

2 THE WAYS WE LEARN

GRAMMAR

Present perfect with *for* and *since* SB p.22

1 ★★ Complete the sentences with *for* or *since* and a number where necessary.

- 0 Matthew has worked as a computer games tester for three years.
- 1 I've lived in this house _____ 2011.
- 2 We've had our pet rabbit _____ only six weeks.
- 3 Lauren has played the guitar in the band _____ she was 16 years old.
- 4 This tree has been here _____ more than 200 years!
- 5 I've written poems _____ I was ten years old.
- 6 Charlotte has been in the football team _____ 2013, so she has been a footballer _____ years.
- 7 Joshua has played tennis _____ he was four years old. He was born in 2010, so he has played tennis _____ years.

2 ★★ Write sentences. Use the positive and negative form of the present perfect and *for* or *since*.

- 0 Thomas / not see / grandfather / two months
Thomas hasn't seen his grandfather for two months.
- 1 Steve and Jane / be / singers / five years

- 2 Sophie / not play / football / she broke her leg

- 3 Harry / not write / on his blog / a long time

- 4 Sam / not go / to the dentist / a year

- 5 George and I / be / friends / we were kids

- 6 They / not see / a good film / more than a month

- 7 We / not go / on holiday / two years

3 ★★★ Jessie wants to ask her friends some questions for a school project. Complete them with the present perfect form of the verbs.

- 1 How long have you lived (live) in your house?
- 2 What is your best friend's name? How long _____ (know) him/her?
- 3 How long _____ (be) at this school?
- 4 What's your favourite possession? How long _____ (have) it?

4 ★★★ Look at the table and write answers to Jessie's questions. Use the present perfect and *for* or *since*.

	Emily	Jack	Dan
1	ten years	2010	three months
2	Sarah, 2009	Harry, 2012	Jim, a long time
3	five years	2012	September
4	bike, six months	dog, two years	laptop, May

- 1 Emily has lived in her house for ten years.
- 2 _____
- 3 _____
- 4 _____
- 1 Jack _____
- 2 _____
- 3 _____
- 4 _____
- 1 Dan _____
- 2 _____
- 3 _____
- 4 _____

5 ★★★ Answer the questions in Exercise 3 for you.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

a, an, the or no article **SB p.25**

6 ★★★ Circle the correct words.

Yesterday I went to ⁰the/ an park. I go there a lot, so I know ¹a/ the park very well. I sat on ²a/ the grass and started to read my book. Then lots of ³the/ - things started to happen.

You can do lots of things in the park, but ⁴the/ - bicycles aren't allowed. There was ⁵a/ the boy on ⁶a/ the bicycle who was riding on the path. ⁷-/ The park keeper started to run after ⁸a/ the boy on the bike, but she couldn't catch him.

There were three small boys playing ⁹-/ the football in the park too, and when one of them kicked ¹⁰a/ the ball, it hit ¹¹a/ the boy on the bicycle and he fell off his bike. So the park keeper got him! I think this is ¹²an/ the example of ¹³-/ the really bad luck!

7 ★★★ Complete the text with a, an, the or - (no article).

People have kept ⁰ — cats as pets for thousands of years. Cats are ¹ — good example of how ² — animal can help ³ — people, by catching ⁴ — rats and ⁵ — mice, for example. This is probably ⁶ — most important reason ancient people had ⁷ — cats. These days, many people have a cat at home, but they only keep it for ⁸ — pleasure. Sometimes the cat sits on ⁹ — owner's chair or knee, and the owner gets ¹⁰ — pleasant feeling when that happens.

8 ★★★ Read the sentences. Tick (✓) the four that are correct.

- 1 I love the dogs.
- 2 I saw a beautiful dog in the park yesterday.
- 3 The dog in the park was bigger than mine.
- 4 It was standing beside the very small dog.
- 5 I think the small dog was a Chihuahua.
- 6 I think the dogs make really good friends.
- 7 There are many different sizes of the dogs.
- 8 I saw a picture of the biggest dog in the world.

Pronunciation

Word stress

Go to page 118.



9 ★★★ Read Exercise 8 again. Change the four incorrect sentences so that they are correct.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

GET IT RIGHT!

a(n) and no article

Learners often use a(n) where no article is needed, and no article where a is needed.

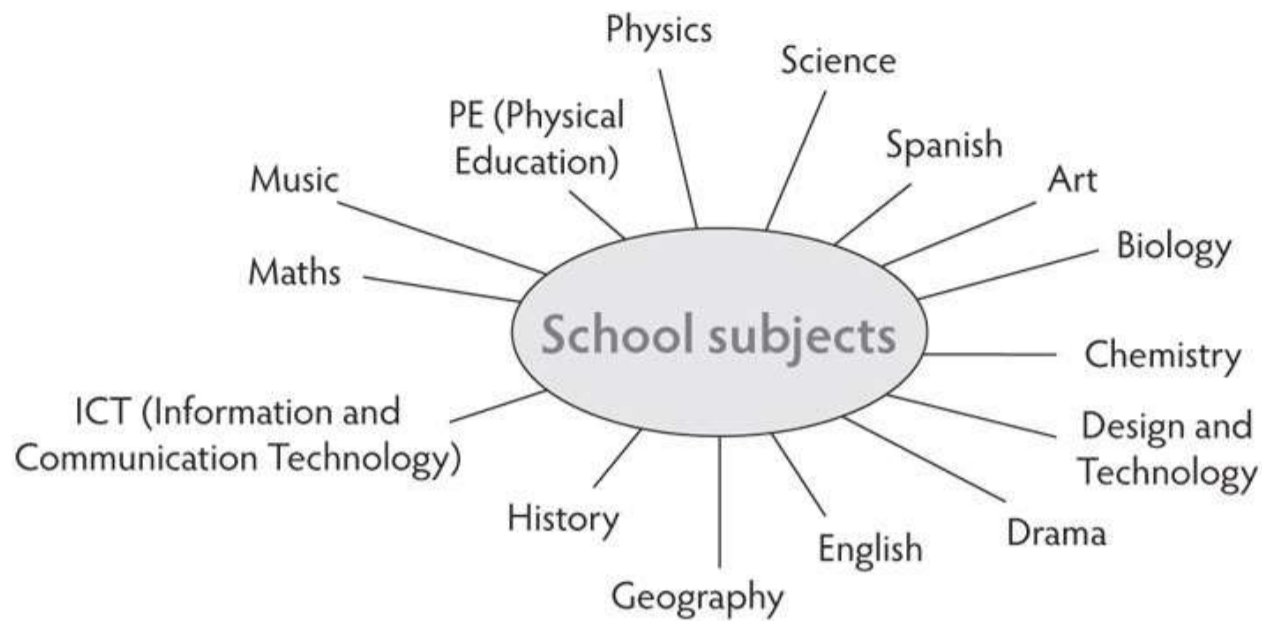
- ✓ I had a great time with my friends last Saturday.
 X I had great time with my friends last Saturday.

Complete the sentences with a(n) or - no article.

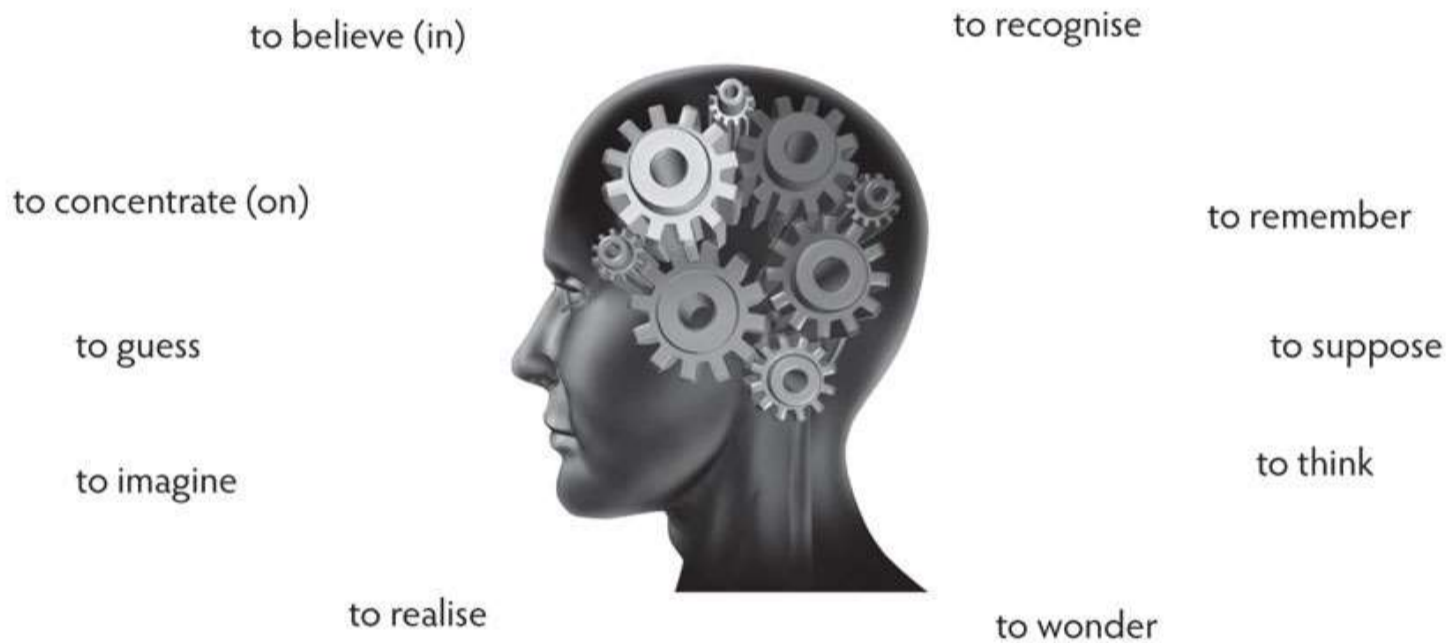
- 0 I've got a pet cat.
- 1 My brother works as _____ chef in a hotel.
- 2 Do you need to book _____ accommodation?
- 3 We haven't had _____ holiday for ages.
- 4 I am _____ student at the University of London.
- 5 We need _____ information about this urgently.
- 6 I would like to buy _____ desk and chair.

VOCABULARY

Word list



Thinking



Key words in context

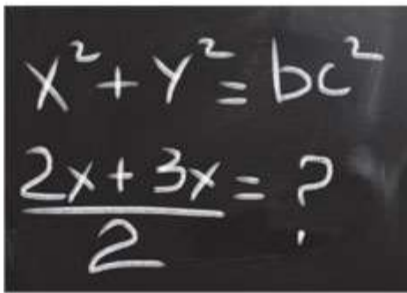
achieve	I've worked hard all day, but I don't think I've really achieved anything!
away match	Our team is from London. Tomorrow they're playing an away match in Manchester.
encourage	His parents encouraged him to be a doctor, but he only wanted to be an actor.
exhausted	After working hard for twelve hours, she was exhausted .
motivation	He doesn't like his job. He hasn't got any motivation to work hard.
performance	It was his first time on the stage, and he gave a great performance .
planet	The nearest planet to Earth is Venus.
safety	Safety is very important in schools and that's why children aren't allowed to do anything dangerous.
strengthen	I did a lot of exercises to strengthen my arms.
teamwork	We all work very well together – it's great teamwork !
tool	Computers are an important tool for scientists.
warm-up	The players have a ten-minute warm-up before the game begins.
weight training	He does weight training and now he can lift 140 kilograms.
workshop	We went to a one-day workshop on 'How to look after your dog'.
youth club	The youth club in our town is a great place for teenagers to go to.

School subjects SB p.22

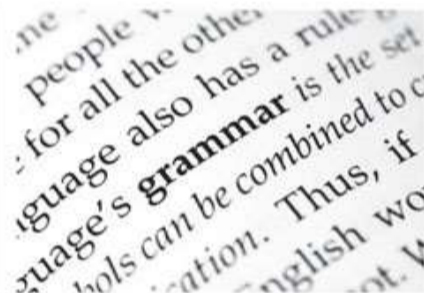
1 ★★★ Put the letters in order to make school subjects.

- 0 You probably need a piano if you're a (sciuM) teacher. Music
- 1 We often use computers in Design and (Thecloongy). _____
- 2 (regGyhoap) teachers don't need maps now that there's Google Earth. _____
- 3 We have our (stiChryme) lessons in one of the science labs. _____
- 4 Our Spanish teacher comes from Madrid. She never speaks (shEling) in class. _____
- 5 A calculator can be useful in a (thaMs) class. _____
- 6 I really enjoy (troyisH) lessons when they're about people, not just dates. _____
- 7 Our (amarD) teacher has been on TV and acted in a film! _____

2 ★★★ Look at the photos. Write the subjects.



0 Maths



1 _____



2 _____



3 _____



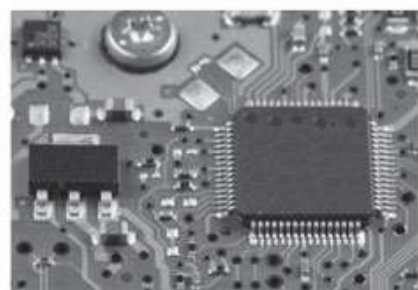
4 _____



5 _____



6 _____



7 _____

Thinking SB p.25

3 ★★★ Find the ten words about thinking.

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

4 ★★★ Complete the text with the words in Exercise 3.

Do you ⁰believe _____ in the idea of morning people and night people? I do. I've always found it difficult to ¹c_____ in the morning. I can never ²r_____ anything when we have a test in the morning.

I ³w_____ why schools don't start in the evening. I ⁴t_____ night people would love that. Can you ⁵i_____ starting school at 8 pm? Great! We could sleep all day! But I ⁶s_____ morning people would hate studying at night.

You can always ⁷r_____ morning people – they're so cheerful in the mornings and don't seem to ⁸r_____ that night people don't want to chat! So, am I a morning person or a night person? You can ⁹g_____, can't you?

5 ★★★ Read and answer the questions.

1 Do you believe everything you read in magazines?

2 What kind of thing(s) do you remember easily?

3 What time of day do you concentrate best?

4 What do you imagine you will be in the future?

READING

1 **REMEMBER AND CHECK** Circle the correct words. Then check your answers in the article on page 21 of the Student's Book.

- 0 Tinkering School has a summer / winter programme for kids.
- 1 At the school, kids learn life skills by *writing texts* / *building things* together.
- 2 Some children once built a bridge using *trees* / *shopping bags*.
- 3 Kids at the school don't suffer serious injuries because *there are health and safety regulations* / *they can't use knives or hammers*.
- 4 The 'real' school – Brightworks – has got *between six and 13* / *only 20* students.
- 5 Most newspaper articles about Brightworks have been *critical* / *positive*.
- 6 Some people think the kids at Brightworks don't *learn* / *play* enough.
- 7 Since she started at the school, Tina Cooper *hasn't had to work hard* / *has never been bored*.

2 Read about Sunaina's first day at a new school in a new country. Answer the questions.

- 0 How did she feel about the school at the end of the first day?
She couldn't wait to leave.
- 1 What things made her feel bad?

- 2 What surprised her most about the school?

- 3 How does she feel about the school now?

- 4 What has she learned from being at this school?

3 Read the text again. Match these phrases with the correct places (A–H).

- | | |
|----------------------------|-------------------------------------|
| 0 at the same time | <input checked="" type="checkbox"/> |
| 1 but I sat by myself | <input type="checkbox"/> |
| 2 missing my mum and dad | <input type="checkbox"/> |
| 3 but that wasn't possible | <input type="checkbox"/> |
| 4 took a deep breath and | <input type="checkbox"/> |
| 5 to the class | <input type="checkbox"/> |
| 6 all kinds of | <input type="checkbox"/> |
| 7 get to know me | <input type="checkbox"/> |

Sunaina's family left India and moved to the USA when she was 13. She had to start a new school ...



I remember it really well. My parents drove me to the school and said goodbye to me. I (A) walked into the school.

I didn't know what to feel. I was excited and scared and a bit nervous, all (B). There were lots of other kids around. They were already in groups of friends, but none of them said hello or anything. It was a strange feeling for me, like I didn't really belong there. I wanted to be somewhere else, (C).

The first thing I had to do was register, so I went to a room in the school that had a sign saying 'Administration'. Suddenly, I felt like I was some kind of criminal. They started asking me (D) questions. Then I went off to my first class.

My first class. Wow, that was horrible. Perhaps it was because my hair or clothes were different, but everyone just looked at me in such a strange way. And just like when I arrived, no one came to talk to me. Incredibly, that's never happened: no one has ever taken the time to (E) or like me. I have friends because I made the first move to meet people.

Maybe the worst class that day, though, was Science. The teacher wasn't too bad. She introduced me (F) and showed me where to sit. But the other students? Well, they looked at me like I was a guinea pig or something they were going to use for an experiment. I hated every minute.

Then there was a break and I went to sit somewhere alone, (G). But I thought they'd want me to keep trying, so I tried to be more positive in the next class. Not so good, though. Everyone talked to other students, (H). At the end of the day, I couldn't wait to get out of there.

But, as time passed, things have got better. Now I'm doing fine and I get OK grades. I've learned lots of things – but not what the teachers teach. I've learned that I'm strong and brave. I've learned that I will succeed even if some things aren't the way I want them to be.

4 **Underline** two or three things Sunaina says that you find interesting.

5 Write two questions that you'd like to ask Sunaina. Then write what you think she'd say in reply.

0 Q *What's your favourite subject at school?*
A *Science. I like IT too.*

1 Q _____
A _____

2 Q _____
A _____

DEVELOPING WRITING

An informal email

1 Read the email. Tick (✓) the things Jed talks about.

- 1 How he feels about his routine
- 2 The things he likes to watch on TV
- 3 Homework that he doesn't like to do
- 4 A party for his birthday

2 Read the phrases from the email. Match them with the words that have been left out.

- 0 ... good to get your last email. b
- 1 ... everything going well?
- 2 ... any chance of you coming?
- 3 ... would be great to see you here.
- 4 ... hope you can come.
- a I
- b It was
- c It
- d Is
- e Is there

- □ ×

Hi Tania,

How's it going? Good to get your last email – it was fun to read. I liked hearing about your life, your routine and stuff, so I thought I could tell you about mine.

So, what can I tell you? Most weeks are the same as other weeks, really. I guess that's true about everyone, though. Monday to Friday, well, they're school days, so that's a kind of routine. You know, get up at 7.30, go to school at 8.45, come home at 4.00 and do homework, then have dinner and go to bed. Well, that's kind of true, but, you know, lots of things make every day different, so I don't mind the routine. It's OK. Every day there are different lessons at school and different things on TV in the evening. Even the homework is different sometimes!

Anyway, I wonder how you're getting on at your new school. Everything going well? I'm sure it is – you know how to make new friends and get on with things, right?

By the way, it's my 15th birthday next month (Saturday 12th) and we're having a party. Any chance of you coming? Would be great to see you here. Hope you can come. Let me know, OK?

So, what was I saying about routine and things? Yeah, right, homework – and I've got some to do, so I'm going to stop here. But I really, really want to hear from you again soon, OK?

Take care,

Jed

3 Read the email again. Find these phrases.

- 0 What Jed says instead of *How are you?*:
How's it going? _____
- 1 Two ways that Jed starts to talk about a different topic: _____ and _____
- 2 Three ways he checks that Tania is following him:
_____, _____ and _____
- 3 How he ends his email: _____

4 Write an email to an English-speaking friend (150–200 words). Your friend wants to know about your weekends and your routines.

- Think about how to start and finish your email.
- Think about how you can make your email friendly and chatty – for example, asking questions to check your friend is following you and/or leaving words out to sound more informal.

Writing tip: writing an informal email

- People email each other to send news, ask questions, get simple information, or just to keep in touch. Very often, people write as if they were talking to the person they're writing to.
- People often speak in short sentences, and they write in short sentences too.
- Start your email with a general *How are you?* question. Do you know other ways of saying *How are you?*
- Tell the reader straight away what you're writing about and why.
- In speaking, people use phrases like *you know* and *right?* to 'get closer' to the listener. You can do this in an informal email too.
- Find a nice, friendly way to finish your email, for example, *Take care* or *All the best* or (if you know someone very well) *Love from ...*

LISTENING

- 1 Listen to the conversations. Match each one with a photo. There is one photo that you don't need.



- 2 Listen again and answer the questions.

CONVERSATION 1

- 0 Where does Jimmy want to go?
He wants to go to the toilet.
- 1 When does he have to come back?

CONVERSATION 2

- 2 What is the girl's project about?

- 3 Does the man let the girl take the photo?

CONVERSATION 3

- 4 Where is the boy's laptop?

- 5 When can he use Joanna's laptop?

DIALOGUE

- 1 Put the conversations in order.

- 1
- 7 GIRL Excuse me. Is it OK if I try this shirt on?
- GIRL Really? OK. Can I take a size 8 too?
- GIRL OK, thanks.
- GIRL I think so. This is size 6.
- WOMAN Well, I think it might be too small for you.
- WOMAN Of course you can. Here's a size 8. OK. Tell me when you're finished.
- WOMAN Of course. Have you got the right size?
- 2
- 7 MARK Jamie, can I ask you something?
- MARK Great, thanks. Oh – another thing.
- MARK Well, I forgot to charge my mobile phone. Can I take yours?
- MARK I understand. Thanks anyway.
- MARK Can I borrow your jeans tonight – you know, the white ones?
- JAMIE Sure. What is it?
- JAMIE Sorry, no way! My mobile phone goes with me everywhere.
- JAMIE Yeah, go ahead. I'm not wearing them.
- JAMIE Another thing? What is it?

TRAIN TO THINK

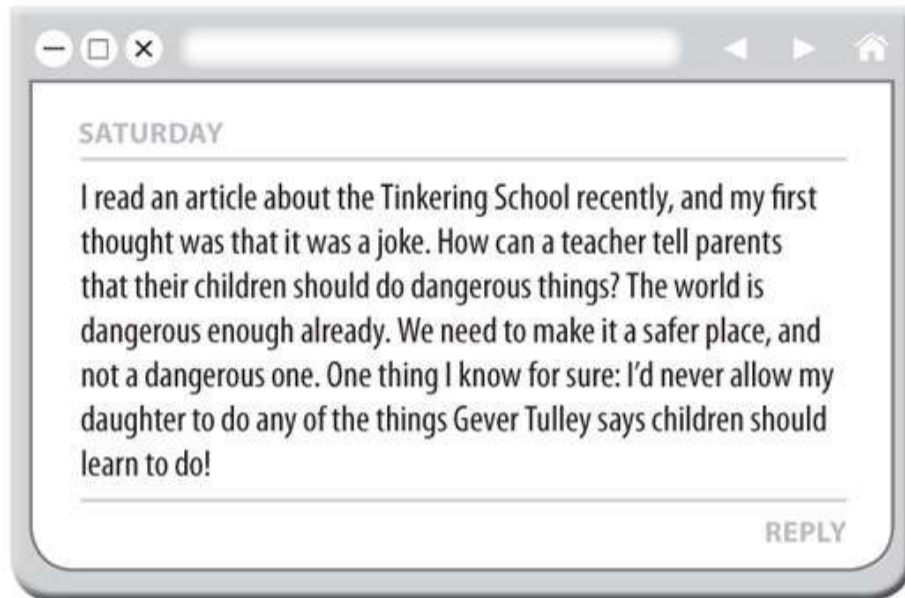
Thinking about texts

- 1 Read the text about Sunaina on page 22 again. Circle the correct option: A, B, C or D.

- 1 Where *wouldn't* you find this text?
- A in a magazine C in a newspaper
- B on a website D in a homework book
- 2 What is the main purpose of the text?
- A to complain about bad schools
- B to describe a personal experience
- C to entertain the reader
- D to persuade readers not to change schools
- 3 What is the best title for the text?
- A What I learned in a school that I didn't like
- B My first day at school
- C Good and bad teachers
- D How to do well at a new school

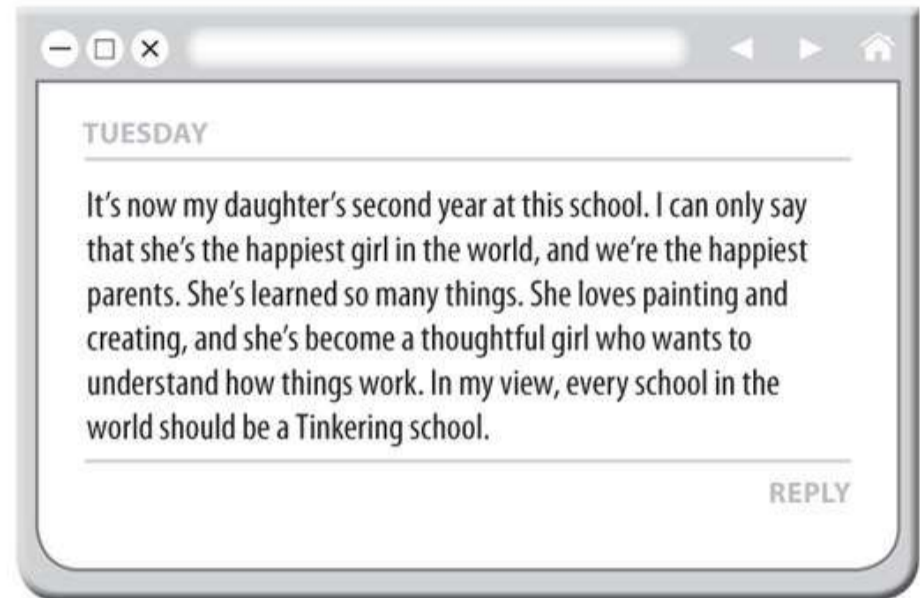
Help with reading: identifying text purpose

1 Read the texts. What is the purpose of each one?



Text 1:

- to tell a story
- to praise someone or something
- to criticise someone or something



Text 2:

- to tell a story
- to praise someone or something
- to criticise someone or something

Tip: identifying text purpose

Understanding what the purpose of a text is can help you a lot with reading. The following strategies can help you:

- Give the text a good look. What pictures are there? What does the title tell you? Is the text handwritten (a note)? Where would you see a text like this? (In a newspaper? In a magazine? On a mobile? On a website?)
- Think why the writer has written the text. For example, does the writer want to ...
 - entertain the reader?
 - inform the reader about something?
 - criticise something or someone?
 - praise something or someone?
 - thank somebody?

2 Read the texts A–D. Match them with the purposes in the list. There are two that you don't need.

- | | |
|--|--|
| 1 to inform the reader about an event | 4 to tell an anecdote or a joke |
| 2 to thank someone for doing something | 5 to entertain the reader with a thrilling story |
| 3 to persuade someone to do something | 6 to complain about something |

A The beautiful sandy beaches, the pleasantly warm seas and the friendly local people offer you the holiday of a lifetime. The crystal clear water will show you spectacular marine wildlife and will help you to forget stress and cold weather. Come to the Seychelles – you won't regret it!

Text purpose:

C The room was a mess. 'We've got to look at everything in here,' said the detective inspector. 'Every little bit! We know the robbers were here before they broke into the bank.' 'You won't find anything, Inspector,' a deep voice suddenly said.

Text purpose:

B I'm so grateful that you can help me with my project. I don't quite understand what to do and I'm so happy I can ask you the questions that help me understand the task.

Text purpose:

D Unfortunately, I have to say that we were not happy with the service we got at your hotel at all. Our room was far too small and too expensive, the meals were too small and often cold, and your waiters were very unfriendly.

Text purpose:

CONSOLIDATION

LISTENING

1 10 Listen and tick (✓) A, B or C.

- 1 When did Sophie start at the school?
 - A Wednesday
 - B Friday
 - C Thursday
- 2 What is Sophie's favourite subject?
 - A Science
 - B Art
 - C Spanish
- 3 Where does Allan offer to take Sophie?
 - A the library
 - B the school café
 - C the school gym

2 10 Listen again. Answer the questions.

- 0 How many days has Sophie been at the school?
4 _____
- 1 How does it compare to her old school?

- 2 Who is her favourite teacher? What does he teach?

- 3 Why is Sophie good at Spanish?

- 4 Where is the library?

GRAMMAR

3 Correct the sentences.

- 0 I've been at Bishops High School since five years.
I've been at Bishops High School for five years
- 1 It's a biggest school in our city.

- 2 I've yet taken some important exams.

- 3 But I haven't got the results already.

- 4 I've yet decided what I want to study at university.

- 5 I want to study the Spanish.

- 6 Bess is the my best friend at school.

VOCABULARY

4 Match the sentence halves.

- | | | |
|---|--------------------------|---|
| 0 He's so brave. | <input type="checkbox"/> | d |
| 1 Your brother's so laid-back. | <input type="checkbox"/> | |
| 2 Have you heard Jim play the trumpet? | <input type="checkbox"/> | |
| 3 My granddad's so active. | <input type="checkbox"/> | |
| 4 Liam's the most positive person I know. | <input type="checkbox"/> | |
| 5 Mr Harrington's really cheerful. | <input type="checkbox"/> | |
| a He's so talented. | | |
| b He's always doing something. | | |
| c He can see the good in absolutely everything. | | |
| d He isn't scared of anything. | | |
| e He's always got a big smile on his face. | | |
| f Does he ever get angry? | | |

5 Write the subject these students are studying.

- 0 Oh, no! I've got paint all over my shirt. Mum's going to kill me.
Art
- 1 I love acting in front of the rest of my class. It's so much fun.

- 2 The capital of Italy is ... is ... Oh, what is it? _____
- 3 Twelve percent of 200 is 24, isn't it?

- 4 I like learning about the past, but why do we have to learn all those dates?

- 5 I don't believe it. I've forgotten my tennis shoes.

- 6 I love doing these experiments. It's so much fun.

- 7 We're practising a song for the end-of-year concert.

DIALOGUE

6 Complete the conversation. Use the words in the list.

've decided | Let's face it | and that sort of thing. | Know what? | That's a great idea.
just | I'll help you if you want. | Are you sure? | Of course you can.

- JOSH I ⁰ *'ve decided* _____ to start a homework club.
 CHLOE A what?
 JOSH A homework club. It's so we can get together, discuss lessons, help each other with our homework, ¹ _____
 CHLOE ² _____ Can I be in it?
 JOSH ³ _____ I want you to be in it!
 CHLOE ⁴ _____ I could text some people.
 JOSH OK. Who are you thinking of?
 CHLOE What about Dave?
 JOSH Dave? ⁵ _____ He's way too smart. He doesn't need our help.
⁶ _____, he won't want to join.
 CHLOE Yes, but he doesn't have many friends. Maybe he'd like to join to make friends.
 JOSH ⁷ _____ You might ⁸ _____ be right.
 CHLOE I might.
 JOSH In fact, it's perfect. We help him make friends and he helps us with our homework. Chloë, you're a genius!

READING

7 Read the text. Mark the sentences T (True) or F (False).

- 0 Mrs Millington started teaching when she was 40. *F*
 1 Although she's a good teacher, she needs a bit more experience.
 2 Students are well behaved in her lessons.
 3 She really loves the subject she teaches.
 4 She was a TV news reporter before she became a teacher.
 5 She usually reported from countries with problems.
 6 She stopped working as a journalist when she started a family.
 7 Although she's a brilliant teacher, she's sometimes a bit unfriendly.

WRITING

8 Research a person who is famous for doing charity work. Write a paragraph (about 80–100 words) about him or her. Include the following information:

- who the person is
- what charity work he/she does
- what makes him/her so special

My Geography teacher, Mrs Millington, is a really amazing person.

She's in her late forties, but she's only been a teacher for the last three years. You'd never know she hasn't got very much experience because she's excellent in the classroom. You'd think she's been a teacher all her professional life. Students love going to her classes. She never has any trouble from any of them because her lessons are so interesting that everyone just listens to everything she says. She's so enthusiastic about her subject and she really knows how to make her lessons interesting.

The other day we found out her secret, the reason why she's so good. Before she was a teacher she spent more than 20 years as a war reporter for a newspaper. She spent most of her life reporting from countries all over the world, and she learned so much about these places and the people who live there. She brings all these experiences into the classroom and makes us feel that we've visited these places, too. She loved her job, but when she was 43 she had a child and decided that her job was too dangerous for a mother. She also wanted to be near her own mother, who wasn't very well. That's when she made the decision to be a teacher. I'm so happy she did. She's such a warm and positive person that when you're in her lessons you don't even feel you're at school.