	
<b>Communication</b> Asking for tourist information p. 76 <b>Self-assessment Units 5–6</b> p. 77				
<b>Unit 7</b> <b>Sickness and health</b> p. 78	Parts of the body Health problems	<b>Reading</b> An interview with a stunt double <b>Listening</b> Conversations about accidents and sickness <b>Speaking</b> Talking about accidents and sickness <b>Writing</b> An email canceling plans with a friend	Present perfect for experiences Present perfect with <i>just, already, and yet</i>	
<b>Unit 8</b> <b>Working heroes</b> p. 88	Jobs Phrasal verbs (personal goals)	<b>Reading</b> A magazine article: Our search for a hero <b>Listening</b> An interview with a chef <b>Speaking</b> Interviewing someone <b>Writing</b> A formal letter of application	Present perfect with <i>for</i> and <i>since</i> Present perfect (review)	
<b>Communication</b> Being a good interviewer p. 98 <b>Self-assessment Units 7–8</b> p. 99				
<b>Unit 9</b> <b>Give and spend</b> p. 100	Gifts Money	<b>Reading</b> An online forum: Making suggestions for a birthday present <b>Listening</b> A conversation about shopping <b>Speaking</b> Making and responding to polite requests <b>Writing</b> A thank-you note	Present continuous and <i>be going to</i> for future plans (review) <i>will, won't</i> and <i>shall</i> for decisions, offers, and promises	
<b>Unit 10</b> <b>World of the future</b> p. 110	Things in the home Materials for building homes Getting around town	<b>Reading</b> A blog: Predictions for homes of the future <b>Listening</b> A presentation about cities of the future <b>Speaking</b> Talking about plans for the future <b>Writing</b> An essay	<i>will, won't, may, and might</i> for predictions First conditional	
<b>Communication</b> Thanking people in different situations p. 120 <b>Self-assessment Units 9–10</b> p. 121				

**Speaking:** Describing people in pictures

**Writing:** Giving advice for staying safe when playing sports

Pronunciation		Culture CLIL	Cambridge Life Competencies
	/e/ and /eɪ/ (e.g., <i>hair</i> vs. <i>straight</i> )	<b>CLIL Art</b> Portraits and self-portraits	<b>Communication</b> Using formal and informal names and greetings <b>Critical Thinking</b> Knowing that people we see on social media don't always look the same in real life
	/ɪ/ vs. /iː/ (e.g., <i>instrument</i> vs. <i>movie</i> )	<b>Culture</b> World festivals	<b>Learning to Learn</b> Using songs to learn and practice English <b>Communication</b> Showing interest, surprise, agreement, and disagreement
	/n/, /m/, and /ŋ/ word endings (e.g., <i>sun</i> , <i>storm</i> , <i>camping</i> )	<b>CLIL History</b> Mysteries from history	<b>Learning to Learn</b> Personalizing to remember new words <b>Communication</b> Making eye contact
	/k/ vs. /g/ (e.g., <i>club</i> vs. <i>girl</i> )	<b>Culture</b> Sports around the world	<b>Learning to Learn</b> Explaining the meaning when you can't think of a word <b>Communication</b> Planning the order of a written text
	/p/ vs. /b/ (e.g., <i>penguin</i> vs. <i>bear</i> )	<b>CLIL Environmental Studies</b> Endangered animals	<b>Learning to Learn</b> Organizing notes for a presentation <b>Critical Thinking</b> Comparing different websites
	Stress in words with more than one syllable	<b>Culture</b> Sightseeing tours around the world	<b>Learning to Learn</b> Asking follow-up questions <b>Communication</b> Checking understanding
	/h/ vs. no /h/ (e.g., <i>head</i> vs. <i>arm</i> )	<b>CLIL Biology</b> The body and sleep	<b>Communication</b> Understanding what you can and can't talk about <b>Critical Thinking</b> Understanding the difference between what we know is true and what we think is true
	/ɜː/ (e.g., <i>first</i> )	<b>Culture</b> Unusual places to work	<b>Critical Thinking</b> Finding similarities as well as differences <b>Learning to Learn</b> Asking others to give advice
	Contractions	<b>CLIL Citizenship</b> Charities	<b>Learning to Learn</b> Asking others for help <b>Communication</b> Deciding how formal or informal a text should be
	Stress in first conditional sentences	<b>Culture</b> The robots are coming!	<b>Learning to Learn</b> Inventing a dream story to remember vocabulary <b>Critical Thinking</b> Thinking about things that might go wrong to avoid future problems



# 1

# Who are you?

## Unit aims

- Talking about personality and describing how people look
- Reviewing the simple present and the present continuous
- Using *(not) as ... as* comparatives
- Understanding online posts and descriptions of people in photos
- Talking about people at a party
- Writing a character description
- Learning about portraits and self-portraits
- Researching a portrait artist and creating a mood board



### 1 Look at the picture and answer.

- 1 How do you think they are feeling? Why?
- 2 How are you feeling today?
- 3 When do you feel ... happy? afraid? excited? worried?

### 2 Watch the video and answer.

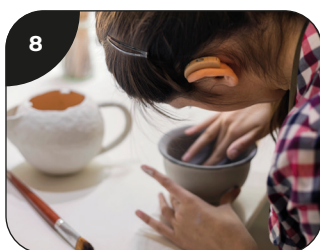
- 1 What is Gray afraid of?
- 2 What is Gray doing to stop being afraid?
- 3 Do you think he is brave? Why?



# VOCABULARY

1 Look and write the words. Then listen and check.

active brave clever confident creative friendly helpful lazy polite shy



2 Write the words from Exercise 1 in the table. Then compare with a partner.

Positive words 😊	Negative words 😞

I think *shy* is a negative word, because shy people find it difficult to talk to people they don't know very well.

I think *shy* is a positive word, because shy people think carefully before they speak. They often give their friends good advice.

3 How do people describe you? Choose three words from Exercise 1 and complete the sentences.

- My friends often say I'm \_\_\_\_\_. That's because \_\_\_\_\_.
- My teachers sometimes say I'm \_\_\_\_\_. That's because \_\_\_\_\_.
- My \_\_\_\_\_ often say I'm \_\_\_\_\_. That's because \_\_\_\_\_.

My friends often say I'm creative. That's because I love writing stories.

4 Work in groups. Swap sentences from Exercise 3 and answer the questions.

- Who do you think the sentences describe?
- Do you agree with the descriptions? Why or why not?



- 1 Imagine you move to a new town. Think of three ways to make new friends.

- *take a dance class*
- *go on social media*
- *join the school drama club*

- 2 Read the online posts quickly. Do they mention any of your ideas from Exercise 1?



**Madalena**

Yesterday at 1:49

Hi everyone! My family moved to Hopewell a few weeks ago. I want to make new friends here, but it's difficult. I'm usually a confident person, but now I'm feeling shy! How can I make new friends? Tell me your ideas.



**Diana** 4 h

I make friends by going to sports clubs. At the moment, I'm playing basketball and soccer. The girls in the soccer club are very friendly. After a game, I often ask them to watch sports on TV or go shopping with me. Why don't you join a sports club, too?



**Otis** 2 h

School is the best place to make friends. I met my best friend George after we sat together on our first day. At first, I didn't think we could be friends because we're very different. George is tall, confident, and clever. I'm short, shy, and often lazy. But we get along really well. And George is always very helpful when I have difficult homework! If you're kind and show people you like them, you can make lots of friends.



**Isaac** 1 h

I love meeting new people! On the weekend, I usually clean the park or plant trees with a group of volunteers. I meet different people every week so it's always exciting. Most of the volunteers are interested in plants and animals. We usually have a lot to talk about. Next week, we're going to clean the river in Hopewell. Why don't you come with us? Being a volunteer is a great way to meet new people.

- 3 Read the online posts and answer the questions.

Who ...

- 1 enjoys taking care of nature?  
\_\_\_\_\_
- 2 thinks classrooms are great places to make friends?  
\_\_\_\_\_
- 3 invites Madalena to do something?  
\_\_\_\_\_
- 4 plays a lot of different sports?  
\_\_\_\_\_
- 5 often invites people to do things?  
\_\_\_\_\_
- 6 is very different from their friend?  
\_\_\_\_\_

- 4 Work in groups. Take turns talking about a friend.

- 1 What's your friend's name?
- 2 What are they like?
- 3 Why are they a special friend?

My friend is named Caroline. She is very creative and loves doing creative things, like painting and making things. She often makes fun and useful items from old clothes. She's a special friend because I know I can always talk to her when I have a problem.





## Simple present and present continuous

- 1 Read about Jenny's weekend. What is different for her this weekend?

On the weekend, I usually sleep until 10 o'clock, eat breakfast, and then watch TV. Sometimes my cousin comes to my house and we play video games. But this weekend I'm doing something very different. Today, I'm volunteering with some of my friends. We're picking up plastic bottles, bags, and other trash in the park. I feel helpful, and I like being outside.



- 2 Read the sentences from Exercise 1. Write *U* (usually true) or *N* (happening now).

- 1 I usually sleep until 10 o'clock, eat breakfast, and then watch TV. U
- 2 Sometimes my cousin comes to my house and we play video games.
- 3 Today, I'm volunteering with some of my friends.
- 4 We're picking up plastic bottles, bags, and other trash in the park.
- 5 I feel helpful, and I like being outside.

- 3 Complete the Language tools. Write *SP* (simple present) or *PC* (present continuous).

### LANGUAGE TOOLS

- ✓ We use the <sup>1</sup> \_\_\_\_\_ to talk about things that usually or always happen in our life.
- ✓ We use the <sup>2</sup> \_\_\_\_\_ to talk about things that are happening right now.
- ✓ We often use the <sup>3</sup> \_\_\_\_\_ with words like *sometimes*, *often*, *usually*, and *always*.
- ✓ We don't usually use verbs like *feel*, *love*, *like*, *hate*, *know*, and *want* with the <sup>4</sup> \_\_\_\_\_.

» Grammar reference page 135

### COMMON ERROR

- ✗ I'm wanting to watch TV.
- ✓ I want to watch TV.
- ✗ Are you liking these cookies?
- ✓ Do you like these cookies?

- 4 Complete the text with the correct form of the verbs in parentheses.

On Saturdays, I usually <sup>1</sup> spend (spend) time with my family. We often <sup>2</sup> \_\_\_\_\_ (go) walking or cycling, and sometimes we <sup>3</sup> \_\_\_\_\_ (drive) to the beach. But this weekend is different. Today, I <sup>4</sup> \_\_\_\_\_ (visit) London on a school trip. At the moment, I <sup>5</sup> \_\_\_\_\_ (sit) in a beautiful park and I <sup>6</sup> \_\_\_\_\_ (look) at the tourists. I <sup>7</sup> \_\_\_\_\_ (love) London because there are so many interesting things to do and see. I <sup>8</sup> \_\_\_\_\_ (take) lots of photos, too. Here's one of me and my friends in front of Big Ben.



- 5 Complete the sentences with your own ideas. Then share three of your sentences with a small group.

- 1 On the weekend, I usually ...
- 2 I often ...
- 3 At the moment, ...
- 4 Right now, I'm ...
- 5 I (don't) usually ... , but at the moment ...
- 6 I never ... , but I'd like to try it.

I don't usually play sports, but at the moment I'm exercising every day.

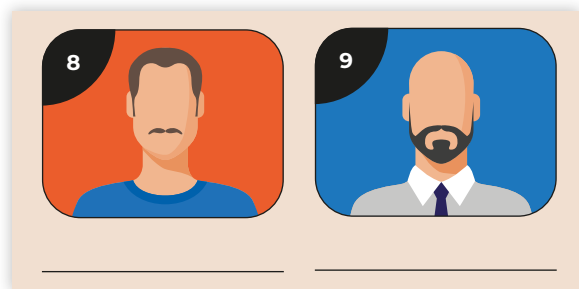
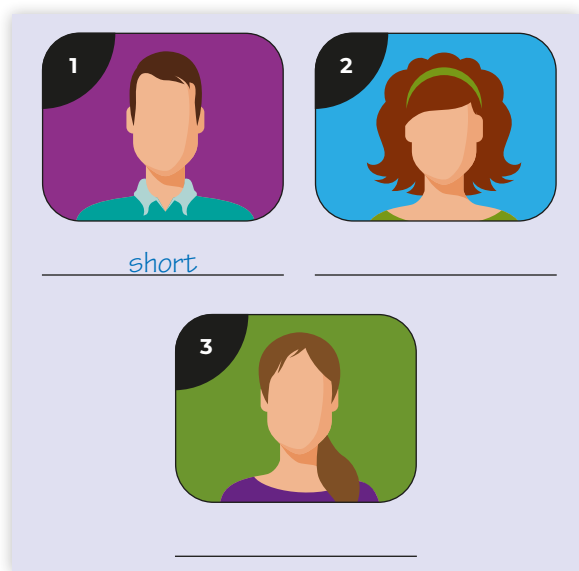
Really? What kind of exercise are you doing?



# LISTENING AND VOCABULARY

- 1 Look and write the words. Then listen and check. Which words are adjectives? Which are nouns?

beard curly dark long  
light medium-length  
mustache short ✓ straight



- 2 Write a short description of yourself. Then swap with your classmates. Whose description do you have?

*I'm short and I usually wear glasses.  
I have brown eyes and dark curly hair.*

- 3 Listen to Kate talking about her favorite photos. Mark (✓) the two photos she talks about.



- 4 Listen again. Write T (true) or F (false).

- 1 The photo of Kate's grandma is in Kate's bedroom. T
- 2 Her grandma lives in Italy.
- 3 Kate's grandpa took the photo.
- 4 Kate's brother has short hair now.
- 5 In the photo, Kate's brother is one year old.
- 6 Every part of Kate's brother looks different now.

- 5 Think of your favorite photo. Discuss the questions with a partner.

- 1 Where is the photo?
- 2 Who or what can you see in it?
- 3 How does it make you feel?
- 4 Why is it important to you?

My favorite photo is on the bookcase in the living room. In the picture, you can see a new wife and her husband. They're my mom and dad!



## (not) as ... as

1 Listen to Daniela talking to her friend. Why is she doing her homework quickly?

2 Listen again. Mark (✓) the sentences you hear.

- 1 It's not as easy as yesterday's homework.
- 2 That's why I'm working as quickly as I can.
- 3 Your hair's not as long as Alice's.
- 4 Your hair is as short as mine.
- 5 I want my hair as short as it was two months ago.

☐  
☐  
☐  
☐  
☐


3 Look at the sentences in Exercise 2. Circle to complete the Language tools.

### LANGUAGE TOOLS

- ✓ We can use (not) as ... as to <sup>1</sup>explain / compare things.
- ✓ We use as + adjective/adverb + as to say that two things are <sup>2</sup>the same / different.
- ✓ We use not as + adjective/adverb + as to say that two things are <sup>3</sup>the same / different.

>> Grammar reference page 135

### COMMON ERROR

- ✗ He's ~~so~~ tall as his dad.
- ✓ He's **as** tall as his dad.

4 Complete the second sentence so it has the same meaning as the first. Use (not) as ... as and the adjectives in parentheses.

- 1 Jack's hair is curlier than Jane's hair. (curly)  
Jane's hair is not as curly as Jack's.
- 2 My hair is lighter than yours. (light)  
Your hair \_\_\_\_\_ mine.
- 3 Grace is 1.6 meters tall. Daniella is 1.6 meters tall, too. (tall)  
Grace \_\_\_\_\_ Daniella.
- 4 Lucy's aunt is younger than her grandma. (old)  
Lucy's aunt \_\_\_\_\_ her grandma.
- 5 Lara and Max are always the last ones to finish lunch. (slowly)  
Lara eats \_\_\_\_\_ Max.
- 6 This tablet cost 299 dollars. The headphones cost 299 dollars, too. (expensive)  
The tablet \_\_\_\_\_ the headphones.
- 7 My brother Luis sings really well. I don't have a very good voice. (well)  
I don't sing \_\_\_\_\_ my brother Luis.
- 8 The tomato soup is great. The chicken soup is great, too. (delicious)  
The tomato soup \_\_\_\_\_ the chicken soup.

5 Work in groups. Choose six famous people and write their names in the boxes. Then write as many sentences as you can using as ... as or not as ... as.


... is as creative as ...  
... is not as friendly as ...

6 Share your ideas with another group. Do you agree?

We think ... is as creative as ...

Really? We think ... is not as clever as ...



## Talking about people at a party

1 Listen to Daniel and Aliya talking at a party. Why does Daniel want to meet Pedro?

2 Listen again. Write T (true) or F (false).

- 1 Pedro is wearing a hat. \_\_\_\_\_
- 2 Pedro has long straight hair. \_\_\_\_\_
- 3 Pedro is quite shy. \_\_\_\_\_
- 4 Pedro's drawings are better than his teacher's. \_\_\_\_\_
- 5 Pedro's cartoons make people laugh. \_\_\_\_\_



3 Complete the Useful language with the words in the box. Then listen again and check.

do introduce what's who's ✓

### Useful language

1 Who's that over there?

(He's) a (classmate/friend) of (mine).

2 \_\_\_\_\_ you mean  
the (man with the beard)?

3 \_\_\_\_\_ (he) like?

Do you want me to \_\_\_\_\_ you?

4 Work in pairs. Role play the conversation. Then change the words in blue and role play the new conversation.

A: Who's **that girl** over there?

A: What's **she** like?

B: Do you mean the **girl with long hair**?

B: **She's very clever and kind. She often helps me with my math homework.**

A: No, I mean the **girl with the blue hat**.

Do you want me to introduce you?

B: I see. **She's a friend of mine. We're on the same table tennis team.**

A: Yes, please!

5 Imagine you are at a party. You and your classmates are the guests. Move around the room and complete the steps in the chart.

#### Step 1

Find someone to talk to.

#### Step 2

Answer questions about a classmate.

#### Step 3

Ask, "Do you want me to introduce you?"

## Communication

6 Work in pairs. Circle the best response for questions 1-3. Think of your own idea for question 4 and test your partner.

1 You're hanging out with your friend Tom. What do you say?

A Hi, Tom! What's up?

B Good afternoon, Tom. How are you?

3 You're leaving your cousin's house after a family party. What do you say?

A Goodbye, Mrs. Mitchell.

B See you soon! Bye!

2 You're meeting a new teacher for the first time. What do you say?

A Nice to meet you, Ms. Smith.

B Hey! How are you?

4 \_\_\_\_\_

A Good evening everyone. This is Mr. Peter Green.

B Hey, guys! This is Pete.



Use informal names and greetings with friends and family. Use formal names and greetings with other people.

## A character description

- 1 Read the posts. Do a one-minute drawing of Green Flame.
- 2 Complete the notes about the superhero in Exercise 1.

1	What's their name?	<u>Green Flame</u>
2	What do they look like?	_____
3	What are they like?	_____
4	What do they do?	_____
5	How can they help our town?	_____

Hi friends! I'm practicing drawing at the moment, but I need some new ideas. Can you help me, please? How about you describe your superhero to me, and I draw them as a cartoon for you?

Answer
Follow

My superhero is named Green Flame. She is named Green Flame because she has medium-length green hair and she always wears green clothes. She's also incredibly strong. She often says she's as strong as a tree.

When she's with her classmates, she's very kind and friendly. But she doesn't like seeing people leaving trash on the streets. She gets pretty angry and shouts at them, "Put it in the trash can!" People usually listen to her. Some people think she's too noisy! But I think she's so cool.

Green Flame can make our town extremely clean if she moves here!

- 3 Read the posts again. Write the intensifiers used with the adjectives.

Useful language		Intensifiers
1	<u>incredibly</u> strong	4 _____ noisy
2	_____ friendly	5 _____ cool
3	_____ angry	6 _____ clean

- 4 Imagine a superhero for your town. Make notes to answer the questions. Use your imagination.

1	What's the superhero's name?	_____
2	What do they look like?	_____
3	What are they like?	_____
4	What do they do?	_____
5	How can they help your town?	_____



- 5 Now write a description of your superhero. Use your notes from Exercise 4 to help you.

### Remember to:

- Use different paragraphs for different ideas.
- Use the Useful language.
- Check your writing by reading it aloud.

- 6 Work in pairs. Read your partner's description and do a one-minute drawing of their superhero. Can your classmates guess the superhero?

I think this picture is Snake Boy because he has a very long body and he doesn't have any legs. He looks really scary!



# Art

## Portraits and self-portraits

1 Watch the video and answer the questions.

- 1 How often do you take selfies? Why do you take them?
- 2 What is a portrait?
  - A a picture you make of yourself
  - B a picture that someone makes of another person
  - C a picture you take on your cell phone

2 Look at the portraits 1–4. What do you think the artist wants to show in each one? Discuss with a partner.

In this portrait, I think the artist wants to show the woman is happy.

I agree. She has a beautiful smile.

3 Read the text. Check your answers to Exercise 2.

4 Match the **blue** words in the text with the correct definition.

- 1 light : how light or dark something is
- 2 \_\_\_\_\_ : a painting that doesn't look like real life
- 3 \_\_\_\_\_ : how a painting makes you feel
- 4 \_\_\_\_\_ : when you see the side of someone's face or head
- 5 \_\_\_\_\_ : a painting that looks like real life
- 6 \_\_\_\_\_ : a portrait that shows only the person's head and shoulders

# Portrait painting

Portraits and self-portraits are popular ways to make art. In self-portraits, artists paint themselves. In portraits, they paint a different person.

## Different types of portraits



Portrait 1

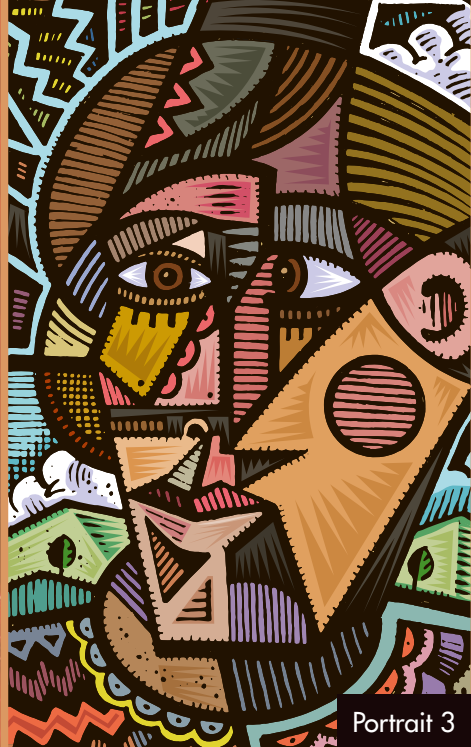
Portrait paintings can be **realistic**. This is when the person looks as real as possible. The artist decides how to show the person. For example, brave, friendly, or shy. In this portrait, the woman is laughing. She looks excited and confident.



Portrait 2

In this portrait, the **mood** is very different. We can see the woman looks worried and scared. This can make us feel sad, too. The painting makes us ask questions about the woman's life. Why does she look so worried?





Portrait 3

Portraits can also be **abstract**. In abstract portraits, the artist uses shapes, lines, and colors. An abstract portrait does not look like a real person, but it can still show what the person is like or how they feel.

Some people even like to have a portrait painted of their pet. Their dog or cat is often an important part of the family, too.



Portrait 4

## What the artist has to decide

- Portraits usually show the person looking straight ahead. But sometimes the artist decides to paint the person in **profile** (looking to the side).
- Sometimes the artist only wants to show the head and shoulders. The name for this is a **half-length** portrait. The artist may decide to paint the person's full body. This is called a full-length portrait.
- How the artist uses **light** is very important. It can change the mood of the painting, or how it makes you feel. When your eyes see a very light part of a painting against a dark part, it makes you look carefully. In a portrait, the artist often wants you to look carefully at the person's eyes. The eyes can tell you a lot about how the person feels.

5 Read the text again. Write *T* (true) or *F* (false). Rewrite the false sentences to make them true.

- 1 Portraits show the person's feelings. T
- 2 An abstract portrait looks like real life.
- 3 Light is not important in portraits.
- 4 Artists often think carefully about how to paint the person's eyes.
- 5 A full-length portrait shows the person's whole body.
- 6 A self-portrait shows someone who is not the artist.

6 Look at portraits 1–4. Which one is your favorite? Why? How does the portrait make you feel? Share your ideas with a partner.

I like Portrait 1 because the woman is laughing and smiling. It makes me feel happy.

My favorite is Portrait 4. I like the dog because it looks clever and confident, like a person.

## Critical Thinking

7 Work in pairs. Think about the pictures people post on social media. Discuss the questions.

- 1 What are they trying to show about their personality?
- 2 How do you think they are different in real life?
- 3 How do people change their photos to look different?



Remember that pictures we see on social media aren't always realistic.

## COLLABORATION PLUS

**Project 1:**  
Research a portrait artist and create a mood board about their work.





# 2

# Entertain me!

## Unit aims

- Talking about music and TV shows
- Reviewing the simple past
- Using indefinite pronouns (*something, anything, nothing*, etc.)
- Understanding a school newspaper article and a podcast review
- Giving opinions about TV shows
- Writing a movie review
- Understanding a teenager's journal about an arts festival
- Writing a program for a music and film festival



### 1 Look at the picture and answer.

- 1 What do you think she is listening to? Why do you think this?
- 2 When do you listen to music?
- 3 How does music make you feel?

### 2 Watch the video and answer.

- 1 What instrument does Rena play?
- 2 What types of music does she like?
- 3 What does she enjoy doing with her friends?



1 Listen to the conversations. Complete the sentences with the words in the box.

classical concert drums festival  
guitar instrument ✓ keyboard  
opera piano stage



The boys all play an  
1 instrument. Paul plays  
the 2 \_\_\_\_\_.  
Jack plays the  
3 \_\_\_\_\_.  
Erik plays the  
4 \_\_\_\_\_.



Eva's aunt is an  
5 \_\_\_\_\_ singer.



Carla went to a great  
pop 6 \_\_\_\_\_.  
last summer. She took  
a photo of the band on  
7 \_\_\_\_\_.



The friends agree the  
8 \_\_\_\_\_ is  
fantastic.



David plays the  
9 \_\_\_\_\_.  
He likes to play  
10 \_\_\_\_\_ music.

2 Listen to the music. Circle the correct answers.

- 1 She plays the **guitar** / piano really well.
- 2 My dad listens to **classical music** / **opera**.
- 3 The **drums** / **keyboards** were really loud at the festival.
- 4 I like to listen to **classical** / **piano** music when I do my homework.
- 5 My brother is learning to play the **guitar** / **keyboard**.
- 6 I learned to play the **drums** / **guitar** when I was ten.

3 Complete the text with the words from Exercise 1.



We're Cecilia, Elisa, and Livia.  
And together, we're CELIVIA!

We play pop and rock. We hope you love our music.

Livia sings and plays the 1 guitar in the band.  
But guess what? She loves listening to 2 \_\_\_\_\_  
in her free time!

Elisa plays the 3 \_\_\_\_\_s in the band. She makes  
a lot of noise! But she can also play the 4 \_\_\_\_\_a \_\_\_\_\_.  
She enjoys playing 5 \_\_\_\_\_i \_\_\_\_\_ music in  
her free time. She played Mozart at the school  
6 \_\_\_\_\_e \_\_\_\_\_ last week.

And Cecilia can also play more than one musical  
7 \_\_\_\_\_t \_\_\_\_\_. She plays the guitar  
and the 8 \_\_\_\_\_b \_\_\_\_\_.

We all love being on 9 \_\_\_\_\_a \_\_\_\_\_. So come and see  
us at the music 10 \_\_\_\_\_s \_\_\_\_\_ in the park!

Buy your tickets online now!

## Learning to Learn

4 Think of English songs you know.  
Circle the words they use.

heart party love time like day  
never good somebody night  
dance stop always feel talk  
everyone know bad baby time

5 Work in pairs and discuss.

How can singing songs in English help  
improve ...

- 1 your vocabulary?
- 2 your pronunciation?
- 3 your listening?

Sing songs in English to improve your English.

## 1 Look at the title of the article and the pictures. Circle the correct answers.

- |                                      |   |
|--------------------------------------|---|
| 1 Zoe writes about a talent show ... | 2 The people in the talent show are ... |
| A on TV.                             | A college students.                     |
| B at her school.                     | B famous singers.                       |
| C at a music festival.               | C students at her school.               |



### Our school has talent!

by Zoe White





Yesterday was the most awesome day at school. The students from grades six to eight had a talent show. I couldn't believe how amazing everyone was. There was singing, dancing, and music. We heard lots of different instruments during the day. And there was even a karate show.

Daniel from eighth grade was great. He showed his talent for playing the drums. I'm not a fan of the drums, but he was excellent. I could listen to him all day. Everyone danced and had so much fun.

Another surprise was Lidia from seventh grade. She usually sings pop songs, but yesterday she stood on stage and sang opera. Nobody knew she could sing like that! She was amazing.

But the best thing about the day was the school dance group. They showed so much talent. They danced to three popular hip-hop songs. They were really creative. One boy, Guy, was very cool. And the music was cool, too.

**What did you like best? Post your comments below.**

**@nina\_lopez05** I agree with you. The talent show was awesome. The karate show was interesting and unusual, and the students were very brave. But it wasn't as good as the two girls who played classical music. They were amazing.

**@99simons** I don't agree. I thought the karate was quite boring. And I didn't enjoy the drums. But I really liked the two sixth-grade boys who played the keyboard and sang. They were great. We should have a talent show next year!

## 2 Read the article. Match the people A-E with the sentences 1-8.

A Zoe    B Daniel    C Lidia    D @nina\_lopez05    E @99simons

- |  |          |
|--|----------|
| 1 Who thinks it was the best day at school?      | <u>A</u> |
| 2 Who didn't enjoy the karate show?              | ___      |
| 3 Who enjoyed listening to classical music?      | ___      |
| 4 Who was very good on the drums?                | ___      |
| 5 Who loved the sixth graders with the keyboard? | ___      |
| 6 Who surprised everyone with their singing?     | ___      |
| 7 Who didn't like the drums?                     | ___      |
| 8 Who thinks the hip-hop dancers were the best?  | ___      |



## 3 Read the article again. Write T (true), F (false), or DS (doesn't say).

- |  |     |
|--|-----|
| 1 Zoe can play many instruments.                     | ___ |
| 2 Lots of students danced to the drums.              | ___ |
| 3 Lidia sang a pop song.                             | ___ |
| 4 The hip-hop dancers are in the school dance group. | ___ |
| 5 The karate show was 20 minutes long.               | ___ |
| 6 Two sixth-grade girls played classical music.      | ___ |

## 4 Work in groups. Imagine your school is having a talent show. Decide on the first prize. Use the ideas below or your own ideas.

concert tickets to see a famous band    T-shirt with the winner's photo on it  
tablet    bicycle    money    trip to a famous museum

I think ... is a great prize because ...

I disagree. I think the winner should get ...





## Simple past

1 Listen to the conversation. Mark (✓) what Enzo and Sofia did last weekend.

	Enzo	Sofia
1 went hiking	✓	
2 got lost		
3 slept in the mountains		
4 stayed at home		
5 listened to music		



2 Complete the sentences with the simple past form of the verbs in parentheses. Then listen again and check.



I <sup>1</sup> went (go) hiking yesterday.

Miguel <sup>3</sup> \_\_\_\_\_ (be) really scared.

We <sup>4</sup> \_\_\_\_\_ (make) a fire so we <sup>5</sup> \_\_\_\_\_ (can) keep warm at night.

We <sup>7</sup> \_\_\_\_\_ (be) only a few meters from our car!

I thought you <sup>2</sup> \_\_\_\_\_ (like) hiking.

But how <sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ (find) your way home?

I <sup>8</sup> \_\_\_\_\_ (not do) anything special.



3 Look at the sentences in Exercise 2. Circle to complete the Language tools.

### LANGUAGE TOOLS

- In affirmative sentences, regular verbs end in <sup>1</sup> **-ing** / **-ed**.
- To form the negative, we use <sup>2</sup> **did** / **didn't** and the base form of the verb.
- We use <sup>3</sup> **was** / **were** with singular subjects and <sup>4</sup> **was** / **were** with plural subjects.
- Went** and **made** are examples of <sup>5</sup> **regular** / **irregular** verbs.
- Could** is the past form of <sup>6</sup> **can** / **be**.

» Grammar reference page 136

### COMMON ERROR

- ✗ I **can** play the piano when I was ten.
- ✓ I **could** play the piano when I was ten.

4 Put the words in the correct order to make questions. Then ask and answer with a partner.

- did / your last / school trip / you / go / where / on / ?  
Where did you go on your last school trip?
- get there / did / you / how / ?  
\_\_\_\_\_
- what / do / did / you / see / or / ?  
\_\_\_\_\_
- the trip / did / you / enjoy / what / most / about / ?  
\_\_\_\_\_

Where did you go on your last school trip?

We went to a great museum.

# LISTENING AND VOCABULARY

1 Circle the correct answers. Then listen and check.



TV show / cartoon



talk show / drama



game show / cartoon



news / comedy



game show / talk show



news / drama



talk show / drama



reality show / cartoon

2 Complete the sentences with words from Exercise 1.

1 Did you see the news? It's snowing, so schools are closed today!

2 A: Do you want to watch this new game show? It's very funny.

B: Not really. What about this talk show? It was quite scary last week.

3 Welcome to this week's reality show! Today's prize is a huge teddy bear.

4 A: What TV show do you want to watch?

B: Let's watch the news. It's about real people, like you and me.

5 Can we watch the game show? They're interviewing my favorite actor.

3 Listen to the podcast. Match 1-3 with A-C.

- 1 news
- 2 comedy
- 3 game show



4 Listen again. Match 1-3 with A-E.

- 1 Joana's TV News \_\_, \_\_
- 2 Friends from School \_\_
- 3 Build This! \_\_, \_\_

- A People can write to this show.
- B There aren't many shows like this for teenagers.
- C It gives an opinion about the latest movies and TV shows.
- D The teenagers on this show are very creative.
- E This show is funny.

## Communication

5 Match the reactions 1-4 with the phrases A-D.

- 1 interest A Do you? I don't. / Don't you? I do.
- 2 surprise B Me too! / Oh, totally!
- 3 you agree C No way! / You're kidding!
- 4 you disagree D Really? / That's interesting.

6 Work in pairs. Ask and answer questions about the TV shows in Exercise 1. Use the phrases in Exercise 5.

Do you like watching dramas?

No, I don't.

You're kidding! Why not?



When you talk to someone, it's important to show interest, surprise, agreement, or disagreement. This is part of a good conversation.



## Indefinite pronouns

### 1 Read the blog and discuss the questions.

- Can anyone be a famous singer?
- Do you think that being famous is easy or difficult?

### 2 Look at the blue words in Exercise 1. Circle to complete the Language tools.

#### LANGUAGE TOOLS

- We use *someone, anyone*, and *no one* to talk about <sup>1</sup>...  
**A people** **B things**
- We use *something, anything*, and *nothing* to talk about <sup>2</sup>...  
**A people** **B things**
- We use indefinite pronouns with a verb in the <sup>3</sup>... form.  
**A singular** **B plural**
- We use *someone* and *something* mostly in <sup>4</sup>... sentences.  
**A affirmative** **B negative**
- We use *anyone* and *anything* mostly in <sup>5</sup>...  
**A affirmative sentences** **B negative sentences and questions**
- We use *no one* and *nothing* with the verb in the <sup>6</sup>... form, but these words have a negative meaning.  
**A affirmative** **B negative**

>> Grammar reference page 136



### Is it easy to be a music star?

Last week, I asked my friends what jobs they would like to do in the future. A few want to do **something** with music. But **no one** knows how to do it. So how do you become a music star?



Can **anyone** be a famous singer? Can't you just get a cell phone and sing **anything** to the camera? My dad says that **nothing** in life is easy. We usually think being famous looks easy, but it isn't. To find out more, I spoke to **someone** who knows a lot about this topic. Sam is 18 years old and has a beautiful voice. His mom makes videos of him singing at home and posts them online. Over 200,000 people watch Sam's amazing videos every week.

Read more ►

#### COMMON ERROR

- ✗ I watched ~~one thing~~ interesting last night.
- ✓ I watched **something** interesting last night.
- ✗ ~~Are~~ anyone helping Dad make dinner?
- ✓ **Is** anyone helping Dad make dinner?

### 3 Circle the correct answers to complete the conversation.

- ALBA** I think <sup>1</sup>**someone** / **anyone** is trying to open the kitchen window. I can hear <sup>2</sup>**nothing** / **something** outside.
- MELISA** I can't hear <sup>3</sup>**anything** / **something**.
- ALBA** Are you sure there isn't <sup>4</sup>**nothing** / **anyone** there? Can you go and check, please?
- MELISA** <sup>5</sup>**Anyone** / **No one** is outside. It's your cat. He's trying to get out.



### 4 Complete the sentences so they are true for you.

- No one knows that I \_\_\_\_\_.
- I don't know anything about \_\_\_\_\_.
- Something I really want to do is \_\_\_\_\_.
- Nothing is better than \_\_\_\_\_.

### 5 Work in pairs. Read your sentences from Exercise 4 and respond.

No one knows that I hate chocolate.

Really? That's interesting.



## Giving opinions about TV shows

1 Look at the pictures and listen to the conversation. Mark (✓) the TV shows you hear.



2 Listen again. Mark (✓) the correct columns.

Who ...	Natalia	Leo
1 says they enjoyed the cooking show?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 says the children on the cooking show were friendly?	<input type="checkbox"/>	<input type="checkbox"/>
3 says the new music show is boring?	<input type="checkbox"/>	<input type="checkbox"/>
4 enjoyed the songs on the music show?	<input type="checkbox"/>	<input type="checkbox"/>
5 didn't like the singers on the music show?	<input type="checkbox"/>	<input type="checkbox"/>

3 Complete the Useful language with the words in the box.

found most mind neither enjoyed think

### Useful language

What did you <sup>1</sup> \_\_\_\_\_ of ... ?

I really <sup>2</sup> \_\_\_\_\_ it. Did you?

What I liked the <sup>3</sup> \_\_\_\_\_ was ...

Not really.

I <sup>4</sup> \_\_\_\_\_ it really/very/  
incredibly (boring/exciting).

I didn't <sup>5</sup> \_\_\_\_\_ it.

Me too / Me <sup>6</sup> \_\_\_\_\_.

4 Complete the conversation with the Useful language and your own ideas. Then role play with a partner.

A: What did you \_\_\_\_\_ the new \_\_\_\_\_ show?

B: I really \_\_\_\_\_. Did you?

A: I found it \_\_\_\_\_. And you?

B: What I liked \_\_\_\_\_ was \_\_\_\_\_. What about you?

A: I \_\_\_\_\_.

5 Think of a TV show you watched last week and write notes.

- What show did you watch?
- What did you think of it?
- Why?

6 Work in pairs. Talk about the TV show in Exercise 5.

I watched a new drama. I found it very interesting. What I liked the most was ...

I watched a talk show with my parents. I didn't enjoy it because ...



## A movie review

- 1 Read the movie review. Circle the writer's opinions.

The writer thinks *Dazzler and the Magic Door* is ...

- A the best movie of the summer.  
B happy and sad.  
C good for adults and teenagers.  
D great for teenagers.

- 2 Read the review again. Circle the correct answers.

- 1 The writer feels ... about the movie.  
A bored B excited  
2 The movie was about a boy from a ...  
A big city B small town  
3 Dazzler is Mark's ...  
A dog B friend from school  
4 Dazzler finds a strange ... in the forest.  
A door B box  
5 The beginning of the movie was ...  
A exciting B boring

- 3 Complete the Useful language with words from the review.

### Useful language

It was about ...

The story/music was (exciting/loud).

It <sup>1</sup> \_\_\_\_\_ me (laugh/cry).

There were some really happy/sad/funny

At the <sup>2</sup> \_\_\_\_\_/end, ...

<sup>3</sup> \_\_\_\_\_.

- 4 Look at the review again. Match the paragraphs 1–3 with the information A–C.

- A what the writer liked/didn't like about the movie \_\_\_\_  
B general information about the movie \_\_\_\_  
C details about what happens in the movie \_\_\_\_

- 5 Plan a review of a movie you watched. Write notes for three paragraphs.

Paragraph 1	Paragraph 2	Paragraph 3

- 6 Write your movie review. Use your notes from Exercise 5 to help you.



**Dazzler and the Magic Door**

1 The best movie I saw this summer was *Dazzler and the Magic Door*. It was about a boy named Mark and his dog, Dazzler. I know it doesn't sound very exciting, but it made me laugh and cry.

2 In the movie, Mark lives in a small town. He's quite shy and he doesn't have many friends. But his life changes. One day in the forest, Dazzler finds a door in a tree. When Mark opens it, he enters another world. In this new world, he makes new friends and has lots of adventures.

3 I think *Dazzler and the Magic Door* is a great movie for all teenagers. At the beginning, it was a bit boring because not a lot happened. But then it got better. The story was exciting, but there were some really sad moments, too. I loved it!

Open the door to adventure!

### Remember to:

- Organize your review into three paragraphs.
- Say what happens in the movie.
- Use adjectives to describe the story and the music.
- Say which part of the movie you liked or didn't like and explain why.

## World festivals

1 Watch the video. Mark (✓) the types of music you hear.

- |             |                          |          |                          |             |                          |
|-------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| 1 flamenco  | <input type="checkbox"/> | 4 reggae | <input type="checkbox"/> | 7 pop       | <input type="checkbox"/> |
| 2 salsa     | <input type="checkbox"/> | 5 jazz   | <input type="checkbox"/> | 8 classical | <input type="checkbox"/> |
| 3 Bollywood | <input type="checkbox"/> | 6 rock   | <input type="checkbox"/> | 9 hip-hop   | <input type="checkbox"/> |

2 Work in groups. What type of music do you like? Ask and answer questions.

Do you like jazz?

I've never listened to jazz.

3 Look at the text and pictures. Mark (✓) the correct text type.

- ☐ an ad/advertisement: a notice that gives information about something you can buy
- ☐ a journal: a description of what you have done, like a diary
- ☐ a newspaper review: a report in a newspaper that gives an opinion about something

4 Read the text. What types of music and dance from Exercise 1 did the writer enjoy at the festival?

5 Read the text again. Complete the sentences with the blue words in the text.

- I'm learning to play the piano, and my brother is learning the guitar. We want to be \_\_\_\_\_ when we're older.
- You can learn something new in a \_\_\_\_\_. The teachers help you learn to dance, sing, and cook.
- I \_\_\_\_\_ with some students from Brazil at a concert last night. We're going to write to each other.
- In the summer, we stayed at a beautiful \_\_\_\_\_ by the ocean. The view from our tent was amazing.
- I like to \_\_\_\_\_ on the weekend. Sometimes it is good to rest and do nothing.
- I bought traditional Mexican tacos from the \_\_\_\_\_ at the festival.

6 Read the text again. Answer the questions.

Where can you ...

- listen to music? Open Air stage.
- put up your tent? \_\_\_\_\_
- learn how to dance? \_\_\_\_\_
- learn how to cook? \_\_\_\_\_
- buy dinner? \_\_\_\_\_



campground | campsite  
bathroom | toilet

7 Work in pairs. What things would you like to do at the WOMAD festival? Why?

I think the dance workshops sound fun because I really like dancing!

I love trying different foods so I would like to go to the food trucks.

COLLABORATION PLUS



Project 2:

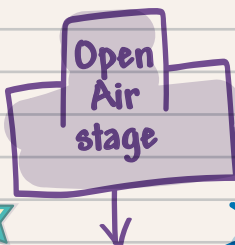
Write a program for a music and film festival.





# WOMAD!

Wow! Last weekend I went to the WOMAD festival (World of Music and Dance) in England with my aunt. She lives close by and goes every year. It was so **AMAZING!** There were so many things to see and do. My favorite things were ...



★ We spent a lot of time watching bands in this big, beautiful tent. We saw a cool flamenco band from Spain, and on Sunday night there was a fantastic salsa band from Cuba. We danced so much our feet hurt!



Salsa band from Cuba

★ There were lots of different types of food from all over the world! I wanted to eat everything, but there wasn't enough time. I really liked the Chinese chicken and rice, but nothing was as good as the food from the Lebanese **food truck**. It was the best!



Lebanese food - yum!



Julia and me

★ In one **workshop**, I learned how to do Bollywood dancing! It was really fun, and the dancers were so beautiful and creative. In another workshop, I learned to play a special type of drum with a folk band from Ireland.



Food truck



Let's dance!

## Campground

★ I loved camping, but not the bathrooms - yuck! There was a great food truck near the **campground**. We bought breakfast there every day! I **made friends** with a girl in the next tent. Her name was Julia and she was from Wales. We want to meet up again at WOMAD next year. I can't wait!



★ Some of the **musicians** gave workshops about how to cook food from their countries. I watched a reggae band from Jamaica teach us how to make a delicious vegetable curry. They told funny stories, sang, and played their instruments - it was very interesting!





# Communication

Showing you don't understand  
what someone is saying



- 1 Imagine someone is telling you something in English, but you don't understand everything. How can you show you don't understand? Circle the correct answer.
- A You keep quiet and smile.
  - B You say, "Really?"
  - C You say, "Sorry. Can you say that again, please?"
  - D You nod (move your head up and down).

- 2 Listen to the conversation. What is Casey explaining to her brother?

- A how to take a photo
- B how to record a video
- C how to watch a video



- 3 Listen again. Complete the Useful language with the words in the box.

mean moment ✓ on following  
I see again don't

Useful language	Why do we use this phrase?
1 Uh-huh.	U
2 Just a <u>moment</u> . I'm not _____ you.	
3 Go _____.	
4 Really?	
5 Sorry, say that _____.	
6 OK, _____.	
7 Sorry, I _____ understand.	
8 What do you _____?	

- 4 Why do we use the Useful language? Write *U* (to show we understand) or *DU* (to show we don't understand).

- 5 Choose a topic from the box to talk about and write notes. Use a dictionary to find four or five new words.

- A famous person you like and why you like them
- A description of your dream home of the future
- The best and worst things about your village/town/city/country

worst thing – the subway  
new words – awful, not reliable

- 6 Work in pairs. Take turns talking about your topic. Use the Useful language to show when you understand or don't understand.

The subway in the city center is awful ... it's not reliable.

Sorry, I don't understand. What do you mean?

There is always a problem on the subway. The trains are usually late.

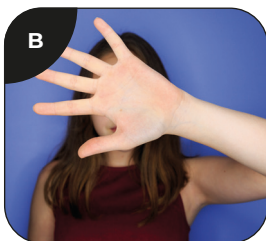
Really?



# SELF-ASSESSMENT

- 1 Imagine you're one of the teenagers A-E. Write a description of your personality. Use the phrases in the box, and be creative.

My friends say I'm ... because ... I think I'm (a bit/very) ... For example ...  
I can sometimes be ... For example ...



- 2 Work in pairs. Read your description from Exercise 1 for your partner to guess who you are.

- 3 Circle how you feel about describing someone's personality.

- A I can do this well and want to learn more words to describe people.  
B I feel confident doing this with the words and phrases I already know.  
C I need more time to practice this. It's a bit difficult at the moment.

- 4 Choose a title and write a story using the simple past. Use questions 1-5 to help you.



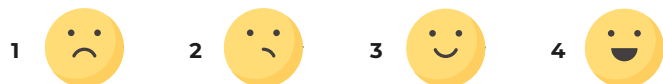
- |                                   |  |
|-----------------------------------|--|
| 1 Why were you alone in the city? | 1 Why did your family have a barbecue? |
| 2 How did you get lost?           | 2 Who did you invite?                  |
| 3 Why did you need a map?         | 3 How did the rain change your plans?  |
| 4 How did you feel?               | 4 How did you feel?                    |
| 5 What happened in the end?       | 5 What happened in the end?            |

- 5 Work in pairs. Listen and respond to your partner's story.

Oh, no! / You're joking!

That's amazing/awful/funny!

- 6 How do you feel about telling a story using the simple past? Circle the number that is true for you. Then share with a partner and explain your choice.



I chose 2 because I'm not very confident.  
I need a lot more practice.

- 7 Choose one of these ways to become more confident using English. Then try it!

- Keep a diary in English: "What I did today" or "What I did this week."
- Tell a friend a true story about you, but change two details. Can your partner guess which details are not true?
- Play "Who am I?" Choose a famous TV or movie character. Your friends can ask ten Yes/No questions to guess who you are. If they guess correctly, they win. If they don't, you win.

Are you a woman?

Yes, I am.

Do you have long dark hair?

No, I don't.

Can you fly?