

1-1-2025

CARTILLA DE INGLÉS completa. 3RO A,B y C

PROFESORAS: ROSANA, GOROSITO-
VERGARA, ANDREA.-



EESO N° 259
JUAN VICENTE GIMÉNEZ

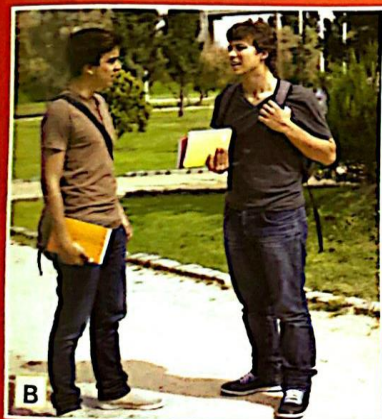
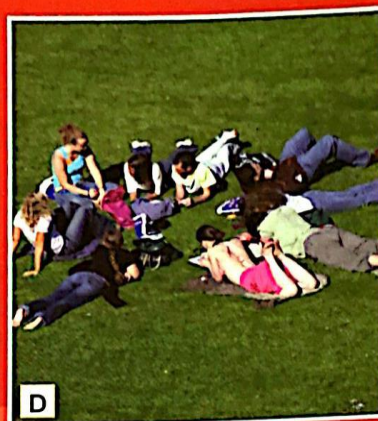
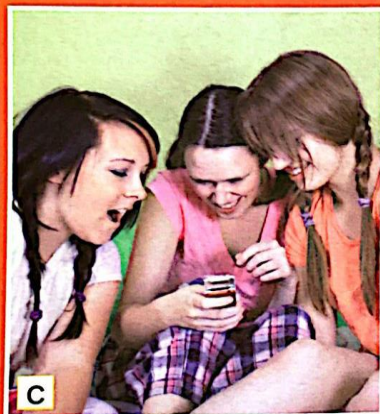
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Unit goals

- Talk about uses of computers and mobile phones
- Describe personality
- Talk about what people usually do
- Talk about what people are doing
- Compare what people are doing with what they usually do
- Ask about a person
- Write a description of a photo

Final task

- Take a quiz and share your view



1 Where are the teenage boys and girls?

2 What do you think they are they doing?

- | | | |
|--|---|---|
| <input type="checkbox"/> chatting online | <input type="checkbox"/> having fun | <input type="checkbox"/> listening to music |
| <input type="checkbox"/> singing together | <input type="checkbox"/> looking at photos | <input type="checkbox"/> taking a photo |
| <input type="checkbox"/> doing homework | <input type="checkbox"/> talking | <input type="checkbox"/> smiling / laughing |
| <input type="checkbox"/> reading an email / a text message | <input type="checkbox"/> sitting / lying in the sun | <input type="checkbox"/> speaking on their mobile |

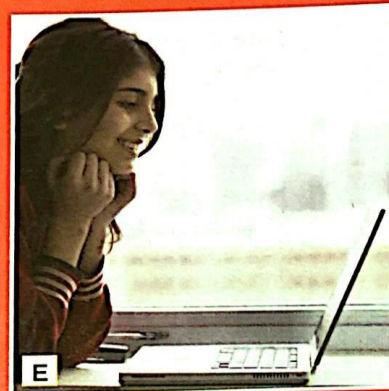
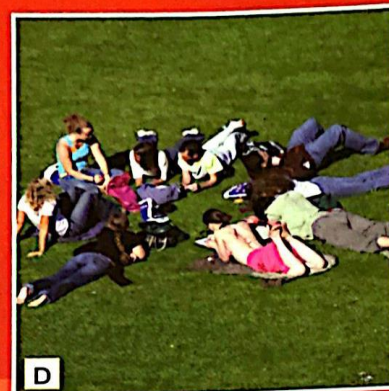
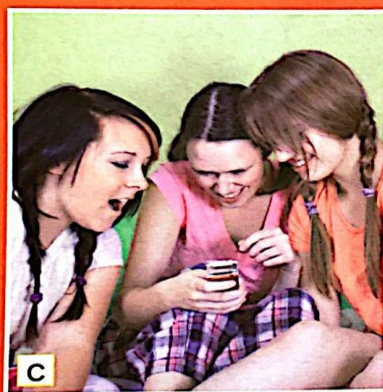
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5 Vocabulary

Uses of computers and mobile phones

- 1 Circle the activities that need the Internet.

1. chat online
2. call friends
3. send text messages
4. play online games
5. use Facebook
6. post photos
7. do research
8. take photos

- 2 Use four activities from Exercise 1 to complete the texts.



Kevin's favourite possession is his computer. He always uses it to
 1 He is a good player and he often wins. He also likes to 2 to chat online with friends.



Kristie doesn't speak much on her mobile, but she always uses it to 3 to her family and friends. She also uses it to 4 Then she posts them on the Internet to share them with her friends.

Adjectives of personality

- 3 Find the adjectives and study their position.

He's good.
 She's a kind person.

- 4 Read and circle the adjectives of personality.



My best friend, Max, is very kind. He's a really fun person too. He likes to talk and he's never quiet. His favourite pastime is chatting online. He's very friendly and he chats with a lot of people.

Max says I'm very funny. He always laughs at my jokes. He also says I'm lazy and he's right! I don't like to study or do homework. I like to have a good time.

- 5 Use the adjectives you circled to complete the sentences.

1. She's very She tells good jokes.
2. He's He doesn't speak much.
3. We're We make friends easily.
4. He's a person. We have a great time together.
5. They're They don't like to work hard.
6. You're very Thank you for your help.

5 Grammar

Present simple and present continuous

Study and complete the table.

| Present simple | Present Continuous |
|---|--|
| I always use Facebook. | Today I'm Twitter. |
| He online every day. | He's playing with a Chilean friend right now. |
| We watch a film once a week. | We watching a comedy now. |
| She always chats with her friends. | She isn't with a stranger. |
| Do you usually post comments? | you posting a comment now? |

(See Grammar Reference 5, Extra Practice book, p. 18)

- 1 Look at the table and classify the time expressions.

• right now • always • now • usually
• every day • today • once a week

| Present simple | Present continuous |
|----------------|--------------------|
| always | right now |

- 2 Complete with the present simple or present continuous form of the verbs.

- He usually (do) his homework early in the afternoon but today he (do) it in the evening.
- I always (watch) TV before going to bed, but now I (not watch) TV. I (read) a book.
- she (walk) to school every day? Yes, she usually (walk) to school, but today she (ride) her bike.
- 'What you (do)?' 'Right now I (take) a break and I (listen) to my music.'

- 3 Look at the pictures and write sentences comparing Mark's routine with what he's doing today.

Example: Mark usually has breakfast in the kitchen, but today he's having breakfast in bed.

On a typical day

Today



Object pronouns

Study the examples and complete the rules.

I want to see those photos. Can you please show **them** to **me**?

↓
subject pronoun

↓
object

↓
pronouns

- pronoun + verb
- verb + pronoun
- preposition + pronoun

(See Grammar Reference 5, Extra Practice book, p. 18)

4 Underline the subject pronouns and circle the object pronouns.

1. They chat with me.
2. Do you want to use it?
3. He gave her a flower.
4. I'm listening to you.
5. We're writing to him.
6. It's for them.
7. She's talking to us.
8. They're looking at you.
9. Is he reading it right now?
10. We would like to invite you to our party.

5 Complete the table.

| Subject pronoun | Object pronoun |
|-----------------|----------------|
| I | |
| you | |
| he | |
| she | |
| it | |
| we | |
| they | |

6 Complete the sentences with object pronouns.

1. They're very rude. Don't chat with
2. Where's Sonia? Send a text message.
3. I use Facebook. Do you use too?
4. Do you like it? I can lend it to
5. These photos are great. Post on your site.
6. We want to know. Tell about it.
7. I'm talking to you. Listen to
8. He's a stranger. Don't give your address.

7 Write the sentences again. Use subject and object pronouns to replace the underlined words.

1. Maria never uses Twitter.
2. Teo and Ricky always visit Sonia.
3. Simon is looking at [your name].
4. Exercise is good for Tom.

5 Writing

Write a description of a photo



This is a photo of my cousin Vicky. She is nice and friendly. She is real fun to be with so we always have a great time together.

In the photo, she is listening to music, singing and dancing. She always listens to music on her MP3 player but she doesn't always sing and dance. She is singing and dancing *because* she is very happy. It is Friday and she has no homework for next week!

Writing rule

Conjunctions: *and, but, because* and *so*

And gives *extra* information.

*Vicky is really nice **and** she has got lots of friends.*

But gives *contrasting* information.

*Martin tells many jokes **but** he isn't funny.*

Because gives a reason *why*.

*I can't text her **because** she hasn't got a mobile.*

So gives a *consequence*.

*My computer is broken **so** I can't use it.*

- 1 a) Read the description on the notepad and find the following information.

1. Vicky's personality.
2. The reason why she is dancing.

- b) Look at the description again and find examples of *and, but, because* and *so*.

Writing rule

Tenses in descriptions

Use the present continuous to describe what the person is doing.

To enrich your description, use the simple present to give related information about what the person always, usually or never does.

- 2 Look at the description again and answer the questions.

1. What is Vicky doing in the photo?
2. Does she always listen to music on her MP3 player? Does she always sing and dance?

- 3 Now it's your turn!

- Get a photo of a friend. Write a description of him / her.
- Compare what he / she is doing in the photo with what he / she always / usually does.
- You can also use a photo from a magazine and invent the information! Use these questions as a guide.
 - What is he / she like?
 - What is he / she doing in the photo?
 - What does he / she always / usually do?

Vocabulary

1 Match.

- | | |
|----------|-----------------|
| 1. speak | a. Facebook |
| 2. use | b. games |
| 3. play | c. photos |
| 4. take | d. on the phone |
| 5. post | e. research |
| 6. chat | f. a friend |
| 7. do | g. online |
| 8. text | h. comments |

2 a) What do you use your computer for? Tick the activities you do.

- | | |
|--------------------------------|--------------------------|
| 1. stay connected with friends | <input type="checkbox"/> |
| 2. do research | <input type="checkbox"/> |
| 3. chat on MSN | <input type="checkbox"/> |
| 4. check the weather | <input type="checkbox"/> |
| 5. do homework | <input type="checkbox"/> |
| 6. send emails | <input type="checkbox"/> |
| 7. play games | <input type="checkbox"/> |
| 8. post comments | <input type="checkbox"/> |
| 9. watch films/videos | <input type="checkbox"/> |
| 10. download music | <input type="checkbox"/> |
| 11. shop online | <input type="checkbox"/> |
| 12. listen to music | <input type="checkbox"/> |

b) Write five sentences about yourself using activities from Exercise 2 a). You can write about when, why or how often you do them.

- I sometimes send emails to my teachers.
-
-
-
-
-

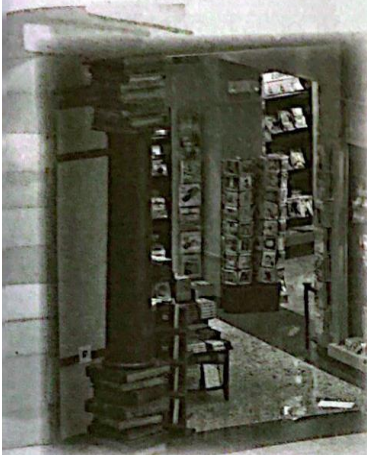
3 Complete the sentences to describe Anna. Use the words in the box.

- | | | |
|---------|------------|--------|
| • funny | • fun | • kind |
| • quiet | • friendly | • lazy |

- Anna doesn't like to work hard. She's a bit
- She helps other people. She's really
- She always makes me laugh. She's very
- She talks a lot. She's never
- She likes to make new friends. She's really
- She's not boring. She's a person.

Reading

1 Read the article.



BOOKS AND BOOKSHOPS: IS THERE ANY HOPE FOR THEM?

We live in a digital age. People download music and watch films online. As a result a lot of record shops and DVD shops are closing. The number of bookshops is also going down as more and more people are buying real or electronic books online. Is there any hope for books with real pages? And for bookshops? This is what booklovers have to say.



I live in a small town. I love to go to the local bookshop near my home. They have comfortable chairs to sit down and browse books. The shop owner knows me well and often helps me choose the right book. I like real books with real pages! **—Cathy**

I usually order books online. Amazon is my favourite website. Their prices are really good and they deliver books to your home in just a few days. In my country you can get all kinds of books online. It's great! **—Junior**



I got an e-reader for my birthday—a perfect gift! What's so good about it? You can have a lot of books on it. You only need Internet access and a credit card. You click "Download" and you get the e-book you want in a few seconds! The problem is that some books are not available as e-books. And e-books are not available in all languages. **—Kristie**

2 Complete with *real books*, *e-books*, *online* and *at bookshops*.

- Cathy likes to read and she buys them
- Junior likes to read and he buys them
- Kristie likes to read and she buys them

3 Complete the chart with information from the texts.

| | Advantages |
|---------------------------|------------|
| Buying books at bookshops | |
| Buying books online | |
| Having an e-reader | |

Grammar

1 a) Read the sentences and circle the time expressions.

1. She a violin lesson every week. (take)
2. I on MSN at the moment. (not chat)
3. They a Geography test right now. (take)
4. She Facebook every day. (not use)
5. he usually online? (play)
6. he his computer now? (use)

b) Complete the sentences with the present simple or present continuous forms of the verbs in brackets.

2 a) Read the text.



The Slaters are not always on holiday! They usually work very hard. They live and work in Coventry. Mr Slater is a teacher in the centre of town and Mrs Slater is a doctor in a local hospital. Rose and Richard go to the same school near their home. They like school a lot.

They all like travelling and go to a different country every year. This year they

are having a great holiday in Spain. Right now they are sitting in a street café. Mr and Mrs Slater are having coffee. Richard is eating an ice cream. Rose is looking at a dog. The dog looks hungry. It wants some ice-cream.

b) Write questions and answer them.

1. Where / the Slaters / live?
Where do the Slaters live?
They live in Coventry.
2. What / they / do / right now?

3. Where / Mrs Slater / work?

4. What / Richard / eat?

c) Correct the sentences.

1. The Slaters live in London.
They don't live in London.
They live in Coventry.
2. Mrs Slater works in a school.

3. Rose is looking at a cat.

4. Richard and Rose go to different schools.

5. Mr and Mrs Slater are working.

Listening

- 3 Complete the text with the correct form of the verb. Use the present simple or present continuous.

Miriam is an interpreter and she ¹ *travels*.. (travel) to many countries. She ² (speak) Spanish, French and English. At the moment she ³ (read) a book of poetry on the plane to Paris. She ⁴ (listen) to her favourite music – heavy metal! She ⁵ (like) her job, but she ⁶ (want) to be a poet.


- 4 Complete the sentences with your own ideas. Use the present continuous.


Brenda is a student. Today is different because it's a holiday.

- Brenda has breakfast at 6.00, but today she
- Brenda has lunch in the school canteen, but today she
- At 5.00 Brenda usually does her homework, but today she
- At 10.00 Brenda goes to bed, but today she

- 5 Complete the sentences with the correct object pronoun.

- Do you have my mobile phone? Please give it to
- We are playing *Monopoly*. Do you want to play with ?
- Where is Tommy? Why don't you call ?
- Sarah looks sad these days. Let's invite to the cinema.

- 1 a)  Listen to the conversation.
15 Can Nadia go out with Mark today?
Why / Why not?

- 16 b)  Listen again. True or false?

- Nadia is watching a comedy. ☐
- Mark is downloading music. ☐
- Mark is doing homework. ☐
- Mark's Maths teacher always gives him homework. ☐
- Nadia is doing homework. ☐
- Nadia's Maths teacher never gives her homework. ☐
- Nadia is playing the piano. ☐
- Nadia plays the piano. ☐
- Nadia has piano lessons every Tuesday. ☐

- 17 c) Complete the first part of the conversation.

MARK: Hi, Nadia. It's me, Mark.

NADIA: Hi, Mark. How are you?

MARK: I'm fine. What ¹ you ²

NADIA: I ³ a comedy. It's really funny. And you?

MARK: Well, I ⁴ to music and ⁵ my Maths homework. It's so long—30 exercises in all!

NADIA: That sounds like a lot.

MARK: Well, our Maths teacher always ⁶ us a lot of homework.

NADIA: That's terrible. Our Maths teacher doesn't usually gives us homework. And I ⁷ have any homework for tomorrow!

- d)  Listen again and check.

Self-check

Vocabulary

1 Complete the sentences.

1. I like to photos on Facebook.
2. Please me a text message when you get home.
3. I sometimes online games.
4. She loves to on MSN.
5. We often use the Internet to research.

2 Write an adjective for each description.

1. This person makes me laugh.
2. This person never works hard.
3. This person doesn't talk much.
4. This person is nice to others.

Grammar

3 Complete with the present continuous.

1. Chris (not / play) football.
He's at school.
2. Where (Billy / go)?
3. John (listen) to music.
4. Bob and Ruth (not / work).
They're on holiday.

4 Complete with the present simple.

1. Maria (not / make) friends online.
2. What kind of information
(she / have) on her profile?
3. What (you / use) your computer for?
4. We (not / do) homework on Fridays.

5 Use the information to write sentences.

1. Sophie / usually / listen / pop music / but / now / rock
*Sophie usually listens to pop music.....
but now she's listening to rock.....*
2. Marian / always / read / novels / but / right now / the newspaper
.....
3. My friends / usually / play / video games / but / now / chess
.....
4. we / always / work hard / school / but / today / celebrate / its anniversary
.....

6 Complete with object pronouns.

1. She's so pretty. Here's a photo of
2. We don't understand this exercise. Can you please help ?
3. Peter's over there. Please call
4. I haven't got a pen. Can you lend one?
5. Where are my keys? I can't find !

English in use

7 Answer about yourself.

1. What are you doing right now?
.....
2. What time of the day is it?
.....
3. What do you usually do at this time of the day?
.....



Moments in time

In this unit, we will ...

- talk about our emotions
- talk about the past
- use adjectives to describe objects, situations, and events
- write about special memories
- read about important people and events in world history
- do a survey about other students' first day at secondary school

What events can you see in the photos?
Why are they special?

5 We were really surprised

Get going

1 What news do you find interesting? How do you find out about it?

2 58 Match the newspaper headlines 1-3 to the reactions a-c. Then listen and check.

1 15th May, 2014
Google releases Google Glass

a We were excited because he was from our country. His photos of Earth were incredible. I was scared about the dangerous return journey. But he was OK!
Amelia, 14

2 18th August, 2016
Argentine men's hockey team wins gold medal at Rio Olympics

b It's a computer that you wear on your head. I was excited about it because it was new. But it wasn't popular at all. I think people were embarrassed to wear it!
Eun-Ji, 15

3 18th June, 2016
British astronaut Tim Peake returns to Earth after six months in space

c We weren't very confident and we were nervous for the players in the final. So we were really surprised with the fantastic result!
Enzo, 15



Vocabulary Emotions

3 Choose the correct emotions.



1 nervous / excited



2 upset / excited



3 bored / worried



4 scared / upset



5 embarrassed / surprised



6 worried / confident



7 surprised / angry



8 bored / confident



9 embarrassed / nervous



10 scared / angry

4 59 Listen and check. Then listen again and repeat.

Listening

5 60 Listen to the people. How do they feel? Choose from the words below.

bored confident embarrassed
excited surprised worried

1 excited 4 _____
2 _____ 5 _____
3 _____ 6 _____



Get together

Think of an event for each of the emotions below.

angry excited nervous scared upset

I feel very excited before a holiday!

Moments in time

5

Grammar

Verb be: past simple affirmative

1 Read the examples. Then complete the table.

I **was** scared.

We **were** nervous.

| Affirmative | |
|------------------|--------------|
| Subject pronoun | Verb |
| I | was |
| ¹ You | were |
| He | was |
| She | ² |
| It | ³ |
| We | were |
| You | ⁴ |
| They | ⁵ |

2 Match the sentence halves. Then complete the sentences with **was** or **were**.

1 The 2016 Olympic Games **d**

2 Argentina and Germany

3 Laika the dog

4 Parana

a the capital of Argentina from 1853 to 1861.

b one of the first animals in space.

c in the football World Cup final in 2014.

d **were** in Brazil.

Verb be: past simple negative

3 Read the examples. Then complete the table.

It **wasn't** popular.

We **weren't** very confident.

| Negative | | |
|-----------------------|--------------|--------------|
| | Long form | Short form |
| I / He / | was | wasn't |
| ¹ She / It | ² | |
| We / You / | ⁴ | ⁵ |
| ³ | | |

4 Complete the sentences with **wasn't** or **weren't** and the adjectives below.

confident nervous scared upset

1 The children **weren't nervous** on their first day at school because their teacher was very nice.

2 Adele before her concert, but it was fantastic.

3 Only a few people were at my birthday party, but I

4 Tim Peake's journey back to Earth was dangerous, but he

5 Complete the text with **was**, **were**, **wasn't**, or **weren't**.

In the UK, people ¹ **were** very excited about Tim Peake's trip into space, but he ² the first British astronaut. The first British astronaut ³ a woman called Helen Sharman. In 1991, aged 27, she ⁴ one of a group of astronauts on a trip to the Russian Mir space station. Together, they ⁵ there for eight days. Helen doesn't know why she ⁶ one of those fortunate people. But she thinks it's because she ⁷ good in a team, and rarely nervous or scared. Those eight days on the space station ⁸ always easy. There were a lot of technical problems. Things ⁹ often difficult for the astronauts. But Helen has only good memories of her time in space. And she's happy that she ¹⁰ part of this important event in history.



6 Choose three of the events below and describe your emotions during them. Use the verb **be**: past simple and the adjectives below.

angry bored confident embarrassed excited nervous scared surprised upset worried

1 Your first school trip

I was five years old and I was very excited.

2 The end of primary school

3 A recent party

4 A serious accident in the news

5 A recent international sports event

Extra practice: pp.88-89

Workbook: pp.W18-W19

57

5

A dangerous expedition

Get going

- 1 Look at the photo. Where is it? Would you like to go there? Why? / Why not?



- 2 61 Read and listen to the interview about Lewis Clarke. What is special about him?

In 2014, Lewis Clarke was one of the first teenagers to reach the South Pole. Every year, hundreds of explorers travel to the South Pole in Antarctica. But they are rarely still at school!

Maria: How old was Lewis Clarke?

David: Only sixteen.

Maria: That's amazing. Was he alone?

David: No, he was with a guide. It was a long journey. They were on skis for eight hours every day.

Maria: What was the weather like?

David: It was awful – temperatures of -40 degrees!

Maria: Were they in Antarctica for a long time?

David: Yes. Fifty days in total.

Maria: And were his family worried?

David: Yes, I think it was a scary time for them. It was a very dangerous journey.

Maria: But an exciting one, too!

3 Answer the questions.

- 1 When was the expedition?

- 2 How cold was it?

- 3 How long was Lewis there?

Vocabulary Adjectives to describe objects, situations, and events

- 4 Match the adjectives below to the photos.

amazing confusing dangerous exciting noisy
quiet scary strange worrying



1 confusing



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- 5 62 Listen and check. Then listen again and repeat.

6 Complete the sentences with adjectives from Exercise 4.

- 1 There's a two-year-old boy alone in the street. It's dangerous.
- 2 Listen to Beyoncé's new album. The songs are _____!
- 3 The hotel is full of excited children on a school trip. It's very _____ in there!
- 4 My new school is really big and _____. I can't find my classroom!
- 5 *Anna Dressed in Blood* is a horror novel. It's really _____.
- 6 A lot of people don't eat healthy food. This is a _____ situation.



Get together

Work in groups. Take turns to imagine a news event. The other students say an adjective to describe the event.

A famous singer is coming to your town.

Exciting!

Moments in time

5

Grammar Verb *be*: past simple questions and short answers

1 Read the examples. Then complete the table.

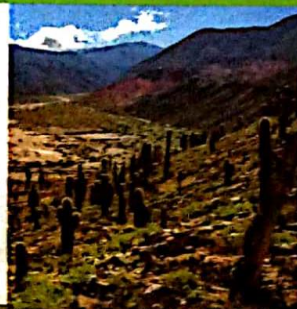
Was he alone? Were his family worried?

| Questions | Short answers | |
|--------------------------|-------------------------|---------------------------|
| | Affirmative | Negative |
| Was I ... ? | Yes, you were. | No, you 'weren't'. |
| Were you ... ? | Yes, I 'was'. | No, I wasn't. |
| 'Was he / she / it ... ? | Yes, he / she / it was. | No, he / she / it wasn't. |
| 'Were we ... ? | Yes, you 'were'. | No, you weren't. |
| Were you ... ? | Yes, we were. | No, 'weren't'. |
| Were they ... ? | Yes, 'were'. | No, they weren't. |

2 Read Carolina's blog about Jujuy. Then read the questions about it and match them to the correct answers.

Carolina's travels

This year, my parents and I were in the Humahuaca valley in the Andes of north-west Argentina. We were only there for one day, but it was a brilliant trip. The mountains were amazing, the villages were very attractive, and the weather was hot. A lot of tourists were there, too, and sometimes they were noisy. But it was a great experience!



- | | |
|-------------------------------------|---------------------|
| 1 Was Carolina in the Andes? | a No, she wasn't. |
| 2 Was she alone? | b No, they weren't. |
| 3 Were there a lot of people there? | c No, it wasn't. |
| 4 Were the tourists quiet? | d Yes, she was. |
| 5 Was the weather good? | e Yes, it was. |
| 6 Was it a long visit? | f Yes, there were. |

3 Read the sentences. Then write questions and short answers with the prompts and *was* / *were*.

- My holiday in Uruguay was amazing.
Was it good (it / good)? Yes, it was.
- Tim Peake's time in space was very interesting.
(it / boring)?
- The explorers were in temperatures of -30 degrees.
(they / cold)?
- We were at a terrible basketball game last night.
(you / excited)?

Verb *be*: past simple *Wh*- questions

4 Look at the examples. Then study the table.

How old were you?

What was the weather like?

| | | |
|-----------------|------|---------------|
| What | was | it like? |
| How long | was | it? |
| How many people | were | at the party? |
| When | were | you born? |
| Why | was | it scary? |

Focus

Grammar: *I was born*

When we talk about our date of birth, we use the verb *be*: past simple and *born*.

'When were you born?' 'I was born in 2004.'

5 Reorder the words to make information questions. There is one extra word in each question. Then write your own answers to the questions.

1 old / in 2010 / you / how / were / what / ?
How old were you in 2010?

I was ...

2 parents / how long / were / your / when / born / ?

3 like / first day / what / why / your / at school / was / ?

4 first / was / school / where / many / your / ?

5 friends / was / your / at primary school / were / who / ?



Pairwork

Work with a partner. Complete the activity.

→ Student A:
go to page 79.

→ Student B:
go to page 93.



Extra practice: pp.88-89



Workbook: pp.W18-W19

59

5 Writing about memories

Practical English

- 1 Read Ben's description of his first day at school. Was it a good day?



I remember my first day at school very well. It was 9 a.m. and I was with thirty other four-year-old children. Some were nervous, some were upset, and others were excited. The building was big and confusing. However, there were lots of interesting things in the classroom, and the reception class teacher, Mr Cooper, was nice.

First, there was an art class. Mr Cooper was very happy with my picture. Next, it was break. There were lots of toys and games outside, and there were bikes, too. Then it was lunchtime – the pasta was delicious! After that, there was a music lesson. There were lots of my favourite songs, so it was great fun.

Finally, it was 3.15 p.m. and all our parents were outside the classroom. It was the end of a long day, but I was very happy and excited.

- 2 Read the description again and answer the questions.

1 How many children were in the classroom?

There were 31 children.

2 Who was Ben's teacher?

3 Was Mr Cooper happy with Ben's drawing?

4 Why was the music lesson great fun?

5 Who were outside the classroom at the end of the day?

- 3 What adjectives does Ben use to describe these things?

1 The school big, confusing

2 The other children

3 Things in the classroom

4 His teacher

5 How he feels at the end of the day

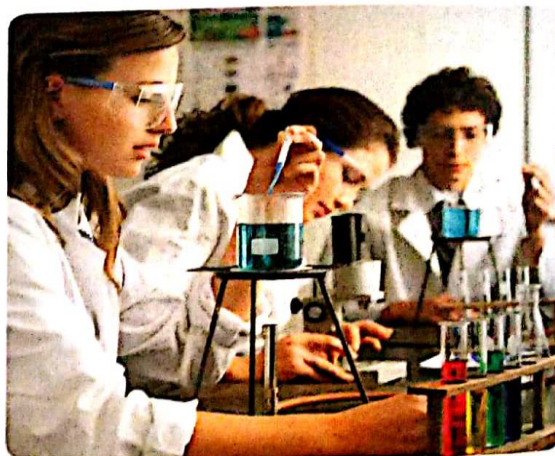
Focus

Writing skills: Sequencing words

We use the words *first*, *next*, *then*, *after that*, and *finally* to put a series of events in a sequence. The words describe the order of the sequence.

The words *after that*, *next*, and *then* all have the same meaning.

Sequencing words usually go at the beginning of a sentence.



- 4 Put the sentences about the first day at secondary school in the correct order. Then complete them with sequencing words. There is more than one correct answer.

_____, at 2 p.m., there was a science lesson.

_____, it was time for lunch in the cafeteria.

_____, there were games outside – the last activity of the day!

1 First, there was a meeting with our new teacher at 9 a.m.

_____, there was a walk around the school at 10 a.m.

Grammar *there was / there were*

1 Read the examples. Then complete the tables.

There were lots of interesting things in the classroom.
There was a music lesson after lunch.

| Affirmative | Negative |
|---|---|
| There was a desk. | There ¹ <u>wasn't</u> a desk. |
| There ² <u> </u> two desks. | ³ <u> </u> two desks. |

| Questions | Short answers |
|---|---|
| Was there a desk? | Yes, there ⁴ <u> </u> . No, ⁵ <u> </u> . |
| ⁶ <u> </u> two desks? | Yes, ⁷ <u> </u> . No, there weren't. |

2 Look at the photo of Ben's first school classroom. Choose the correct words in the sentences below.



- 1 Was there a play area?
No / (Yes) there (was) / wasn't.
- 2 There were / weren't tables and chairs.
- 3 There was / wasn't a whiteboard.
- 4 Was there a map on the wall?
Yes / No, there was / wasn't.
- 5 Were there computers on the tables?
Yes / No, there were / weren't.
- 6 There were / weren't big windows.

3 Complete the conversation about Leo's school trip with the correct forms of *there was / there were*.

Leo: I remember my school leavers trip at the end of primary school. It was to Córdoba.

Joaquín: ¹ Were there lots of people?

Leo: Yes, ² . ³ about thirty of us. We were in a big house in the countryside.

Joaquín: ⁴ a swimming pool?

Leo: No, ⁵ . But ⁶ a trip to a water park with a fantastic pool. And ⁷ lots of different activities every day! It was brilliant!

Moments in time

5



Put it together

Describe an important event to your partner. Use sentences with *was / were* and *there was / there were*.

It was my first plane journey.
I was nervous, but it was exciting.

Writing

4 Write about your memories of an important event in your life. Use one of the ideas below or your own ideas.



- Make notes about your memories. Think about these things:
What was the room, building, or place like?
Who were the people? What were they like?
What activities were there?
Your emotions during the event.
- Divide your description into three paragraphs:
Paragraph 1: Where were you and who were you with?
Paragraph 2: What were the activities during the event?
Paragraph 3: What were your feelings about it?
- Use these words and phrases in your description:
I remember because however so
- Remember to use *there was / there were* and sequencing words in your text.



Extra practice: pp.88-89



Workbook p.W20

61


5

Making history

Reading

1 What makes an event important in world history? Discuss the statements with a partner.

- a It's on TV and radio.
- b It affects a lot of people.
- c It happens for the first time.
- d People are unhappy about it.
- e It's really exciting.

2  Read and listen to the timeline of important world events.

Match each event to one of the sentences below.

- 1 There was only one woman in this job. A
- 2 He was very important to people with the same skin colour. _____
- 3 It was a new competition for sportsmen and women. _____
- 4 Her work is over 100 years old, but it helps to treat illnesses today. _____
- 5 It was an important event in a very special place. _____

3 Read the timeline again. Choose T (true), F (false), or DS (doesn't say).

- 1 Elizabeth Blackwell was a British doctor.
- 2 Marie Curie was the first female scientist.
- 3 There were 4,000 competitors in the first Paralympic Games in 1960.
- 4 Neil Armstrong and Buzz Aldrin were excited to be on the moon.
- 5 Barack Obama was US president for eight years.

| | | |
|---------------------------------------|----------------------------|-----------------------------|
| T <input checked="" type="checkbox"/> | F <input type="checkbox"/> | DS <input type="checkbox"/> |
| T <input type="checkbox"/> | F <input type="checkbox"/> | DS <input type="checkbox"/> |
| T <input type="checkbox"/> | F <input type="checkbox"/> | DS <input type="checkbox"/> |
| T <input type="checkbox"/> | F <input type="checkbox"/> | DS <input type="checkbox"/> |
| T <input type="checkbox"/> | F <input type="checkbox"/> | DS <input type="checkbox"/> |



Look it up!

a When you see a new word in a text, try to guess the meaning. Think about:

Part of speech: Is it a verb, noun, adjective, etc.?

Cognate: Does it look similar to a word in your language?

Context: Look at the other words in the same sentence or paragraph. What do they tell you about its meaning?

b Find words 1-5 in the timeline on page 63. Try to guess their meanings and write them below. Then check your answers in a dictionary.

- 1 female _____
- 2 prize _____
- 3 athlete _____
- 4 disabilities _____
- 5 election _____



The world around you

Read the questions and make notes for your answers. Then discuss the questions.

- 1 Which of the five events in the timeline is the most important to you? Why?
- 2 Think of another important world event and talk about it with your group. When was it? Where was it? Why was it important?



Making history



B In **1903**, Marie Curie, a scientist from Poland, was the first woman to win a Nobel Prize. Her work continues to be an important part of modern medicine today.



E In **2008**, Barack Obama was the first black person to win the US presidential election. He was US president from 2009 until 2017. Many black people say they now feel more confident thanks to his presidency.

1825

1850

1875

1900

1925

1950

1975

2000

2025



A In **1849**, Elizabeth Blackwell from Bristol in the UK was the first female doctor in the world. Today, there are more women doctors than men doctors in the UK.



C In **1960**, the first Paralympic Games were in Rome in Italy. There were 400 athletes from 23 countries. Today, over 4,000 athletes with disabilities compete in the Games.



D In **1969**, there was an exciting moment in space travel. Neil Armstrong and Buzz Aldrin were the first men to walk on the moon. Today, there are plans to send the first astronauts to Mars in 2024.

5 Moments in time

Vocabulary

Emotions

p.56

1 Match and write nine more adjectives.

| | |
|-------|--------|
| EMBAR | SET |
| EXCI | RED |
| WOR | RASSED |
| SC | RIED |
| UP | VOUS |
| CONF | PRIED |
| AN | TED |
| BO | ARED |
| NER | GRY |
| SUR | IDENT |

- | | |
|----------------------|----------|
| 1 <u>embarrassed</u> | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

2 Choose the correct adjectives.

- Julia is reading a horror story. She's feeling scared / surprised.
- I don't know what to do today. I'm angry / bored.
- Juan is singing at the concert. He's feeling very nervous / upset.
- I sometimes get home late. My parents are embarrassed / worried.
- I usually get good marks in maths, so I'm confident / excited about this test.
- Harry's got a ticket for the World Cup Final. He's very excited / worried.
- A girl says hello to Ben. He's bored / embarrassed because he can't remember her name.
- The teacher is angry / nervous because we're late.

3 Write sentences about you with the adjectives in brackets.

- (nervous) I feel nervous before an exam.
- (angry) _____
- (upset) _____
- (scared) _____

I can use ten adjectives to describe emotions.



Adjectives to describe objects, situations, and events

p.58

4 Look at the photos and write the adjectives.



- c o n f u s i n g
- d _ _ g _ r _ s
- s t _ _ g _
- s c _ _ y
- n _ _ _ y
- w _ _ _ y _ _ g
- e _ _ _ t _ _ g
- q u _ _ t
- a _ _ z _ _ g

5 Complete the sentences with adjectives from Exercise 4.

- The tennis final was exciting because both players were brilliant.
- Don't touch that snake! It's _____.
- I can't hear you. It's very _____ here.
- I can't do this exercise. The questions are _____.
- Are you sure the children are in the classroom? It's very _____.
- That's a _____ picture. What is it?
- I don't like horror films. They're _____.
- I love dolphins. They're _____ animals.

6 Complete the sentences with your own ideas.

- It's dangerous to run across the road.
- Walking home in the dark is _____.
- We're always _____ in exams.
- Christmas is an _____ time of year.
- The city centre is very _____.

I can use nine adjectives to describe objects, situations, and events.



Grammar

Verb *be*: past simple affirmative and negative 

1 Choose the correct words.



Valentina Tereshkova ¹was / were the first woman in space in 1963. Valentina's parents ²wasn't / weren't Russian; they ³was / were from Belarus. But their daughter ⁴was / were born in Russia in 1937. Today, most cosmonauts are scientists, but Valentina ⁵wasn't / weren't a scientist. Four hundred women ⁶was / were candidates for the special mission, but Valentina ⁷was / were the lucky one.

2 Complete the sentences with the correct past simple forms of the verb *be*.

- 1 Harry and Sam were at the football match on Saturday. (✓)
- 2 On Friday, Mia _____ at home. (X)
- 3 Holly _____ at the cinema last night. (✓)
- 4 My parents _____ angry. (X)
- 5 The weather _____ very good. (X)
- 6 We _____ on holiday last week. (✓)

3 Write sentences with the past simple forms of the verb *be*.

- 1 I / at home last night
I was at home last night.
- 2 My friends / not at the concert on Saturday

- 3 Nadia / not tired after the match.

- 4 We / worried before the exam.

- 5 My dad / not at work yesterday.


- 6 They / in Australia last summer.

I can use the verb *be* to talk about the past.



Moments in time

5

Verb *be*: past simple questions 

4 Complete the questions with *was* or *were*. Then match the questions 1-5 to the answers a-e.

- 1 Was the bus late yesterday? b
- 2 Where _____ you at eight o'clock last night? _____
- 3 _____ your parents on holiday last week? _____
- 4 _____ Dan late for school this morning? _____
- 5 _____ you and your sister ill yesterday? _____
- 6 _____ Laura at the party? _____

- a Yes, they were.
- b Yes, it was.
- c No, we weren't.
- d Yes, she was.
- e At home.
- f No, he wasn't.

5 Complete the conversation with *was* or *were*.

May: ¹ Were you at the party on Friday?

Jim: Yes, I was.

May: How many people ² _____ there?

Jim: About twenty-five.

May: ³ _____ any of our friends there?

Jim: Yes, I was with Ellie and Joe.

May: What about Rob? ⁴ _____ he there?

Jim: No, he was in London.

May: ⁵ _____ it good?

Jim: It was strange.

May: Why ⁶ _____ it strange?

Jim: Everything was black - the food, the drinks, people's clothes, everything!

6 Complete the questions with *was* or *were*. Then write answers that are true for you.

1 Where were you at 5 p.m. yesterday?

I was at home.

2 _____ your friend late for school yesterday?

3 What time _____ your first lesson this morning?

4 _____ you tired last night?

5 _____ the weather good yesterday?

6 Where _____ you born?

I can use the verb *be* to ask and answer questions about the past.



W19

Grammar

there was / there were  p.61

1 Choose the correct words.

- 1 There was / were a whiteboard in the classroom.
- 2 There wasn't / weren't any computers.
- 3 There was / were 28 students in my class.
- 4 There wasn't / weren't a computer room.
- 5 Was / Were there two sports fields for P.E.?
- 6 Was / Were there a piano in the music room?

2 Complete the conversation with the correct forms of there was / there were.



A: I remember my first school sports day. I was six.

B: ¹ Were there lots of people there?A: Yes, ² _____ ³ _____ about 60 children and teachers. ⁴ _____ also some parents.B: ⁵ _____ a lot of sports?A: Yes, ⁶ _____ sports and games.B: ⁷ _____ any food at the end of the day?A: Yes, ⁸ _____ ⁹ _____ a little party with lots of food and drink.

3 Write questions about your first school. Then answer the questions. Use there was / there were.

1 a computer in the classroom?

Was there a computer in the classroom?No, there wasn't.

2 a whiteboard?

3 a TV?


4 pictures on the wall?

5 big windows?

I can use there was / there were to describe things in the past.



Practical English

Writing about memories  p.60

1 Read the text in Exercise 2 and answer the questions.

- 1 How old was Robbie?
- 2 How many children were at the party?
- 3 Where was the first part of the party?
- 4 What activities were after the party food?
- 5 When was the end of the party?

2 Complete the text with the words below.

after amazing excited finally first next



I remember my 8th birthday party very well because I was very ¹ excited. It was on a Saturday afternoon in September. There were twelve children, and it was very noisy. However, we were lucky because the weather was good.

² _____, we were in the garden. There were lots of exciting games. ³ _____, at 5 p.m. it was time to go into the house for food. There were sandwiches and drinks, and a big birthday cake with eight candles. ⁴ _____ that, there was music and dancing.

⁵ _____, it was 7 p.m. and the parents were there. It was time for my friends to go home. It was the end of an ⁶ _____ party.

Robbie, 15

3 Complete the words in the text below.

There were eight friends at my first party. I was five years old. ¹ First, there were sandwiches.

² Then there was a birthday cake. It was amazing! ³ Next, there were games. They were fun! ⁴ After that, there was a DVD. ⁵ Finally, at 5 p.m., all the children were asleep. It was the end of the party.

4 Write a short text about a memory of a party. Use the questions to help you.

- 1 How old were you?
- 2 When was it?
- 3 How many people were there?
- 4 What activities were there?
- 5 What were your feelings?

I can write about memories.



Reading p.62

1 Read the article. Who are the people in the photos?

Amazing firsts



Sir Edmund Hillary and Tenzing Norgay were famous mountain climbers. At 11.30 a.m. on 29th May, 1953, they were the first people to climb Mount Everest in the Himalayas. They were with a British team of 400 people, but they weren't British. Hillary was from New Zealand and Norgay was from Nepal.

The two men were at the top of the mountain for only fifteen minutes. There is a photo of Norgay at the top, but not of Hillary because he was the photographer! Four days later, they were international celebrities.

Roald Amundsen was a famous Norwegian explorer of the Arctic and Antarctic. On 14th December, 1911, he was the first person to reach the South Pole. Amundsen wasn't alone. There were four other men in his team, and 52 dogs. It was a two-month trip, and life wasn't easy because of the terrible cold. At the end of the trip, all the men were safe, but there were only eleven dogs.

Today, there is a scientific station at the South Pole called the Amundsen-Scott South Pole Station. Robert Scott was the next person at the South Pole – only five weeks after Amundsen.



2 Read the article again and complete the sentences with information from the article.

- The first people to reach the top of Mount Everest were Sir Edmund Hillary and Tenzing Norgay.
- Hillary was from _____, not Britain.
- There isn't a photo of _____ on Mount Everest.
- Amundsen was with _____ other men and _____ dogs.
- The trip was difficult because of the _____.
- The next person to reach the South Pole was _____.

3 Answer the questions.

- When was the first Everest climb?
It was on 29th May, 1953.
- How many people were in the team?

- How long were Hillary and Norgay on the top of Everest?

- Why is there no photo of Hillary at the top?

- What nationality was Amundsen?

- How long was the trip to the South Pole?

- What's at the South Pole today?

Writing

4 Write a text for the article 'Amazing firsts'. Use the information in the factfile about Neil Armstrong or research a different explorer.

Neil Armstrong

| | |
|--------------------|--|
| Job | astronaut |
| Nationality | American |
| Born | 1930 |
| Famous because | first person on the moon (with Buzz Aldrin) on 20 th July, 1969 |
| Spaceship | Apollo 11 |
| Time spent on moon | 21 hours |

Neil Armstrong was a famous ...

I can read and write about explorers.



W21

Food, glorious food!

In this unit, we will ...

- talk about food.
- talk about actions in the past.
- describe foods by their flavours.
- say when things happened in the past.
- prepare a conversation in a restaurant.
- read about the history of ice cream.
- describe our best meal ever.

What food can you see in the photos?
Which foods do you like?
Which ones don't you like?

1 I visited a junk food café

Get going

1 15 Read and listen to the restaurant review. What did the food critic eat?

Restaurant review: The Real Junk Food Café

Did you know that the UK throws away 15 million tonnes of food every year? A lot of that food is still fine to eat!

The Real Junk Food Café in West Yorkshire prepares meals with this food. So this week, I decided to visit it for lunch.

To be honest, I didn't like the idea at first because I was worried that the food wasn't fresh. But when my meal arrived, I really enjoyed it!

So, what did I order? I started with some salad, and then I tried the vegetable curry. After that, I ordered some cake and an orange.

The café shows us we can eat food that's two or three days old. With a little imagination, it can be delicious!



Vocabulary Food nouns

2 Look at the two groups of food nouns. Write *countable* and *uncountable* next to the correct groups. Then match the food nouns to the pictures. There is one extra noun.

a _____ food nouns

a biscuit a carrot a potato an apple
an egg an onion an orange

b _____ food nouns

beef bread butter cake cheese chicken
fish ham juice lettuce milk rice

| | | | | | |
|------|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| beef | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 |
| | | | | | |

3 16 Listen and check. Then listen again and repeat.

Listening

4 17 Listen to the descriptions of the food and match them to the meals below. There is one extra meal.

fish and rice salad sandwich spaghetti bolognese

- 1 sandwich
- 2 _____
- 3 _____



Get together

Would you like to go to a café like The Real Junk Food Café? Why? / Why not? Tell a partner.

Food, glorious food!

1

Grammar Past simple: regular verbs

1 Read the examples. Then complete the tables.

I **looked** at the menu. I **didn't like** the idea. What **did I order**?

| Affirmative | | Negative | | Questions | | Short answers | | Wh-questions | |
|--|--|--------------|--|--|--|---------------|--|--------------|--|
| I / you / ¹ he / she / we / you / they | | 2 _____ want | | 3 _____ | | 5 _____, No, | | 7 _____ | |
| | | | | 4 _____ | | 6 _____ | | | |
| | | | | I / you / he / she / we / you / they | | | | | |
| | | | | I / you / he / she / ⁸ _____ / you they | | | | | |

Past simple endings

Verb ending in consonant: + -ed
look - looked

Verb ending in e: + -d
live - lived

Verb ending in consonant + -y:
-y + -ied
carry - carried

Verb with short vowel and consonant:
double the consonant + -ed
stop - stopped

Now complete the rule with the words below.

completed events how things happened

We use the past simple to talk about _____ in the past.

Focus

Pronunciation: Past simple endings

Practise the pronunciation of the past simple endings.

After the sounds /d/ and /t/, add /ɪd/
tasted decided

After the sounds /p/, /k/, /f/, /s/, /ks/, /tʃ/, add /t/
stopped cooked laughed missed fixed watched

After all other sounds, add /d/.
arrived ordered tried carried

2 Complete the text with the affirmative or negative forms of the verbs in brackets.

On Saturday, Grandpa was at home alone so we ¹ **invited** (invite) him out for lunch. We ² _____ (decide) to go to our favourite restaurant. But that day the usual chef wasn't there, so the food wasn't very good. First, I ³ _____ (order) my usual lasagne, but it ⁴ _____ (taste) very nice – in fact, it was horrible! Then, Grandpa's roast beef ⁵ _____ (arrive), but it was cold! Finally, we ⁶ _____ (order) chocolate mousse for dessert, but they ⁷ _____ (have) any! Now we were really hungry. We ⁸ _____ (walk) home, and Dad ⁹ _____ (cook) lunch for all of us. It was delicious!

3 Look at the photos below. Complete the questions and answers with the correct forms of the words in brackets.

1



2



3



4



- 1 Did they enjoy _____ the pizza?
Yes, they did _____. (they / enjoy)
- 2 _____ your smoothie?
_____! (you / like)
- 3 _____ chicken?
_____. (she / cook)
- 4 _____ his ice cream?
_____! (he / drop)



Get together

Tell a partner about your last meal in a restaurant or café.

I was in a café with my cousin. I ordered a sandwich with ... It tasted ... Then I ...



Extra practice: pp.80-81



Workbook: pp.W2-W3

13

1

We ate insects!

Get going

- 1 18 Read and listen to the magazine article. What different things did the students eat in the lesson?



I teach food technology at Hillview School in Nottingham. Last week, I brought in some special food for my students: insects! British chefs began to cook with insects a few years ago.

This is because they've got lots of protein, they're cheap, and there are a lot of them!



So what did my students think?

'My friends and I chose biscuits with insects on them. My friends thought they were OK - sweet and spicy. But I couldn't eat mine!' Jessica, 14

'Our teacher told us she sometimes cooks insects with rice and vegetables. I don't want to go for dinner at her house!' Max, 13

'I ate an apple covered in toffee and insects. It looked disgusting, but tasted nice - the insects were crunchy.' Nathan, 14

- 2 Read the magazine article again. Which students didn't like the idea of eating insects?

Vocabulary Food adjectives

- 3 Match the food adjectives below to the pictures.

crunchy juicy salty sour spicy sweet



- 1 Ice cream and cake are sweet.



- 2 Crisps are _____.



- 3 Lemons are _____.



- 4 Chilli peppers are _____.



- 5 Pretzels, nuts, and crackers are _____.



- 6 Mangoes and oranges are _____.

- 4 19 Listen and check. Then listen again and repeat.

Focus

Vocabulary: too

Too means more than is good.

The pasta is **too** salty. = The pasta is really salty and I don't like it.

Listening

- 5 20 Listen to the descriptions of the food and choose the correct answers.

- 1 a banana / a lemon
- 2 beef / bread
- 3 a biscuit / cake
- 4 curry / spaghetti bolognese
- 5 a carrot / an orange



Get together

What do you think about eating insects? Is it a good idea? Discuss in groups.

Food, glorious food!

1

Grammar Past simple: irregular verbs

1 Read the examples. Then complete the table. Use the list of irregular verbs at the back of the book.

My friends **thought** they were OK.

I **ate** an apple.

| Past simple: irregular verbs | |
|------------------------------|------------------|
| Infinitive form | Past simple form |
| choose | 1 chose |
| eat | 2 _____ |
| go | 3 _____ |
| have | 4 _____ |
| make | 5 _____ |
| see | 6 _____ |

Now read the rule below.

Irregular verbs don't follow a pattern in the past simple. You need to learn them.

2 Complete the text with the past simple forms of the verbs below.

become begin bring come grow put



Argentine beef is famous for its excellent quality. But when did this food arrive in the country?

When the Europeans ¹ **came** to Argentina in the 16th century, they ² _____ cows with them. They ³ _____ the cows in the enormous meadows of the Pampas and the number of animals ⁴ _____ quickly. With the invention of fridges in the 19th century, Argentine farmers ⁵ _____ to send the meat to other countries. Argentine beef, famous for its juicy texture and delicious flavour, soon ⁶ _____ very popular all over the world.

Focus

Grammar: could / couldn't

The past tense of **can** / **can't** is **could** / **couldn't**. **Could** / **couldn't** has only one form.

He **could** hear you.

We **couldn't** eat it.

I **could** cook.

She **couldn't** see them.

Past time expressions

3 Read the examples. Then study the table and the rule.

Last week, I brought in some food.

British chefs began to cook with insects

a few years ago.

| | | |
|--------------|------------|----------------|
| last week | last month | |
| two days ago | a week ago | two months ago |
| yesterday | | |

- We can put past time expressions at the beginning or at the end of a sentence.



4 Complete the sentences with the correct words.

- Would you like some cake? I made it yesterday.
(ago / yesterday)
- The Italian restaurant opened last _____.
(day / year)
- Try this cheese. I bought it two days _____.
(ago / last)
- Last _____, I invited my friend for lunch.
(week / yesterday)
- _____ month, I tried Japanese food for the first time. (ago / last)

5 Write your own answers to the questions.

- When did you last eat beef?
I ate it last Tuesday.
- When did you last have lunch in a restaurant?

- When did you last order a pizza?

- When did you last drink milk?

- When did you last buy some chocolate?



Pairwork

Work with a partner. Complete the pairwork activity.

→ Student A:
go to page 78.

→ Student B:
go to page 92.

Extra practice: pp.80-81

Workbook: pp.W2-W3

1

Ordering food

Practical English

1 Complete the conversation with the words below. There is one extra word.

drink ham have haven't got
hello no or please some



Waiter: 1 Hello there. What can I get you?
Customer: Hi. I'd like a chicken sandwich, 2 _____.
Waiter: Oh, I'm sorry. I'm afraid we 3 _____ any chicken today.
Customer: Oh, that's a pity. Could I have a 4 _____ sandwich instead?
Waiter: Certainly.
Customer: Could I 5 _____ some cheese in it, too?
Waiter: Of course you can. Would you like anything else in it? 6 _____
Customer: No, thank you.
Waiter: Anything to 7 _____?
Customer: Yes, please. I'd like some water.
Waiter: Still 8 _____ sparkling water?
Customer: Sparkling, please.

2 21 Listen to the conversation and check your answers.

3 Answer the questions.

- 1 Does the customer order any vegetables?
No, she doesn't.
- 2 Why can't she have a chicken sandwich?

- 3 What does she want to add to her sandwich?

- 4 What kind of water does she order?

- 5 Does she order any ice cream for dessert?

4 Choose the correct answers.

- 1 'Is there any cake?'
'Certainly.' / 'I'm afraid we haven't got any.'
- 2 'There isn't any beef today.'
'No, thank you.' / 'Oh, that's a pity.'
- 3 'What can I get you?' /
'Would you like anything else?'
'Yes, please. Could I have some ice cream?'
- 4 'Would you like a drink?'
'Of course.' /
'Yes, please. Could I have some sparkling water?'
- 5 'I'd like a cheese and tomato pizza.'
'Certainly.' / 'Oh, that's a pity.'

Listening

5 22 Listen to the conversation in the restaurant. Are the sentences T (true) or F (false)?

- 1 The customer isn't happy with his meal. T ☒ F ☐
- 2 His meal is too sour. T ☐ F ☐
- 3 The waiter says he can order a different meal. T ☐ F ☐
- 4 The customer orders beef. T ☐ F ☐
- 5 The waiter tells him it comes with salad. T ☐ F ☐
- 6 The customer doesn't want another drink. T ☐ F ☐

Focus

Pronunciation

23 Listen to the intonation of the questions and answers.

*Would you like anything else?
Could I have a cheese salad?*

*What can I get you?
I'd like some still water.*

We use a **rising intonation** for yes/no questions.
We use a **falling intonation** for Wh- questions and statements.

24 Practise saying the questions and sentences below. Then listen and check.

- 1 Is there any chocolate cake?
- 2 Would you like some bread with your salad?
- 3 Anything for dessert?
- 4 What flavour is the ice cream?
- 5 Oh, that's a pity.
- 6 I'm afraid there's a problem with my sandwich.

Food, glorious food!

1

Grammar Polite offers and requests

1 Read the examples. Then complete the table.

I'd like a chicken sandwich.

Could I have some cheese in it?

Would you like anything else?

| | |
|---------|---|
| Offer | ¹ Would you like a drink? |
| Request | I'd ² a drink. ³ I have a drink? |

Now read the rule below.

We use the phrases *Would you like ...*, *I'd like ...*, and *Could I have ...* to make polite offers and requests.

2 Rewrite the conversation with *would you like*, *I'd like*, and *could I have*. There is more than one correct answer.



- Waiter: What do you want?
¹ What would you like?
- Customer: A pizza.
² _____
- Waiter: OK. Anything else?
³ _____
- Customer: Yes. Bring me a salad. And I want some bread, too.
⁴ _____
- Waiter: Yeah, OK. Do you want a drink?
⁵ _____
- Customer: Yes. I want a cola.
⁶ _____
- Waiter: Do you want ice?
⁷ _____
- Customer: No.
⁸ _____

Speaking

3 Work in pairs. Make notes for a conversation in a restaurant. Use the ideas below.

You order a meal and a drink. The restaurant doesn't have the meal so you choose a different one. Choose from the meals and drinks below.

meals: bread chicken curry
ham and tomato pizza ravioli salad
salami and tomato pizza with extra cheese
spaghetti bolognese vegetable curry

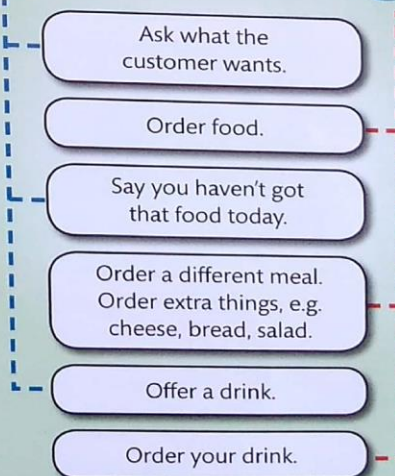
drinks: apple juice cola water

What to say ... in a restaurant

| Waiter | Customer |
|--|--------------------------------|
| What would you like? | I'd like ... |
| Of course. / Certainly. | Could I have ... |
| Would you like ... ? | Yes, please. No, thank you. |
| I'm afraid there aren't / isn't / we haven't got any ... | Oh, that's a pity. |
| Anything to drink? | Yes, please. |
| Anything else? | No, thank you. |
| Still or sparkling water? | Sparkling / Still, please. |

Waiter

Customer



Put it together

Role-play your conversation from Exercise 3 with a partner.

Extra practice: pp.80-81 Workbook: p.W4

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1


A history of ice cream

Reading

1 What is your favourite ice cream flavour? How can you describe it?

2 Read the history of ice cream. Tick (✓) the facts mentioned in the reading.

- | | |
|----------------------|-------------------------------------|
| 1 ice cream in China | <input checked="" type="checkbox"/> |
| 2 Roman ice cream | <input type="checkbox"/> |
| 3 Marco Polo | <input type="checkbox"/> |
| 4 King Charles I | <input type="checkbox"/> |
| 5 the 19th century | <input type="checkbox"/> |

3  25 Read the text again. Then listen and check. Complete the text with the sentences below. There is one extra sentence.

- A People couldn't buy it in the shops.
 B It tasted sweet and sour, similar to sorbet.
 C However, in some other countries, the choices are very different.
 D Ice cream soon became available to the general public.
 E ~~The first ice cream tasted very different from today.~~
 F Only his favourite people could eat it!

4 Answer the questions about the text.

- How did the Chinese make ice cream in 200 BC? They made it with cream and rice.
- How did the Romans make their ice cream cold? _____
- According to legend, where did Marco Polo take ice cream? _____
- According to legend, who didn't want to tell people about his ice cream recipe? _____
- When did fridges and ice cream machines appear? _____
- Where can you get salty ice cream today? _____



Look it up!

a Look at the **highlighted** words in the text. Answer the questions about each word.

1 Is it a noun, an adjective, or a verb?

dessert noun

recipe _____

flavours _____

2 Which word is a cognate (looks similar to a Spanish word)?

3 What do you think each word means from its sentence?

dessert _____

recipe _____

flavour _____

b Check the meaning of the words in your dictionary. Are you right?

c Now repeat the process with the words *secret* and *wealthy*.



The world around you

Discuss the questions.

- Would you like to try the ancient forms of ice cream discussed in the text? Why? / Why not?
- What famous or popular ice cream shops are there where you live?
- Do you have any strange flavours of ice cream in Argentina? What are they?



ALL ABOUT ICE CREAM

Ice cream is a popular **dessert** all over the world. We don't know who first invented it, but its history is very interesting!

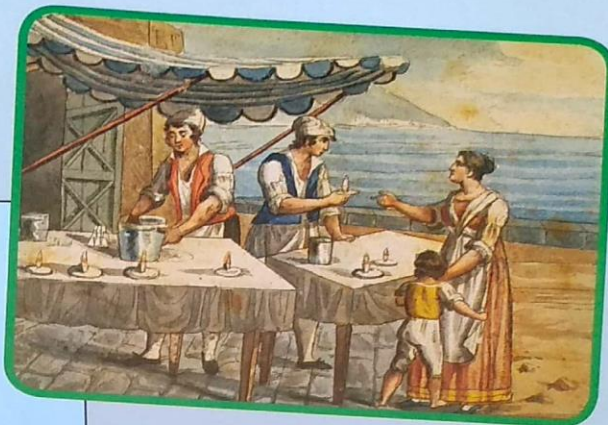
¹ **E** ____ In China in about 200 BC, people invented a type of ice cream with cream and rice, and in the 1st century AD, the Romans began to make it from snow and fruit juice.

There are a number of legends about ice cream, too. One tells us that the famous explorer Marco Polo brought a **recipe** for ice cream from China to Italy in the late 13th century. ² ____ Another says that, in the 17th century, King Charles I of England loved ice cream so much he had a secret ice cream recipe! ³ ____

Until the 19th century, ice cream was a dessert only for wealthy people. This changed with the invention of fridges and ice cream machines. ⁴ ____

Different ice cream flavours are popular in different countries and cultures. For example, in Argentina, you can choose from hundreds of delicious sweet **flavours** of ice cream.

⁵ ____ In the UK, you can now buy fish ice cream, and in Japan, meat and vegetable flavours are popular!



1

My best meal ever

Project

Stage 1: Preparing

- 26 Read and listen to Agustina's description of her favourite meal.
What was the problem with the chopsticks?
- Answer the questions in the table about Agustina's meal.

| | Agustina | You |
|--|----------|-----|
| 1 What was the food called? | sushi | |
| 2 Which country does it come from? | | |
| 3 Where did Agustina eat it? | | |
| 4 Who was she with? | | |
| 5 How did the food look when it arrived? | | |
| 6 What did it taste like? | | |
| 7 How often does she eat this meal now? | | |

Stage 2: Planning your project

- You are going to write a description of your favourite meal. It can be a meal in a restaurant or a meal at home.
- Look at the table again. Complete the column about your best meal ever.

Stage 3: Writing a draft

- Write your description. Use your answers in the table in Stage 2.
- Use the past simple.
- Use food adjectives.

Stage 4: Checking

- Swap your work with a partner. Check your partner's work carefully.
- Check the spelling and the grammar.

Stage 5: Finalising and presenting



Write your description.



Type your description.

- Add photos and pictures to your description.
- Read your description to the class.
- Read the other descriptions. Choose your three favourite descriptions. Tell a partner why you like them.

My best meal ever

My best meal ever was the first time I tried sushi. I was in a Japanese restaurant with my family. I didn't know what to expect because they don't cook the fish. People also say that sushi tastes very spicy.



The waiter brought our food to the table. It looked amazing, but it arrived with chopsticks! I didn't know how to use them and at first I couldn't get the food in my mouth! However, Dad taught me how to use the chopsticks, and when I tasted the sushi for the first time, it was salty, sweet, sour, and spicy all at the same time! The fish was juicy, and the vegetables were crunchy. It was really delicious.

I don't eat sushi very often. It's expensive, so it's only for special occasions. But it is definitely my favourite food!



1

Food, glorious food!

Vocabulary Food nouns p.12

- 1 Find eleven more food nouns in the wordsnake. Write them in the table below.



| Countable nouns | Uncountable nouns |
|-----------------|-------------------|
| | milk |
| | |
| | |
| | |
| | |

- 2 Find the odd one out.

- 1 potato beef ham chicken
- 2 milk butter cheese onion
- 3 biscuit juice bread cake
- 4 lettuce carrot potato fish
- 5 orange apple cheese banana

- 3 Read the descriptions of food and drink. Match them to words from Exercises 1 and 2.

- 1 It's a vegetable. You can make chips with it.
potato
- 2 You need this to make a sandwich or toast.

- 3 This is my favourite fruit. I prefer the red ones.

- 4 This meat comes from cows. _____
- 5 We use milk to make it. It's usually yellow and it's good in a sandwich. _____
- 6 It's a green leaf and we have it in salad.

Food adjectives p.14

- 4 Reorder the letters and match the words to the pictures.

wetse ucijy ylast uros cipsy hycucn



1 sweet

2 _____

3 _____

4 _____

5 _____

6 _____

- 5 Complete the sentences with the adjectives from Exercise 4.

- 1 I can't eat chilli con carne. It's very hot and spicy.
- 2 I'd like some water, please. This pasta is too _____.
- 3 Mmm! This orange is really _____.
- 4 Apples are sweet and _____.
- 5 How can you eat lemons and limes? They're so _____.
- 6 I eat a lot of _____ things like cakes and chocolate. Mum says they're bad for my teeth.

- 6 Complete the sentences with your own ideas.

- 1 My favourite meat is chicken.
- 2 I never eat _____ because _____.
- 3 For breakfast, I like _____ and _____.
- 4 I love _____ food, like _____.
- 5 My favourite fruits are _____ and _____.
- 6 I don't like _____ food like _____.

I can talk about food.



I can describe food.



Food, glorious food!

1

Grammar Past simple: regular verbs p.13

1 Choose the correct words.

- I didn't cook / cooked dinner last night.
- Did she carry / carried your bag?
- We did like / liked that chocolate cake.
- What time you arrived / did you arrive yesterday?
- We watched TV every day / last night.
- Lucas didn't order / not order juice.

2 Complete the sentences with the past simple forms of the verbs.

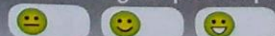
- We decided (decide) to go to a new restaurant.
- Sam _____ (cook) us fish and chips.
- I _____ (not finish) the salad.
- My sister _____ (try) a new pasta dish.
- _____ (you / like) the meal?
- What food _____ (you / prepare) for the party?
- They _____ (not order) pizza last night.
- The waiter _____ (drop) my plate of spaghetti.

3 Complete the conversation. Use the correct past simple forms of the verbs below.

burn cook do drop happen look
not taste prepare try use

- Tim: Dad ¹ cooked dinner last night.
It was horrible!
- May: Why? ² _____ he _____ it?
- Tim: No, he ³ _____.
- May: So?
- Tim: Well, he ⁴ _____ pasta and tomato sauce. It ⁵ _____ delicious. The tomatoes were really red and juicy. But he ⁶ _____ sugar instead of salt in the sauce, and he ⁷ _____ it before the meal!
- May: Oh no! What ⁸ _____?
- Tim: Well, Mum ⁹ _____ some first. She was really surprised, and she ¹⁰ _____ her plate!
- May: Poor Dad!

I can use regular past simple verbs.



Past simple: irregular verbs p.15

4 Find eleven more past simple verbs in the wordsearch. Match them to the infinitives.

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

- | | |
|------------------|----------------|
| 1 put <u>put</u> | 7 choose _____ |
| 2 eat _____ | 8 give _____ |
| 3 buy _____ | 9 have _____ |
| 4 go _____ | 10 see _____ |
| 5 get _____ | 11 drink _____ |
| 6 begin _____ | 12 make _____ |

5 Complete the email with the past simple forms of the verbs.

togetheronline

Hi Jim,

Thanks for your email. You're very brave to eat insects!

I ¹ went (go) to an Indian restaurant with Mum and Dad last night. We all ² _____ (choose) different dishes. Mum ³ _____ (have) a really spicy curry, and her face ⁴ _____ (become) very red! She ⁵ _____ (can't) eat it, so she ⁶ _____ (give) it to Dad. He loves spicy food! The waiter ⁷ _____ (bring) Mum some juicy mangoes to cool her mouth! I ⁸ _____ (not eat) my curry because it was sweet, so Dad ⁹ _____ (eat) that, too!

Next time, we're going to a pizza restaurant!

Dave



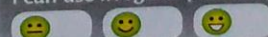
6 Answer the questions.

- When did you last go to a restaurant?
I last went to a restaurant last week.
- Who did you go with?

- What did you eat and drink?

- What did you like best?

I can use irregular past simple verbs.



W3

Food, glorious food!

1

Reading p.18

1 Read the article and choose the best title.

- a Junk food forever!
- b Healthy meals at last
- c The end of school lunches

togetheronline

In Britain, school lunches are cheap, but many students stopped eating them because they didn't like the food.

In many schools there was no choice. 'They only served one dish. If we didn't like it, we didn't eat anything,' said Olivia. 'I stopped going.'

Then schools brought in self-service canteens. 'These were fantastic because we could choose our meals,' said Joe. 'They served great things like burgers and chips, and pizza.' These canteens were popular and more students started having school lunches again.

Unfortunately, the food was very unhealthy. Some canteens stopped serving fruit and vegetables because students didn't eat them. At home, some students ate junk food, too.

Then a famous TV chef called Jamie Oliver started a TV show about school lunches. He told the country how bad some of the school lunches were for students. He visited schools and showed cooks how to make healthy meals. He got teenagers to try new things like spicy curry and unusual salads.

These days, most schools serve healthier food. There is always a choice of vegetables, fresh fruit, and nuts. The junk food problem still exists, but it is getting better.



2 Are the sentences T (true) or F (false)?

- 1 Students stopped having school lunches because they were expensive. T ☐ F ☒
- 2 Olivia stopped having school lunches because she couldn't choose her food. T ☐ F ☐
- 3 Joe's canteen served junk food. T ☐ F ☐
- 4 Jamie Oliver was a chef in a school canteen. T ☐ F ☐
- 5 His TV show was about school lunches. T ☐ F ☐

3 Answer the questions.

- 1 Why were school lunches unpopular?
Because many students didn't like the food.
- 2 Why did Joe like the canteen at his school?

- 3 Why did some canteens stop serving fruit and vegetables?

- 4 What did Jamie Oliver tell the country?

- 5 What did he do when he visited schools?

- 6 What is different today?

Writing

4 Write about school lunches in Argentina. Answer the questions to help you.

- 1 Do all students have school lunches in Argentina? If not, what other options are there?
- 2 Are school meals cheap or expensive?
- 3 Do students have a choice of food?
- 4 What types of food do they serve?
- 5 How healthy / unhealthy are school meals?
- 6 What's your opinion about school meals?

In my school, most / all students have ...

I can read and write about school lunches.



W5