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Do not write in this book. Do all the exercises in a separate notebook.

No escribas en este libro. Realiza todos los ejercicios en un cuaderno aparte.

No has d'escriure en aquest llibre. Fes totes les activitats en una llibreta a part.

Ez idatzi liburu honetan. Egin ariketa guztiak zure koadernoan.

Non escribas neste libro. Realiza todos os exercicios nun caderno á parte.

**Keep it
REAL!**

Relevant Engaging Achievable Learning

Unforgettable

1

Vocabulary: *-ed* and *-ing* adjectives; Arts and entertainment

Grammar: *used to*; Past simple vs past continuous

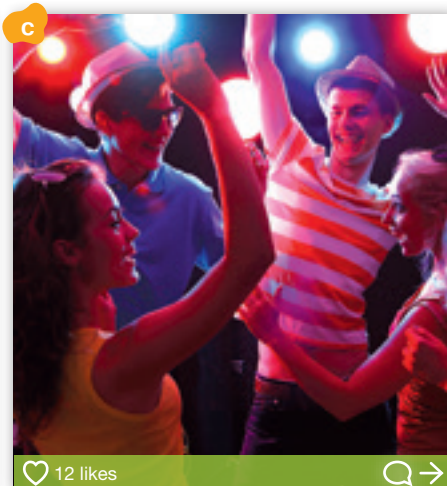
Speaking: Talking about a past event

Writing: A story

VOCABULARY *-ed* and *-ing* adjectives

I can use adjectives ending in *-ed* and *-ing*.

- 1 Work in pairs. Look at the pictures a–c. Where are the people and what are they doing? Match the pictures to the hashtags (#) 1–3.



1 #favouritesong #neveragain #embarrassingdad

2 #thebestparty #fun #amazingnight

3 #backtoschool #newfriends #soexciting

- 2 1.1 Look at the adjectives in lists A and B. Which list describes a feeling and which describes something that causes a feeling? Listen and check.

A amazed amused annoyed bored
confused disappointed embarrassed
excited frightened interested relaxed
surprised tired

B amazing amusing annoying boring
confusing disappointing embarrassing
exciting frightening interesting relaxing
surprising tiring

Are any words similar in your language(s)?

- 3 Complete the sentences with the correct *-ed* or *-ing* adjectives from Exercise 2.

Jack felt **disappointed** when Mark forgot his birthday.

- My brother was f... of the lions at the zoo.
- She never listens to me when I talk. It's very a... .
- We were s... when my aunt suddenly visited us.
- The film was very c... , so we didn't understand it.
- It was a t... day. We left early and got home late.
- The book was very i... . I read every chapter.
- I got b... when I listened to the same song every day.
- We were a... by the comedy show on TV.

Look! Adjectives from verbs

We form some adjectives from verbs.

amaze – *amazed* / *amazing*

annoy – *annoyed* / *annoying*

bore – *bored* / *boring*

- 4 Work in pairs. Complete the questions with the correct form of the word in brackets. Ask and answer the questions.

- Are you ... (frighten) by horror films?
- Is learning English more ... (tire) for you than Maths?
- What sport do you think is ... (excite) to watch?
- What is an ... (amaze) place to visit in your country?
- What hobby is ... (relax) for you?

- 5 With your partner, discuss the questions.

- When did you last feel disappointed / frightened / surprised?
- What situations do you think are amusing / annoying / relaxing?

Watch the vlog. ▶ Viewing skills p. 100

FAST FINISHER

Complete the sentence in as many ways as you can.

It's ... when ...

It's exciting when your team wins a football match.

READING

I can understand and identify the main idea of a text.

1 Look at the pictures and the words. What type of memories do the pictures show?

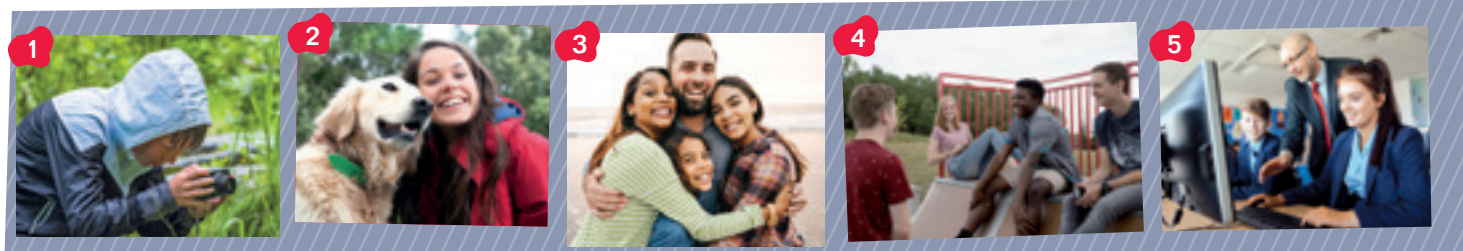
family

friends

hobbies

pets

school life



2 1.2 Read and listen to the posts. What is the main idea of each post?

Home About New posts Archives Message board 🔍

Teenvibe

SHARE THE MEMORIES

Our heads are full of amazing memories. Here are some of your stories.



NAOMI, 16

I was worried about my first day at my new school. I used to be shy, and I was nervous because there were lots of people I didn't know. My first day was better than I expected. Everybody was friendly, and my classes were interesting. I also met Mac. He was really relaxed and chilled. We're best friends now. He tells terrible jokes and he can be annoying, but he's never boring and thanks to him, I'm no longer shy.

My brother Krish and I used to share a bedroom. Did we use to argue? Yes, we did! I was older and tidy; he was younger and very messy. He didn't use to put anything away. One day, I tripped over his dirty football boots. There was mud all over the carpet. I got some tape and made a line across the floor. He was annoyed, but he kept his things on his side of the room. Eventually, I got my own room. It's clean, but I miss sharing with him.





JORDI, 15

I was very excited when I got my dog, Tucker. He used to sleep a lot when he was little, but he was also very active. He used to jump up and down and run around the house in the evening. Once, when he was doing this, there was a loud bang in the living room. When we entered the room, we found the TV on the floor. My parents were really annoyed. I had to take Tucker to training classes after that. We used to go every week, and now he's the perfect pet!

3 1.2 Read and listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Naomi was excited about her first day at school.
- 2 Naomi's first day was disappointing.
- 3 Anik and his brother were quite different.
- 4 Anik's brother liked the tape across the floor.
- 5 Tucker was energetic in the evening.
- 6 Jordi's mother taught the dog how to behave.

4 **Word Power** Find pairs of words with opposite meanings in the text.

older / younger, ...

5 **THINK CRITICALLY** In pairs, answer the questions.

What brings back memories for you: a smell, a sound or a picture? What is your earliest memory?

Did you know?



The nerves we use to detect smells enter the brain in the area responsible for emotions and memories. That's why smells often trigger memories.

GRAMMAR



Watch the animations.

Flipped Learning

used to

I can use *used to* to talk about past habits and routines.

1 Read the rules. Copy and complete the grammar box.

did (x3) didn't didn't use to use (x2) used to

Affirmative	Negative
I used to be shy. He 1 ... sleep a lot.	He 2 ... put anything away.
Questions	Short answers
3 ... he 4 ... to tidy his room? 6 ... we 7 ... to argue?	Yes, he did . / No, he 5 ... Yes, we 8 ... / No, we didn't .
Rules	
We use <i>used to</i> to talk about past habits and old routines. We use <i>used to</i> when the state or action doesn't happen now.	
We use the infinitive <i>use</i> (not <i>used</i>) in negative sentences and questions.	

2 1.3 Complete the dialogue with the affirmative, negative or question form of *used to*. Listen and check.

- Laura: Is that a photo of you? That's so cute!
 Abel: Yes, it was my birthday. I used to love parties.
 Laura: That's a great costume. **1** ... dress up a lot?
 Abel: All the time. That was my favourite costume. It's Yoda from *Star Wars*.
 Laura: I know. I **2** ... have one just like it!
 Abel: Have you got any photos of you in it?
 Laura: Probably, but not at my birthday parties.
 Abel: Why's that?
 Laura: I **3** ... have parties. My birthday's in August, so it's always during the school holidays.

3 Complete the sentences with the correct form of *used to* and the verb in brackets.

- I ... (go) to bed at seven o'clock when I was five.
- '... (you / watch) cartoons after school?' 'Yes, I ...'
- My brother ... (not like) basketball, but now he plays every day.
- '... (Ben / play) in a band?' 'No, he ...'
- My best friend and I ... (be) in the same class, but now we aren't.
- Jane ... (love) eating chocolate, but now she hates it.

4 Complete the facts with the correct form of *used to* and the verbs in the box.

drink have not wash not sleep take write

Intelligent and creative, but these famous people had some unusual habits!

The English writer Jane Austen worked completely alone. She **used to write** in a room with a noisy door so she knew when someone was coming in.

Leonardo da Vinci loved sleeping, but he **1** ... during the night. He slept 15–20 minutes every four hours. That means he **2** ... about two hours of sleep in total.

The historian and writer Voltaire **3** ... between 40 and 50 cups of coffee every day. He lived until he was 83!

Beethoven **4** ... very often and his clothes were dirty. His friends **5** ... his clothes away and wash them when he was asleep!

5 PRONUNCIATION *used to* /ju:st tə/

1.4 Listen and repeat.

- They used to live in a flat.
- We used to meet in the park.
- He used to go out a lot.
- I used to love rock music.

6 Work in pairs. Write questions with *used to* using the verbs in the box. Ask and answer the questions.collect dress up drink eat go like
make play sleep watch

Did you use to watch cartoons?

No, I didn't, but I used to watch...

FAST FINISHER

Think about someone in your family. Write three sentences using *used to*.

VOCABULARY and LISTENING Arts and entertainment

I can identify specific information in a podcast.

- Look at the pictures and headings. What are the articles about? Read the texts and check your answers.
- In pairs, discuss which event interests you most.

WHAT'S ON THIS WEEKEND?



This Week's Events

What a performer! Sat 5th

Tracy Dale comes from a family of **entertainers**. She used to be an acrobat and her grandfather worked in a travelling **fair**! Tracy owns The Circus **Workshop**. She teaches people to juggle, walk on stilts, do acrobatics and more!

Great entertainment! Sun 6th

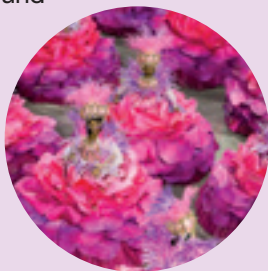
The Travelling Theatre Company is in town for our Music and Dance **Festival**. Don't miss their brilliant **performance** of *The Lion King*. Members of the **audience** can meet the actors after the show.



All the way from Brazil Sun 6th

The Rio **Carnival** is famous around the world for the amazing **costumes** that people wear in the **parade**.

See them for yourselves at a new photography **exhibition** of carnival costumes from Rio. Our **reporter** says the photos are amazing!



Are any words similar in your language(s)?

- Copy and complete the table with the words in bold from the text. Listen and check.

outdoor events	people	other nouns
festival	audience	entertainment

- Read the introduction to a local news podcast. Why was everybody looking at Zara?

Colourful carnival

Our photographer, Dan, took some great shots of people while they were walking in the carnival parade. Everybody noticed Zara West on her tall stilts. The youth club members were also popular with the audience. When our photographer met them, they were juggling in their bright circus costumes to raise money for a new youth club centre.

In this podcast, we share memories of a great parade!



- Listen to the carnival podcast. How was each person feeling when the parade started?



- Listen again and choose the correct answers.

- How tall was Zara on her stilts?
a 1.5 metres b 2.5 metres c 2.3 metres
- How was Ash feeling at the end of the parade?
a excited b tired c embarrassed
- How much money was in Hugo's bucket?
a £50 b £100 c £200
- What was Gina's dog Leo doing when the parade started?
a barking b running c jumping

GRAMMAR



Watch the animations.

Flipped Learning

Past simple vs past continuous

I can use the past simple and past continuous to talk about past events.

1 Read the grammar box. Copy the rules and choose the correct word to complete them.

Past simple	Past continuous
Dan took photos while they were walking in the parade.	
Past continuous	Past simple
We were walking in the parade when Dan took photos of us.	
Rules	
We often use the past continuous and the past simple tenses in the same sentence.	
We use the ¹ <i>past simple / past continuous</i> to describe the completed action.	
We use the ² <i>past simple / past continuous</i> to describe the action that was in progress.	
We use ³ <i>when / while</i> before the past simple.	
We use ⁴ <i>when / while</i> before the past continuous.	

2 Look at the sentences and decide which action was in progress (1) and which was completed (2).

We were watching (1) the parade when we saw (2) our teacher.

- While I was talking to the reporter, my phone rang.
- Ash was riding a bike when it started to snow.
- We took photos while the band was playing.
- It was still raining when a rainbow appeared.
- When Maya took this selfie, she was having fun at the fair.

3 Work in pairs. Use the table to make four sentences with *when* or *while*.

(while)	I was eating a burger	(when)	my friend took a photo
	we were waiting for the teacher		a bird flew into the room
	we were having a test		I dropped my phone
	our teacher was talking		my friend texted me

While I was eating a burger, I dropped my phone.

I was eating a burger when I dropped my phone.



4 **1.7** Write the correct form of the verbs in brackets to complete the text. Listen and check.

LATEST NEWS



Office workers ¹... (have) a meeting in Minnesota, in the USA, when a racoon ²... (climb) past their window. Why were they surprised? The office was on the twenty-second floor! The racoon was interesting entertainment, but they were worried for its safety. The racoon was feeling tired and hungry, so it ³... (rest) for a while, but then it climbed even higher. When it ⁴... (reach) the top, a rescue team ⁵... (wait) for it.

In a carnival parade in Melbourne, Australia, Tania Makri ⁶... (ride) a pony when it ran into the crowd. Tania said, 'Silver usually loves an audience, but she was frightened by some dogs! At the time, I ⁷... (not look) at the crowd, so I ⁸... (not see) the dogs. Luckily, everybody was OK.'



5 **Q** Work in pairs. Make questions using the table below. Ask and answer the questions.

What were you doing at 8.00 this morning?

I was looking for my homework.

What was / were	you	doing when	the school bell rang?
	your friend		your teacher came into the classroom?
	you and your friends	doing at	9.00 yesterday evening?
			8.00 this morning?
			2 p.m. last Saturday?

FAST FINISHER

Think about an unusual event you saw. What were you doing at the time? Write three sentences with *when* or *while*.

Keep it real! Keeping up to date with cultural events is an important way to feel part of your community. Let's look at ways to share details of events with your friends.

READING and LISTENING An events noticeboard

I can identify important information in adverts.

What's on this autumn?

Profile Home



a

Bloxford Skatepark

Sunday 10th October 10 a.m. – 12 p.m. Ages 10–14
1–4 p.m. Ages 15–18

Join us to learn about graffiti art!

- All paint provided.
- Beware – it gets messy. Bring old clothes to paint in!
- Certificates for all who attend the event.

Tickets:
£5 per person
(includes a snack)

20 interested ▼



b

Bloxford Town Hall

Saturday 16th October Open until 11 p.m.

Photography competition

- This year's theme is 'Friends'. Free photography course for the winner!

Live entertainment

- Performances from local bands from 6 p.m.
- Handmade jewellery and gifts.
- Food and drink on sale all day.

Fairground rides in the town square: £3 per ride

45 Going ▼



c

Sports Hall

Sunday 24th October 2–7 p.m.

Calling all students aged 15+! Learn to be happy, positive and calm.

- Loose clothing only, please.
- Free yoga class at 7.30 for all workshop participants.
- Water provided, but bring your own snacks.

Tickets: £8 each

34 Going ▼

Book before 30th Sept and get £2 off!

1 Read the adverts. Match the headings with the adverts.

Autumn Fair Street Art Relaxation Workshop

2 Read the adverts again. Match the question with the event.

- Which event...
- offers food in the price of the ticket?
 - is only for children and teenagers?
 - includes a competition?
 - costs less if you buy your tickets early?
 - offers evening entertainment?
 - suggests you wear something comfortable?

3 Work in pairs. Discuss which event you would like to go to and why.

4 1.8 Listen to the dialogue between Ben and Amy. Answer the questions.

- Which event do they want to go to?
- Why can't they go to it?
- What's Ben going to do?

5 1.9 Listen to the second dialogue. Complete the sentences.

- Ben and Amy went to the workshop because ...
- Ben and Amy don't feel ...
- Ben isn't wearing ...

6 **GET CREATIVE** Work in pairs or small groups. You are reporters who went to one of the events in the adverts. Write a news report. Choose one person to read it to the class.

SPEAKING and WRITING Talking about a past event

I can ask and answer questions about past events.

1 1.10 Listen and read. What did Caleb do at the weekend?

Olivia: Hi, Caleb. How was your weekend?
 Caleb: It was amazing, thanks. I went to a drum workshop.
 Olivia: How did you find out about it?
 Caleb: I read about it online. I used to play the drums. I miss it, so I decided to go when I saw the advert for the workshop.
 Olivia: That's cool. What was it like?
 Caleb: It was very chilled. I kept making mistakes at first, but after a while I felt more confident.
 Olivia: Who did you go with?
 Caleb: No one. I went by myself.
 Olivia: What did you like most about it?
 Caleb: The final performance. Anyway, Olivia, what about your weekend?

2 1.11 Listen and repeat the Functional language.

Functional language

Asking

How was your weekend / holiday?
 How did you find out / hear about it?
 What was it like?
 Who did you go with?
 What did you like most about it?

Answering

It was amazing / brilliant / tiring.
 I saw an advert / a poster.
 It was chilled / interesting / relaxing.
 I went with my brother / by myself.
 The final performance / entertainment / music.

3 1.12 Copy and complete the dialogue with words from the Functional language box. Listen and check.

Amy: Hi, Nathan. ¹... Friday night?
 Nathan: It was fantastic. I saw the band competition in the park.
 Amy: Who ²... with?
 Nathan: I went with my older brother. He's really into music.
 Amy: ³... hear about it?
 Nathan: I ⁴... a poster at school. I used to be in a band, so a local competition was interesting.
 Amy: Of course. And ⁵... the bands like?
 Nathan: Some were brilliant. One band was disappointing because the singer forgot his words.
 Amy: What ⁶... about it?
 Nathan: The food! The burgers were amazing!

4 In pairs, act out the dialogue from Exercise 3.

5 Learning situation You are speaking to a friend about an event that you have been to but they have not. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Decide who went to the event (Student A) and who did not (Student B).
- > Student A chooses an event (e.g. a local festival, a sports competition, a concert) and makes notes about it.
- > Student B writes questions in note form.

Speak

- > Act out your dialogue without notes.
- > Use phrases from the Functional language box.
- > Swap roles and choose a new event.

Reflect

- > Did you use adjectives to describe the experience?
- > How can you improve next time?

6 You went to a festival and met an old friend. Write three sentences about it.

a

Frank's BIG IDEA

◆ Nineteenth century

During the nineteenth century, there were many farms and coal mines in the north-east of England.

◆ 1950s

Frank Atkinson was the director of a traditional museum in the north-east of England, but he realised that traditional ways of life were disappearing, so he decided to create a new open-air museum. He wanted to show the lives of ordinary farmers and coal miners and their families, so he started to collect old objects. To do this, he asked local people for any objects, small or large. These included everyday objects and even old homes, buildings and a steam train!

◆ 1970s

Over the next few years, Frank moved miners' homes, a station, shops and a school to a place called Beamish. He finally opened 'Beamish, the Living Museum of the North of England', in 1971.

◆ Now

Today, over 700,000 people a year visit Beamish open-air museum. To make Frank's idea come alive, there are actors in costumes in many of the buildings, so visitors can ask them questions about life in the 1820s, the 1900s and the 1940s. It's a great way to find out about daily lives in the past.



b Rate your visit



It was a fantastic experience! The Agriculture Festival was a memorable event. We saw lots of farm animals and everybody had a great time, including grandparents and small children.



We liked the mining ponies most! We also enjoyed seeing the miners' houses and the old school. The only disappointing thing was the long queue for the fish and chips.



An exciting museum with lots to explore. The 1900s town was my favourite part. Unfortunately, we arrived at 2.45 p.m., so we only had two hours there. We took some great photos, but we didn't have time to see everything.

c

Profile Messages Board

Local residents remember . . .



I used to keep a diary when I was working in the mine. People think mines are cold, but it's very hot... about 38°C! **Harold**

When I was young, my great-grandad told amazing stories about ponies that used to work in the mine when he was a miner. In 1913, about 70,000 ponies worked in UK mines to help bring the coal out. **Flora**


My grandfather used to work on the trams as a ticket collector. He loved his job and he made a scrapbook with some old tickets in it. I still have that scrapbook! **James**



REAL GOALS

- 1**  **Work in pairs.** Look at the photos of Beamish Museum and say what kind of museum it is. Read the text quickly to check your ideas.
- 2**  **1.13** Read and listen to the sources of information on Beamish Museum (a–c). Match each source to a description.

people's memories facts online reviews

- 3** Which source of information, a, b or c, mentions these things?
 - 1 People you can ask questions about the museum.
 - 2 A personal experience of a very difficult job.
 - 3 The way local people helped to start the museum.
 - 4 Feeling disappointed about waiting.
 - 5 How people travelled around town in the nineteenth century.
 - 6 A large family group having fun.
 - 7 Not having enough time to do something.
- 4** Read the sources of information again and answer the questions.
 - 1 Where did people work in north-east England in the nineteenth century?
 - 2 Why did Frank Atkinson decide to open a museum?
 - 3 What did Frank move to Beamish to create his museum?
 - 4 Why are there actors in costumes in Beamish?
 - 5 What jobs do people remember their family members doing?
 - 6 What time does the museum close?
- 5**  **Work in groups.** Which source do you think is most useful for people who want to learn about Beamish before they visit? Order them 1–3 and explain your reasons.

- 6** **Word Power** Some verbs and nouns often go together, for example, *tell stories*. In the sources, find verbs which go with these nouns.

... a diary ... objects ... photos
... a scrapbook ... time

- 7**  **FIND OUT** Find a photo of a town in your country in the 1900s and write a short explanation of what the photo shows.
- 8**  **COMPARE CULTURES**  An English-speaking friend wants to visit a museum in your country. In groups, choose a museum. Explain what kind of things your friend can see or do there.



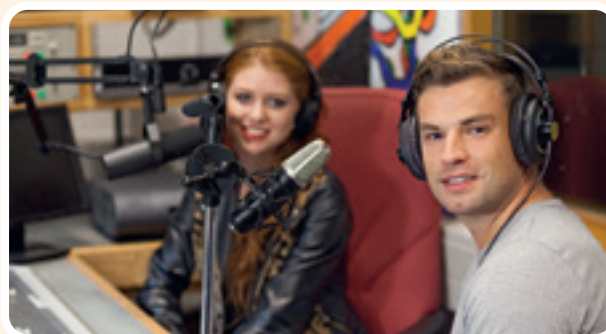
Watch the culture video.




11.4 Encourage interest in cultural heritage

A radio presentation of a new museum proposal

Learning situation → A local radio station is running a campaign to open a new museum in your area that shows how life has changed over the past 100 years. They are asking listeners to do short radio presentations of ideas for the museum.




Think In pairs, answer the questions. 

- 1 Do you like going to museums? Why? / Why not?
- 2 Do you think life is better now than 100 years ago? In what ways is it better and in what ways do you think it isn't?
- 3 What do you think we can learn from finding out how ordinary people lived in the past?

Collaborate

In groups, you are going to research and prepare a presentation proposing an idea for a new museum.

 **GET CREATIVE** Go to page 103 and follow the steps to complete the collaborative task.

Mediation Processing text

Share Give your presentation to the class and listen to the other presentations. Ask questions about each other's proposals.

Reflect Discuss the questions in your groups.

- 1 What did you like about the different presentations?
- 2 What could you do to improve your presentation?
- 3 Did you get your information from different sources? Were your sources reliable? How do you know?
- 4 Did you find it difficult to combine the information and make it interesting for your audience?
- 5 How could you improve the research process next time?

WRITING A story

I can write about a special event in the past.

1 Read Luna's story. What did she learn to do?

AN UNFORGETTABLE DAY

When I was fourteen, I had a brilliant birthday.

On the day, I woke up at 6 a.m. because I was excited to see my present. However, my parents were still sleeping. While I was waiting for them, I went into the living room. There was just a card on the table, so I felt a bit disappointed. Just then, Mum and Dad came into the room. After that, I opened the card. Inside was a voucher for unicycle lessons at a circus school. I was really surprised!

Later on, I went for my first unicycle lesson. I didn't feel confident at first, so I fell off a lot. After a while, my knees hurt, but every time I fell off I got back on. At the beginning, the teacher held my arm while I cycled. Eventually, I cycled on my own. It was an unforgettable day because it was great fun and I learned to do something new!



2 Answer the questions about Luna's story.

- 1 What was the memorable event?
- 2 What did Luna see on the table?
- 3 How did Luna feel when she opened her present?
- 4 Why did Luna's knees hurt?
- 5 Why was it an unforgettable day?

3 Look at the **Functional language**. In what order do they appear in Luna's story?

Functional language

Time phrases

After a while, ...	Eventually, ...
After that, ...	Just then, ...
at first	Later on, ...
At the beginning, ...	On the day, ...

4 Read the **Look!** box. Find examples of each connector in the story. Which ones have a comma (,) before them?

Look! Connectors

Connecting similar ideas: *and*

Connecting different ideas: *however, but*

Giving reasons: *so, because*

5 Complete the sentences with the correct connector.

- 1 I wanted to watch TV, ... my dad was watching football.
- 2 My favourite team was playing, ... I decided to watch the match.
- 3 The score was 1-1 at half time. ... , we won 2-1.
- 4 Dad made me a cake ... it was my birthday.
- 5 We all enjoyed the match ... we ordered pizzas to celebrate our win after it finished.

6 **Learning situation** Your school is running a writing competition about a special day or memory. You are going to write a story to enter in the competition. Read the advert below and follow the steps in the **Writing plan**.

BARTON SCHOOL WRITING COMPETITION

We want to hear all about an unforgettable day or special memory.

- How old were you?
- Was it a special event?
- What happened?
- What adjectives best describe it?



Upload your story here. You can share your photos, too. There are two cinema tickets for the best story!

Writing plan

Prepare

- › Write notes about your special day. Use the questions in the advert.

Write

- › Organise your ideas into two or three paragraphs.
- › Use the expressions from the **Functional language** box.

Reflect

- › Check your grammar: past simple and past continuous with *when* and *while*.
- › Check your use of connectors and time phrases.
- › Check your spelling.