

RICHMOND

NOW YOU!

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Richmond

WORKBOOK

1

STUDENT'S BOOK CONTENTS

GET STARTED! • Classroom language and objects • Prepositions of place • Possessive pronouns

Unit	Grammar	Vocabulary	Speaking	Listening
1 OUR WORLD 	Present simple <i>be</i> Present simple <i>be</i>: <i>wh-</i> questions	Greetings and introductions Countries and nationalities Hobbies and interests	Asking for and giving personal information Pronunciation /aɪ/	Introductions
2 TIME FOR SCHOOL 	Present simple <i>be</i>: negative Present simple <i>be</i>: <i>yes/no</i> questions Prepositions of time	Dates Time Personality adjectives	Asking for and telling the date and time Pronunciation /θ/ and /ð/	Time and dates
3 DIFFERENT PEOPLE 	Plural nouns: spelling Subject pronouns and possessive adjectives	Body parts Body actions Physical appearance	Talking about what people look like Pronunciation /s/, /z/ and /ɪz/ endings	Descriptions of people
4 LIFESTYLE 	Demonstrative pronouns Present continuous -ing verbs: spelling	Clothes Patterns The environment	Talking about what people are doing and wearing Pronunciation /ŋ/	Descriptions of clothes and actions
5 THE GREAT OUTDOORS 	Present simple Adverbs of frequency I	Weather and seasons Outdoor adventure and sports On the farm	Discussing the weather and seasonal activities Pronunciation /ɪ/ and /i:/	Conversations about weather and seasons
6 OUT AND ABOUT 	<i>There is</i> and <i>There are</i> Third person -s: spelling Adverbs of frequency II	Places in a city Directions Historical monuments	Asking for and giving directions and personal information Pronunciation /e/	Descriptions of places and routines
7 A SPIRIT OF ADVENTURE 	Adjectives: <i>-ing</i> and <i>-ed</i> Past simple <i>be</i> Past simple <i>be</i>: questions	Adjectives: <i>-ing</i> and <i>-ed</i> Travelling Famous explorers	Talking about interesting people Pronunciation <i>was</i> and <i>were</i>	Biographical information
8 TELL ME A STORY 	Past simple: regular and irregular Past simple: questions	Time expressions Ghost stories Parts of a story	Telling and retelling stories Pronunciation /t/, /d/ and /ɪd/ endings	Anecdotes and stories
9 HEALTHY FOOD 	Nouns: countable and uncountable Quantifiers	Food Units of measurement Nutrition	Talking about food, quantities and recipes Pronunciation compound noun stress	Descriptions of food and recipes

 Unit reviews • External exam practice

 Pairwork

- Saxon genitive
- Articles
- Punctuation

Reading	Writing	Culture and communication	Project
Language in context: Celeb facts! Core values Diversity	A profile Focus on linking language I	Irish dancing Idioms and expressions for determination Pairwork Exchanging personal information	Survey 21st century skills Collaboration Go beyond What are surveys?
Language in context: Multiple intelligences Core values Self-awareness	An email Focus on punctuation	The Fringe Festival Idioms and expressions with time Pairwork Interpreting a timetable	
Language in context: Can you judge a book by its cover? Core values Keeping an open mind	A description Focus on adverbs of degree	School uniforms Idioms and expressions with body parts Pairwork Describing people	Scrapbook 21st century skills Feedback Go beyond Scrapbooking
Language in context: Going green Core values Conservation	A blog entry Focus on linking language II	Australia Idioms and expressions with clothes Pairwork Requesting information	
Language in context: Make the most of your Easter! Core values A sense of adventure	A postcard Focus on present tenses	Road trips Idioms and expressions with weather Pairwork Comparing hobbies and interests	Tourist leaflet 21st century skills Cultural awareness Go beyond Tourist information
Language in context: Wonder where the best jobs are? Core values Heritage	A note Focus on adverbs of frequency	Shetland Islands Idioms and expressions about travel Pairwork Describing daily routines	
Language in context: Edmund Hillary Core values Achievement	A biography Focus on linking language III	African safari Idioms and expressions for experiences Pairwork Interpreting information	Memorabilia chest 21st century skills Communication Go beyond Why study the past?
Language in context: The Canterville Ghost Core values Empathy	A story Focus on the past simple	Sherlock Holmes Idioms and expressions for mysteries Pairwork Analysing clues	
Language in context: Know your food Core values Healthy eating	A report Focus on quantifiers	Time for a cookout Idioms and expressions with food Pairwork Describing a recipe	Review Mind maps

7 A SPIRIT OF ADVENTURE

In unit 7 you will:

- talk about interesting people.
- describe emotions and situations.
- ask and answer questions about the past.
- write a mini-biography.

7.1 Vocabulary and listening

1 Read and choose the correct option. How does each person feel?

1 I love robotics class!
terrified / excited



2 Wow! Our teacher's in a rock band!
surprised / bored



3 You can turn your phone into a film projector? How?
frightened / fascinated



4 Another three hours in the car!
fascinated / bored



2 Read the dialogue and complete the words in bold with *-ing* or *-ed*.

Sandra: Have you read this book on explorers? It's full of cool facts and ¹ **interest** ____ stories. It's absolutely ² **fascinat** ____ !

Alfredo: No, I'm not really ³ **interest** ____ in that kind of thing and I think books are ⁴ **bor** ____ I prefer ⁵ **frighten** ____ films about monsters and ghosts! The scarier the better, in my opinion. Do you want to watch a horror film with me?

Sandra: Oh no! I'm ⁶ **terrifi** ____ of that kind of thing!

3 Complete the text with the *-ing* or *-ed* adjectives. There are three words that you don't need.

boring excited fascinated fascinating
frightened interested surprised terrifying

My great-grandad had a ¹ _____ life, full of adventures and travels through exotic countries.

I want to be just like him! I'm ² _____ in learning new languages and new cultures, and I'm ³ _____ about travelling to different countries. I want to explore mountains and jungles and have ⁴ _____ adventures with wild animals and cannibals! I don't want to have a ⁵ _____ life; I want adventure!



4 Listen and complete the sentences. There is one word you don't need.

bored interested surprised terrified

1 At the beginning of the story, Polly was _____.

2 At midnight, she was _____.

3 In the end, she was _____.

5 Listen again and order the events.

a Suddenly, there was a loud noise in the wardrobe.

b Danny was at the door.

c Polly was frightened by a book at midnight.

d Polly was in the kitchen making a snack.

e Polly's cat was found.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

6 Choose the correct option.

ERIK THE RED



- 1 I **was** / **were** a Viking explorer.
- 2 My name comes from the fact that my hair **was** / **were** red.
- 3 Many people **was** / **were** frightened of the Vikings.
- 4 People think we **was** / **were** the first people in Greenland, but there **was** / **were** prehistoric cultures there before us.
- 5 My son, Leif Erikson, **was** / **were** the first European in North America.

7 Complete the text using the affirmative or negative past simple form of the verb *be*.

Ferdinand Magellan

1 _____ one of the first navigators to cross the Pacific Ocean and travel around the world. He 2 _____ born in 1480 in Portugal. His parents 3 _____ members of the Portuguese aristocracy, so they 4 _____ poor.

At the age of 12, Magellan 5 _____ really interested in celestial navigation (reading the position of the stars) and map reading. These 6 _____ his favourite subjects. He also really wanted to get on a ship. He certainly 7 _____ frightened by the sea!

After his first expedition, Magellan 8 _____ fascinated by the idea of going to the Indies through the west. Unfortunately, the Portuguese king and his officials 9 _____ interested in Magellan's idea. However, he went to Spain and asked King Charles I for support. The Spanish king and his governors 10 _____ excited about this expedition and gave him money for it. In March 1521, after crossing the Pacific Ocean, Magellan and his crew became the first to sail around the world.

8 Use the prompts and the correct form of the verb *be* in the past simple to write sentences.

- 1 I / not be / excited / about the party.

- 2 It / be / an interesting / trip to the museum.

- 3 He / not be / born / in Spain.

- 4 We / be / surprised by / the news.

- 5 The film / not be / as good as / they said.

- 6 Joe and David / not be / fascinated by / the old maps / like / I / be.

9 **NOW YOU!** Complete these sentences for you.

- 1 I was born in _____
_____.
- 2 When I was at primary school, I was often excited about _____
_____.
- 3 The first holiday I remember was _____
_____.
- 4 When they were young, my parents were _____
_____.
- 5 This morning before school, I was _____
_____.
- 6 The last time I was really excited was _____
_____.
- 7 Once I was really frightened by _____
_____.

7.2 Grammar and listening

1 Listen and choose the correct option.

- What type of radio programme is it?
a a game show b a news report
- Who answers most questions correctly?
a Emma b Lucas

2 Listen again and write true (T) or false (F).

- Emma gets the first question right. _____
- Emma thinks Magellan was born in Italy. _____
- Lucas wins three tickets to see a fossil exhibition at the museum. _____
- Lucas is taking his dad to the exhibition. _____
- Neil Armstrong wasn't on the Moon in 1969. _____
- Lucas wins a pass to twenty art galleries and museums. _____
- Lucas can visit the art galleries and museums for free all year. _____
- Emma gets the final question wrong. _____

3 Choose the correct option.



Larry
Online

Today 08.55

Valeria

Hi Larry,

¹ **Were / Was** you at school yesterday? ² **Was / Were** the exams difficult?

Today 08.58

Larry

Hi Valeria,

Yes, I ³ **were / was**. And yes, they ⁴ **were / was**. Where ⁵ **were / was** you? ⁶ **Were / Was** it your birthday?

Today 09.00

Valeria

Hi Larry,

No, it ⁷ **weren't / wasn't**. My sisters and I ⁸ **were / was** ill!

4 Complete the sentences with the correct form of the verb *be*.

The Museum of History

would like to present...

Guest Speaker – Harry Champion

Are you fascinated by history? Or interested in adventure? If so, come and listen to the daring explorer and pioneer, Harry Champion, talking about his adventures and expeditions.



- _____ his parents surprised when he told them what he wanted to be?
- _____ it difficult to become an explorer? What ³ _____ his most important discovery? Where ⁴ _____ he when he discovered a new species?
- _____ all of his adventures terrifying? Who ⁶ _____ his travelling companion?

Find out the answers to all of these questions and more on Friday at 4pm.

5 Complete the questions and their answers.

- _____ the first person on the Moon? It _____ Neil Armstrong.
- _____ the first English settlers in Australia? They _____ there from 1788.
- _____ Christopher Columbus born? He _____ born in Genoa, in what is now Italy.

6 Complete the text with the words in the box.

adventures discovered discoveries
expedition explorer

Alexander von Humboldt was a German naturalist and ¹_____. He was born in Berlin in 1769 and he was always interested in plants, animals and geography. Von Humboldt and a French botanist called Aimé Bonpland were courageous (and rich!) enough to plan an ²_____ to South America. It was very exciting and they had many ³_____. He ⁴_____ many new species of plants and animals. In August 1804, von Humboldt organised his scientific ⁵_____ into a series of large books called 'Kosmos'. He died in 1859.



7 Read the text again and complete the yes/no and wh- questions.

- 1 *Where was he* _____ from?
He was from Germany.
- 2 _____ last century?
No, he wasn't. He was born in 1769.
- 3 _____ interested in nature?
Yes, he was.
- 4 _____ Aimé Bonpland?
He was a French botanist.
- 5 _____ rich?
Yes, they were. A lot of money was necessary to go to America.
- 6 _____ called?
The books were called 'Kosmos'.

8 Find the mistake in each sentence and correct it.

- 1 He weren't very famous in the beginning.

- 2 No, they wasn't.

- 3 We was in the kitchen when we heard the terrifying noise.

- 4 The trip were dangerous and long. It took half a year to get there.

- 5 Was you in class yesterday?

- 6 Where was they when we needed help?

- 7 Sally were fascinated by their stories.

- 8 Yes, it wasn't.

9 **NOW YOU!** Imagine you are an explorer. Invent answers to the reporter's questions.

- 1 Where were you born?

- 2 What were you interested in as a child?

- 3 What expeditions are you most famous for?

- 4 Were you ever frightened?

- 5 What do you plan to do now?



7.3 Reading

BEFORE YOU READ

- 1 Write the words and expressions in the correct box according to where we normally find them in a biographical text.

as a child brave climber is famous for
palaeontologist shy was the first person to
at the age of (12)

WHILE YOU READ

- 2 Read and write where you can find the following information.

TEXT 1

Date and place of birth: 1 line ___
Information about childhood: 2 lines ___ to ___
Important achievements: 3 lines ___ to ___

TEXT 2

Date and place of birth: 4 line ___
Information about childhood: 5 lines ___ to ___
Important achievements: 6 lines ___ to ___

- 3 Read again and choose the correct option, Bessie Coleman (BC) or Tom Avery (TA).

- 1 He/She was inspired by the adventures of a famous person as a child. **BC / TA**
- 2 It wasn't easy for him/her to learn his/her profession. **BC / TA**
- 3 He/She was part of a very big family. **BC / TA**
- 4 He/She is the author of a book. **BC / TA**
- 5 He/She is famous for exploring new places. **BC / TA**
- 6 He/She was very good at school. **BC / TA**

AFTER YOU READ

- 4 Answer the questions using full sentences.

- 1 When was Bessie Coleman born?

- 2 Where was she in 1920?

- 3 Was she well known in her time?

- 4 Was Tom Avery born in the USA?

- 5 How old was he during his British expeditions?

- 6 How long was his journey to the North Pole?

- 5 Find an underlined adjective in the text that describes...

- 1 something that is dangerous and shows bravery:

- 2 somebody that continues trying to do something:

- 3 something that makes you feel like you can do something difficult: _____
- 4 somebody who achieves their objective:

- 5 something that's extremely exciting:

- 6 Complete the sentences with words from exercise 5.

- 1 The book was really _____. Now I want to be an astronaut!
- 2 She was _____ in the end because she was so _____ and didn't stop trying.
- 3 In the film, the stars perform all of their _____ action sequences themselves; it's _____ to watch.

Adventures in the wild

BESSIE COLEMAN

- 1 Bessie Coleman was a courageous woman and a pioneer pilot. Born in 1892 in Texas, she was one of 13 children and had to work to help her family while she was still at school. She was a very good student and she was particularly good at Maths. But what she really wanted to do was to fly.

It wasn't easy to go to flight school in the USA at that time, but Bessie was persistent. She saved money to go to France to get her licence, and she was successful. In 1920 she became the first woman of Native-American and African-American origins to get a pilot licence, and she was soon famous for her daring tricks in US air shows. Her dream was to open a flight school for people who weren't able to pay for it. She was in an accident when trying out a new plane in 1926 and died at the age of 34. She is still remembered by her nickname: Queen Bess.



TOM AVERY

He is a brave, professional climber who was born in December 1975 in London. When he was eight years old, his favourite book was about the inspiring life of Captain Robert Scott. When Avery was 16, he was the leader of a number of climbing expeditions in Wales and Scotland. In 2002, he was the youngest British person to get to the South Pole on foot. In 2005, he was head of an expedition to the North Pole. He wasn't the first to do this, but he was the fastest. His journey took about 37 days. Avery tells of this thrilling adventure in his book *To the End of the Earth*. Today, he gives talks in schools and is planning to sail around the world.

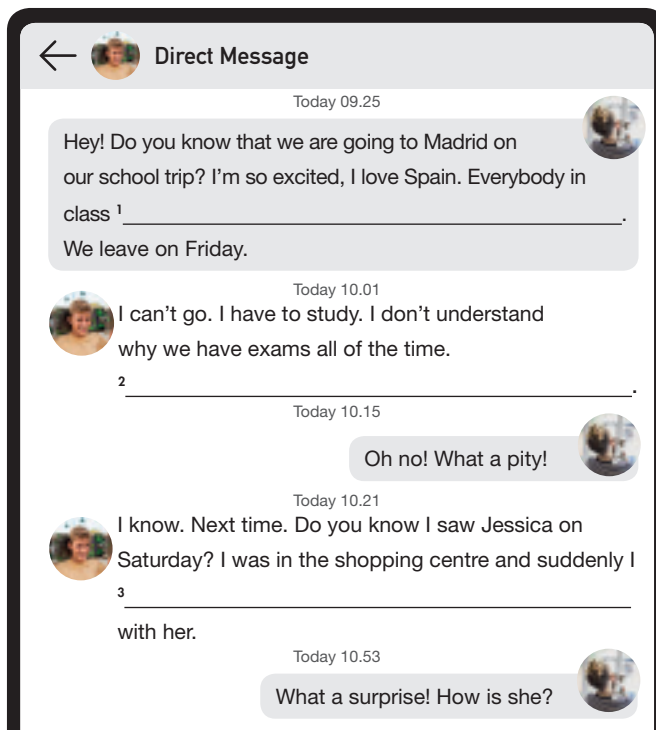
1 Choose the correct option to complete the sentences.

- 1 I don't know. It
 a beats me how they did it.
 b beat me how they did it.
 c beats to me how they did it.
- 2 Suddenly I was face
 a face with my childhood hero.
 b to cheek with my childhood hero.
 c to face with my childhood hero.
- 3 We won! I'm
 a on the moon!
 b under the moon!
 c over the moon.



2 Complete the sentences with the correct form of the expressions.

It beats me be over the moon be face to face



NOW YOU! Reflect on your learning

Read the statements and tick (✓) to evaluate your learning.



Vocabulary	I can express emotions and situations using adjectives with <i>-ed</i> and <i>-ing</i> endings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can understand and use vocabulary related to travelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	I can use the past simple of the verb <i>be</i> to describe situations in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can ask and answer questions about the past using the past simple of the verb <i>be</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	I can listen to check the sequence of events in a story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	I can talk about interesting people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	I can use my knowledge of text structure to make comprehension easier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	I can write a short, coherent text to give details about somebody's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioms	I can use idioms and expressions for experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can do it very well.

I can do it.

I'm not sure about it.

I need to review it.

8

TELL ME A STORY

In unit 8 you will:

- learn how to tell a story.
- talk about things that happened in the past.
- ask and answer questions about the past.
- write a scary story.

8.1 Vocabulary and listening

1 Read the stories and choose the correct options.

Always look closely

Yesterday it was very foggy. I was driving but it was difficult to see the road. ¹... , I saw a ghost. I was very frightened! ²... I got closer, I realised it was a lost cow! It was big and white, but it was friendly!



Second time lucky

³... I had a job interview. As soon as I sat down in the interviewer's office, he told me, 'You've got the job.' I couldn't believe it. ⁴... he said, 'You start tomorrow.'

⁵... he said that, a man with a microphone and a camera entered the room and shouted, 'You're on *The Hide Show!*' I was surprised and a bit disappointed. But the next day I had a real interview, and I got the job!



The lady who was lost

⁶... , I stayed at my aunt's house. A woman called at the door asking for directions. My aunt was asleep and I didn't know the area so I couldn't help her, and ⁷... she left. ⁸... , I told my aunt about it and she turned white. She told me it was the ghost of a woman who died years ago. I never stayed in my aunt's house again!



- | | | |
|-------------------|---------------|-------------------|
| 1 a Finally | b Suddenly | c But as |
| 2 a Before that | b Afterwards | c But when |
| 3 a Last week | b Just after | c Next |
| 4 a One Christmas | b Before that | c Then |
| 5 a Just after | b Finally | c Before long |
| 6 a Afterwards | b One winter | c After some time |
| 7 a before long | b before that | c one day |
| 8 a Suddenly | b Afterwards | c But as |

2 Listen and choose the correct answer.

Speaker 1

1 Oliver and his family went to the wrong place.
True / False

Speaker 2

2 Isabella and her friend were terrified.
True / False

Speaker 3

3 Julia's mother didn't know who the note was from.
True / False

3 Listen again. Find the incorrect word in each sentence and correct it.

1 Last winter, Oliver and his family went camping.

2 Oliver and his family were very excited when they got to the campsite.

3 Just before Oliver's family arrived at camp, they put up their tent.

4 Isabella always has her wallet with her.

5 Isabella and her friend visited an old museum.

6 Julia was in the bookshop when finally a book fell off the shelf.

7 There was a letter written in Spanish inside the book.

8 The book was written by Julia's great grandad.

4 Order the letters to write the verbs and then write the past simple. Write if the past form is regular (R) or irregular (I).

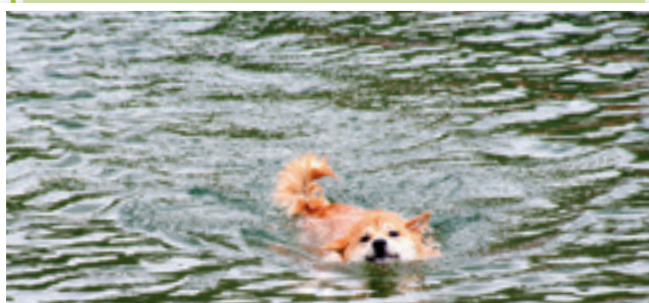
	Verb	Past simple	Regular / Irregular
1	rtsta		
2	ystdu		
3	og		
4	tea		
5	opst		
6	ievel		
7	inkth		
8	ughla		
9	alisere		
10	eavel		

5 Complete the sentences with the verbs in past simple.

BOY SAVES WOMAN AND HER DOG TWICE IN ONE DAY

By Gilbert Green

When Tom Brown ¹ _____ (see) an elderly woman and her dog in trouble in the park yesterday, he ² _____ (not think) twice about helping them. He quickly ³ _____ (realise) that the dog couldn't get out of the river. Tom immediately ⁴ _____ (jump) in the river and ⁵ _____ (get) the dog out. It ⁶ _____ (not matter) that he got very wet! The woman thanked Tom and he ⁷ _____ (go) home to get dry clothes. But as Tom was leaving the park, he ⁸ _____ (hear) a scream. This time they were both in the river. Tom came to the rescue again. What a hero!



6 Complete the stories with the verbs in past simple.

come fall go have not know
sit start wake up



Last month Emily ¹ _____ hiking on a very high mountain alone. When she was near the top, a big rock fell and trapped her. She couldn't stand up. It ² _____ to get dark. She ³ _____ what to do. Fortunately, half an hour later a helicopter ⁴ _____ and the pilot rescued her. Now they are best friends!



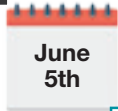
Yesterday Joe ⁵ _____ near the back of the classroom. It was warm and the teacher was talking very quietly. Joe found the lesson a bit boring, so he ⁶ _____ asleep and began to snore! He was so noisy that the teacher ⁷ _____ to stop the class. His classmates laughed so loudly that Joe ⁸ _____. He was really embarrassed! Later, he apologised to the teacher.

8.2 Listening and vocabulary

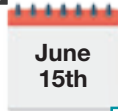
1 Listen and choose the correct answer.

1 When did James go on holiday?

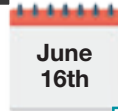
a



b



c



2 Where did James stay on holiday?

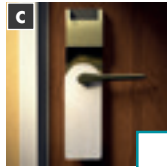
a



b



c



3 What animal did James see on holiday?

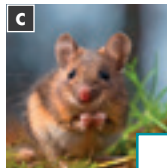
a



b



c



2 Listen again and complete the sentences.

The setting

The family went to Australia to celebrate

1 _____ . They stayed in

a 2 _____ area near the

3 _____ .

The surprise

Just 4 _____ James went for a swim, he saw something move

5 _____ by the side of the pool and

enter the water. James 6 _____ and

he threw his 7 _____ at it.

Afterwards

James's parents bought him some new

8 _____ . He 9 _____

again for the entire holiday.

3 Complete the sentences with the correct form of the verb in past simple.

SARAH: Guess what!

RICHIE: What?

SARAH: Yesterday I was in a café and a boy

1 _____ (say) hello to me. He

2 _____ (look) familiar, but I

3 _____ (not recognise) him.

RICHIE: So what happened?

SARAH: We talked for about 10 minutes and then he

4 _____ (ask) me to sit at his table.

RICHIE: And what did you do?

SARAH: I 5 _____ (sat) down, of course!

I 6 _____ (not want) to be rude. Then he

7 _____ (tell) me things about people from

my childhood! Anyway, I finally 8 _____

(think) I 9 _____ (know) who he was:

Joseph, a friend from my old school.

RICHIE: I still don't really understand why you are so amazed.

SARAH: Well, when dinner 10 _____

(finish), I found out that it wasn't Joseph!

RICHIE: Oh my goodness! So, who was he?

SARAH: He was Joseph's twin brother!

4 NOW YOU! Use your answers to exercise 3 to answer the questions for you.

1 What did your English teacher tell you to do for homework?

2 What did you think when you first met your best friend?

3 What time did your last class finish yesterday?

4 Who did you know in your English class before the beginning of the year?

5 Read the questions and write affirmative (✓) or negative (x) short answers.

- 1 Did we forget to invite her?
x _____
- 2 Did Mum buy ice cream?
✓ _____
- 3 Did you hide my sunglasses?
✓ _____
- 4 Did John and Francine have tickets to the cinema?
x _____
- 5 Did it take a long time?
✓ _____

6 Complete the questions using the past simple.

POLICE REPORT

Case 112: Stolen necklace
1 suspect, 1 witness

Questions for the witness

- 1 What _____ the man _____ (look) like?
He was tall, with dark hair.
- 2 What _____ you _____ (see) him do?
I saw him put something in his bag.

Questions for the suspect

- 3 _____ you _____ (steal) the jewellery?
No, I didn't.
- 4 Where _____ you _____ (get) that new necklace?
I got it from somebody.
- 5 Why _____ you _____ (try) to hide it?
I hid it because it's very expensive. I know because the woman that I stole it from was rich! Oh no!

7 Complete the sentences with a question word and the correct form of the verbs in brackets.

how what what time
when where who

- 1 When did you see (see) Silvia? I saw her at the weekend.
- 2 _____ they _____ (get) home last night? Around 9pm.
- 3 _____ your family _____ (do) on holidays? They spent a lot of time on the beach.
- 4 _____ the thief _____ (hide) the money? He hid it under his bed!
- 5 _____ she _____ (find) this place? She searched online.
- 6 _____ you _____ (meet) at the party? George and Cathy.

8 Choose the correct option from the pairs of words to complete the sentences.

ate/eight bye/buy flu/flew maid/made
meat/meet Wales/whales

My holiday

Jessica White

Last summer we went to ¹_____ on holiday to spend time with my cousins. We ²_____ to England first to ³_____ my dad and then we went by car to a small village in the Welsh countryside. It was a wonderful summer. We ⁴_____ fresh fish from the sea every day and went to ⁵_____ cakes and bread ⁶_____ locally at the market. It was a fantastic, relaxing summer.



8.3 Reading

BEFORE YOU READ

- 1 Match the pairs of boxes to make words and use them to complete the sentences.



detec

dia

investi

take

mis

gate

cur

tain

tive

mond

- The criminal's big _____ was to leave the window open.
- The _____ knew that the man was responsible for stealing the necklace.
- Suddenly, the woman saw something move behind the _____.
- The lady's valuable _____ ring was missing.
- I need to _____ the case a bit more to find the truth.

WHILE YOU READ

- 2 Read the story and choose the correct answer.

- Sherlock Holmes used an effigy of **himself** / **Watson** to try to catch a criminal.
- The criminal had a stolen **violin** / **diamond**.
- When the criminal showed his accomplice the diamond, **the effigy** / **Sherlock Holmes** was sitting in the armchair near him.

AFTER YOU READ

- 3 Read the story and write true (T) or false (F). Correct the false sentences.

1 Sherlock Holmes didn't say hello to Dr Watson when he arrived.

2 Dr Watson left the house to go to the police.

3 The Count attacked Holmes when he saw him.

4 When Sherlock Holmes left the room, the Count and his accomplice discussed the options.

5 The Count had the diamond with him.

6 Sherlock Holmes played the violin for a while.

7 Sherlock Holmes listened to the end of the criminals' conversation.

- 4 Match the synonyms from the text.

1 armchair _____

2 effigy _____

3 accomplice _____

4 record player _____

5 arrest _____

a a sculpture or model of a person

b to take into police custody

c a comfortable chair with side supports

d a person who helps another in a crime

e a machine for playing vinyl records

The adventure of the

MAZARIN
STONE

When Dr Watson arrived at Sherlock Holmes's house, he found his friend sitting in his armchair by the window. He said hello but there was no answer. Then a voice greeted him from behind.

'Doesn't it look like me?' asked the detective. He explained that the wax effigy of him in the chair was part of a plan to catch a dangerous diamond thief called Count Negretto Sylvius, and he told Watson to go and give the name to the police.

The Count soon arrived and found the door open. He saw the effigy in the chair and tried to attack it. He soon realised his mistake, and the real Sherlock Holmes explained that he knew that the Count and his accomplice had a diamond called the 'Mazarin Stone', and that information from his investigations could put them both in prison. He then offered the Count a choice: the diamond or prison. He told the Count to invite his accomplice into the house to discuss the options as he went into his bedroom with his violin.

The accomplice came in and the two men immediately started planning to trick Holmes. Hearing the violin music and assuming their conversation was secret, they planned to escape. The Count took the diamond out of a secret pocket and lifted it up to the light by the window to show his accomplice.

Suddenly a hand reached up from the chair and took the diamond from the Count.

'Thank you!' said Holmes.
'Let me explain. You saw me go into my room with my violin. What you didn't see is that I have a record player and a second door in my bedroom. I put on some violin music and came out of my room through the second door, behind the curtain. Then I sat in the chair and replaced the effigy. And now I believe I hear the police coming to arrest you.'



Adapted from

'The Adventure of the Mazarin Stone'

by Sir Arthur Conan Doyle

**NOW YOU!****A scary story**

1 PLAN You are going to write a scary story. Choose from the titles below.

The uninvited guest

The box

The house on Craggy Mountain

A present for Harriet Hill

Think about what the title means and what the twist could be. Use the notes to help you write a plan.

Main characters: Who are they? What is the relationship between them? Where are they?

Something goes wrong: What happened? How did the main characters feel about this?

Climax: What happened to make things tense?

Twist: What surprising thing happened at the end?

2 WRITE Use your plan to write your story.

USEFUL LANGUAGE

- Some time ago, ■ Just as
- One stormy night, ■ Suddenly,

3 CHECK Read your story and check using the list below.

I followed the plan to write my story.

I used dialogue where appropriate.

I checked my use of past tenses.

I checked for spelling and grammar mistakes.

I checked my use of time expressions.


1 Rewrite the underlined expressions in the correct order.

1 I don't think you should tell her that you don't like her brother. Remember water is thicker than blood.

2 It's the dark in a shot but I'd say they won the match.


3 I think Mr Jones has the skeleton in a closet.

2 Complete the conversation with the expressions you wrote in exercise 1.

Ed  Did you meet the new teacher today? He looks really mysterious and he definitely has secrets. I bet he has ¹ _____

No, I didn't. Do you know he is Laurie's uncle? Don't say that to her. ² _____, you know!

Amelia 


 Of course I won't! Anyway, that was just ³ _____. I've got no idea what he's really like. He's probably really nice!


NOW YOU! Reflect on your learning


Read the statements and tick (✓) to evaluate your learning.




Vocabulary	I can understand and use time expressions in stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can recognise homophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	I can understand and use regular and irregular verbs in the past simple.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can ask and answer simple and <i>wh-</i> questions about the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening	I can predict content using pictures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	I can tell anecdotes and mysterious stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	I can follow a story with a trick in the plot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	I can write a short, narrative text including a climax and a twist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idioms	I can use idioms and expressions for mysteries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 I can do it very well.

 I can do it.

 I'm not sure about it.

 I need to review it.



PROJECT: Memorabilia chest

Team members







TASK 1



Our chosen explorer: _____

General information: _____

→ Student's book page 65

TASK 2



Information to include in the questions: _____

Ideas for maps: _____

→ Student's book page 67

TASK 3



Four special adventures: _____

Ideas for letter: _____

→ Student's book page 70

TASK 4



Ideas for play: _____

→ Student's book page 73

TASK 5



Questions for the other explorers: _____

→ Student's book page 75

TASK 6



Phrase to summarise our explorer's life: _____

→ Student's book page 78

FINAL TASK

 Organiser: _____

 Presenter: _____

 Reader: _____

 Director: _____

→ Student's book page 80

Adjectives: *-ing* and *-ed*

Adjectives that end in -ing describe things or events. This film is frightening . The camping trip was boring . My grandparents' lives were interesting .	Adjectives that end in -ed describe people's feelings or emotions. They were so frightened . She was bored on the camping trip. I am interested in volcanoes.
--	--

Usually, adjectives ending in **-ing** describe a thing or a situation, and adjectives ending in **-ed** describe how a person is feeling.

It's an **exciting** book. The book makes me feel **excited**.
The story is **shocking**. The story makes me feel **shocked**.

Be careful!

I am feeling bored: I'm **bored**.

I have a boring personality: I'm **boring**.

 Past simple *be*

I He She It	was / wasn't	born in England. 20 years old. an explorer. cold in China.
You We They	were / weren't	born in 1997. excited about the trip. dangerous people.

We use the past simple of the verb **be** to talk about situations or describe events in the past. **Was** and **were** do not have contracted forms in the affirmative.

It **was** a nice day.

They **were** in the classroom.

In the negative, **not** always comes after **was** and **were**. We often use the contracted forms **wasn't** and **weren't**.

He **wasn't** at school yesterday.

We **weren't** invited to your party.

We also use **was** and **were** to say when someone was born.

My sister **was** born in April.

They **were** born in the 1970s.

 Past simple *be*: questions

Yes/No questions	
Was he surprised?	Yes, he was . No, he wasn't .
Were they bored?	Yes, they were . No, they weren't .

In questions, **was** and **were** come before the subject pronoun, not after.

Was she an explorer?

NOT ~~She was an explorer?~~

Were you at the museum yesterday?

NOT ~~You were at the museum yesterday?~~

Wh- questions

Who was a teacher?	Arthur Lakes was a teacher.
Where were the fossils?	They were in Colorado.

In *wh-* questions, we add a question word before **was** and **were**.

Why was she at the hospital last week?

Where were you yesterday?

Past simple: regular and irregular

Affirmative	
Regular verbs	Irregular verbs
start → started	go → went
arrive → arrived	put → put
study → studied	eat → ate
stop → stopped	see → saw
Negative	
He didn't start yesterday.	We didn't go to America.
I didn't arrive on Monday.	I didn't put it there.
We didn't study hard.	You didn't eat much.
She didn't stop until the evening.	They didn't see the dog.

We use the past simple to talk about actions and events in the past.

She **climbed** all the way to the top.

We **got** really good marks in our exams.

They **didn't know** the answers.

With regular verbs, we usually form the past simple by adding **-ed** to the infinitive.

She **played** football yesterday.

We **visited** our grandparents last year.

Kyle **wanted** to go to the pool.

With regular and irregular verbs, the negative of the past simple is formed by putting **did not** or **didn't** before the verb. We usually use the contracted form **didn't**.

She **did not work** today.

We **didn't buy** Laura a birthday present.

I'm sorry, I **didn't hear** you.

We use the infinitive form of the verb after **didn't**.

We **didn't arrive** in time for the concert.

NOT ~~We didn't arrived in time for the concert.~~

We often use past time expressions with past simple verbs.

I **worked** really hard **last year**.

My sister **went** to the cinema **at the weekend**.

He **didn't play** volleyball **last month**.

Go to page 97 to see a list of irregular verbs in the past simple.

Past simple: questions

Yes/No questions	Wh- questions
Did you wear your diamond necklace tonight? Yes, I did . No, I didn't .	Where did you go after dinner, Miss Olive? I went to my aunt's room.
Did she ask Mr Parker for more champagne? Yes, she did . No, she didn't .	What did he hide ? He hid his glue.

We use **did** + **pronoun** + **infinitive** to form yes/no questions in the past simple.

Did he go to the concert last night?

Did they know the answer?

Did you ask the teacher?

Questions in the past simple are formed in the same way with regular and irregular verbs.

Did you talk about it?

Did you hear the story?

When we give a short answer in the past simple, we do not use the verb.

Did she open the door?

Yes, she did. NOT ~~Yes, she did open.~~

To ask for more information about the past, we use *wh-* question words before **did**. The question words include **how**, **how long**, **how many**, **how much**, **what**, **when**, **where**, **who** and **why**.

How did you travel to Greece?

When did they make the cake?

Why did they cancel the game?

We use the infinitive of the verb in all question forms.

Did they leave after the class?

NOT ~~Did they left after the class?~~

Where did you go?

NOT ~~Where did you went?~~

Unit 7

1 Complete the question or answer with a question word or the past of the verb **be** in each conversation.

1 A: _____ was Amelia Earhart?

B: She _____ an aviator.

2 A: _____ Marco Polo Italian?

B: Yes, he _____. His voyages _____ very exciting.

3 A: _____ Isabell Bird an aviator?

B: No, she _____. She _____ an explorer.

4 A: _____ was Edmund Hillary born?

B: He _____ born in 1919.

5 A: _____ Freya Stark born in the UK?

B: No, she _____. She _____ in Paris.

6 A: _____ Edward Drinker Cope and Othniel Charles Marsh sailors?

B: No, they _____. They _____ palaeontologists.

2 Choose the correct endings (**-ing** or **-ed**) in the sentences.

1 I was bor___ by the last film I saw.

2 Adventure sports are excit___.

3 I'm fascinat___ by ancient history.

4 I'm interest___ in different cultures.

5 I think spiders are really frighten___.

6 For me, horror films are terrify___.

Unit 8

1 Complete the text with the past simple of the verbs.

Dear Diary,

Today I ¹ _____ (**have**) an interesting school trip. We ² _____ (**go**) to a farm! When we ³ _____ (**arrive**), we ⁴ _____ (**meet**) the farmers, who were very kind. We ⁵ _____ (**see**) the machinery and the animals, and the farmers ⁶ _____ (**tell**) us they wake up at five o'clock every morning! Imagine! We ⁷ _____ (**eat**) with them and all the food ⁸ _____ (**come**) from the farm. After that, we ⁹ _____ (**sit**) around the campfire telling ghost stories because it was Halloween! I ¹⁰ _____ (**not like**) that because I ¹¹ _____ (**hear**) noises all night and only ¹² _____ (**sleep**) five hours!

I'm tired now, so goodnight!

2 Match the questions and answers.

- 1 Did Jane enjoy the match?
- 2 Did your parents like the ghost story?
- 3 Did the magic trick work?
- 4 Where did you go camping?
- 5 When did your cousins last visit?
- 6 How did you come to school today?

- a Yes, it did. I was surprised!
- b They came last summer.
- c We went to the south of France.
- d Yes, she did. Her team won.
- e My mother drove me.
- f Yes, they did. It was terrifying!

- | | | |
|-------|-------|-------|
| 1 ___ | 3 ___ | 5 ___ |
| 2 ___ | 4 ___ | 6 ___ |

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned
leave	left	left

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

UNIT 7

Adjectives: *-ing* and *-ed*



bored	fascinating	surprised
boring	frightened	surprising
excited	frightening	terrified
exciting	interested	terrifying
fascinated	interesting	

Travelling



countries	maps	traveller
culture	places	trips
dangerous	return home	visit
history	travel	

Famous explorers



brave	early life	philanthropy
conquer	expedition	pioneer
courageous	explorer	tribute
daring	first person	trip
discover	Mount Everest	

UNIT 8

Time expressions



after some time	last year
afterwards	next
as	one Christmas
before long	one day
before that	one winter
finally	one year
just after	suddenly
just before	then
last weekend	when

Ghost stories



believe	haunted	plot
blood	hear	stain
curious	murdered	story
ghost	noise	

Parts of a story



characters	drama	tension
description	punctuate	title
dialogue	setting	twist

Unit 7

1 Cross out the incorrect word in the sentences. There is one sentence where all three options are correct.

- 1 When you **travel to** / **trip** / **visit** other countries, do you take a map?
- 2 Martin Luther King Jr. was a **courageous** / **dangerous** / **brave** man.
- 3 Columbus is known for **discovering** / **exploring** / **pioneering** America.
- 4 Europe has an interesting **culture** / **history** / **tribute**.
- 5 She was a well-known **pioneer** / **traveller** / **first person** in the 1900s.
- 6 He was the first person to **conquer** / **discover** / **visit** Europe.
- 7 It was a very **exciting** / **excited** / **interesting** trip.
- 8 He was very **frightening** / **frightened** / **surprised** when he saw the spider.

Unit 8

1 Match the words with the definitions.

- 1 characters ____
- 2 setting ____
- 3 dialogue ____
- 4 title ____
- 5 twist ____
- 6 plot ____

- a the place and time of the story
- b for example; *The Ghost of Frankenstein*
- c the people in the story
- d something surprising at the end of the story
- e the story of a book or film
- f what is said

2 Order the letters to complete the time expressions in the sentences.

- 1 One *yad* _____, when we were at the farm, we heard a strange noise.
- 2 We were very tired. Before *goln* _____ we were asleep.
- 3 *Desdunyl* _____, the fish jumped out of the water and into the boat.

- 4 *Lafilyn* _____, everyone woke up and we were all OK.
- 5 *Swartefard* _____, we realised how lucky we were.

