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# Shing Eghts

# Student's Book

with Interactive eBook

# Jo Cummins Colin Sage









## Jo Cummins Colin Sage

Unit	Grammar	Vocabulary	Skills	Pronunciation	
DIGITAL ST	ARTER UNIT				
UNIT 1 Have a great day! Dage 7	<ul> <li>Present simple</li> <li>Wh- questions</li> </ul>	Free-time activities Describing feelings	<ul> <li>Reading Part 2</li> <li>Reading: Think outside the box: How to do nothing</li> <li>Speaking Part 1</li> <li>Writing: A blog post</li> <li>Listening Part 2</li> </ul>	Intonation in Wh- questions	
<section-header><section-header><section-header></section-header></section-header></section-header>	<ul> <li>must, have to, mustn't, don't have to</li> <li>love, like, don't mind, don't like, hate</li> </ul>	School subjects School words	<ul> <li>Reading Part 1</li> <li>Reading: Think outside the box: Courses with a difference</li> <li>Speaking Part 2</li> <li>Writing: A social media post</li> <li>Listening Part 1</li> </ul>	mustn't and have to /mʌsən(t)/ /hæftə/	
UNIT 3 Home is best! Dage 27	<ul> <li>Prepositions of place</li> <li>some and any</li> </ul>	Things at home Describing homes	<ul> <li>Reading Part 4</li> <li>Reading: Think outside the box: Is #VanLife for me?</li> <li>Writing Part 6</li> <li>Listening Part 4</li> </ul>	Stress of prepositions of place	
UNIT 4 Life's a journey Dage 37	<ul> <li>Past simple</li> <li>Connecting words</li> </ul>	Travel and transport Holidays	<ul> <li>Reading Part 3</li> <li>Reading: Think outside the box: How to have a holiday at home</li> <li>Writing Part 7</li> <li>Listening Part 3</li> </ul>	Words ending in <i>-ed</i> (part 2)	
UNIT 5 To buy or not to buy? Dage 47	<ul> <li>Countable and uncountable nouns</li> <li><i>this, that, these, those; can</i> and <i>could</i></li> </ul>	Describing things Clothes and accessories	<ul> <li>Reading Part 5</li> <li>Reading: Think outside the box: Why is shopping great?</li> <li>Writing: An online advert</li> <li>Listening Part 5</li> </ul>	/ɒ/ versus /əʊ/	
<b>DIGITAL RE</b>	VIEW 1				
UNIT 6	• Have you ever?	Kinds of	C Reading Part 3	Have you	

It's showtime! Dage 57	De Quantifiers	entertainment Kinds of music	<ul> <li>Reading Think outside the box: The Worst on Earth challenge</li> <li>Speaking Part 2</li> <li>Writing: A script</li> <li>Listening Part 2</li> </ul>	ever? /hæfjöevə/	
UNIT 7 Take Ctrl Dage 67	<ul> <li>The passive</li> <li>Adverbs of manner</li> </ul>	Technology Technology phrases	<ul> <li>Reading Part 4</li> <li>Reading: Think outside the box: Great inventions?</li> <li>Writing Part 7</li> <li>Listening Part 4</li> </ul>	/tʃ/ versus /dʒ/ for <i>ch</i> or <i>j</i> and <i>ge</i>	
UNIT 8 How healthy are you? Dage 77	<ul> <li>Adverbs of degree</li> <li>should, must and have to</li> </ul>	Parts of the body Health problems	<ul> <li>Reading Part 5</li> <li>Reading: Think outside the box: Would you like some frogs for your cough?</li> <li>Writing: A reply to a problem</li> <li>Listening Part 3</li> </ul>	/ʊ/ versus /uː/	
UNIT 9	Permission (can,	Natural places	<b>Reading</b> Part 1	/ı/ versus /iː/	

Our world Dage 87	<i>could, may, be allowed</i> <i>to</i> ) <i>will and be going to</i>	Nature and technology	<ul> <li>Reading: Think outside the box: Nature vs technology</li> <li>Writing Part 6</li> <li>Listening Part 1</li> </ul>		
<section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header>	<ul> <li>Relative clauses</li> <li>First conditional</li> </ul>	Jobs Describing people	<ul> <li>Reading Part 2</li> <li>Think outside the box: The future of work</li> <li>Speaking Part 1</li> <li>Writing: an application</li> <li>Listening Part 5</li> </ul>	/ə/ schwa at end of words	
DIGITAL REVIEW 2					
Grammar reference and practice page 114 Pair work page 124 Irregular verbs page 128					

Oracy	Challenge	Life competencies	STEAM
Using body language to express interest Talking in full sentences and linking your ideas	Change your 24 hours and you will change your life.	<b>Critical thinking:</b> evaluating ideas and arguments <b>Emotional development:</b> understanding emotions <b>Learning to learn:</b> taking control of own learning	<b>Technology, Science</b> What's the time?
Participating in discussions Listening carefully Agreeing and disagreeing clearly Following rules for discussions		Learning to learn: developing skills and strategies for learning Creative thinking: participating in a range of creative activities	
Listening and adding to your partners' ideas	Around 70% of	Critical thinking: using effective strategies for	

Presenting a poster	people want to change something in their home.	learning and retaining information Creative thinking: generating ideas Learning to learn: reflecting on and evaluating own learning	
<ul> <li>Speaking in front of an audience</li> <li>Projecting your voice so everyone can hear it</li> <li>Speaking in front of an audience</li> <li>Talking in full sentences</li> </ul>		Learning to learn: developing skills and strategies for learning Critical thinking: evaluating ideas and arguments Emotional development: empathy and relationship skills	
Active listening Asking follow-up questions Being polite	Find ways to create less rubbish.	<ul> <li>Critical thinking: solving problems and making decisions</li> <li>Social responsibility: understanding global issues</li> <li>Learning to learn: developing skills and strategies for learning</li> </ul>	
			Science

<ul> <li>Giving and responding to opinions</li> <li>Using open body language</li> <li>Giving an opinion, agreeing and disagreeing</li> <li>Responding positively to other people's opinions</li> </ul>		<b>Digital literacy:</b> sharing and interacting online <b>Critical thinking:</b> evaluating ideas and arguments	Arts What makes a great story?
Speculating Speaking fluently	Every great invention solves a problem.	Critical thinking: solving problems and making decisions Learning to learn: reflecting on and evaluating own learning	
Asking questions Asking open questions Listening to others Understanding when to use polite language		Learning to learn: reflecting on and evaluating own learning Creative thinking: preparing for creativity Creative thinking: generating ideas	<b>Engineering, Technology</b> Why are engineers making invisible robots?
Asking for clarity Answering questions Asking questions if you don't understand	Insects are in danger because there aren't enough places for them to live.	Social responsibility: understanding global issues Critical thinking: solving problems and making decisions Learning to learn: reflecting on and evaluating own learning	
<ul> <li>Giving a presentation</li> <li>Keeping an audience interested</li> <li>Planning your ideas</li> <li>Marking the beginning, middle and end of a talk</li> </ul>		Critical thinking: understanding and analysing ideas and arguments Creative thinking: generating ideas Creative thinking: generating ideas	
			Biology

Digital classroom: Practice Extra

# UNIT I HAVE A GREAT DAY!

#### **LEARNING AIMS**

- Skills: discuss and create texts about how we spend our time
- **Grammar**: learn and practise the present simple and *Wh*-questions
- **Vocabulary**: learn and practise words and phrases for free-time activities and adjectives to describe how you feel
- Critical thinking: reimagine how you spend your time

### THE CHALLENGE

**Change your 24 hours and you will change your life.** You will:

- **Stage 1 Think:** describe your routine and identify how to improve it.
- Stage 2 Prepare: research new activities to add to your routine.
- Stage 3 Develop: design a new timetable for your daily routine.
- Exam practice: Reading Part 2, Speaking Part 1, Listening Part 2
- Stage 4 Present: give a presentation of your timetable.

5 hours 15 mins free time

45 mins doing sport

1 hour 30 mins working

1 hour eating

#### 9 hours sleeping

# 5 hours 30 mins studying

1 hour washing, brushing teeth, etc.

#### Look at the photo. In pairs, discuss the questions.

- **1** What is the girl in the photo doing?
- 2 The times on the photo show how long the girl spends in an average day. How is your day different?



**2** Watch the video and choose the correct words to



# CHALLENGE - 7-2-3-4

# Think

- 1 How much time each day do you spend on the seven activities on the photo? Make notes.
- 2 Work in pairs and compare your daily routines.3 Discuss these questions.

complete the sentences.

- 1 Craig has about *three* / four hours of free time each day.
- 2 Andrea has about one hour of free time *at the weekend / each day*.
- **3** Juan has / doesn't have a lot of free time.
- **4** Sara spends all her free time playing the guitar / violin.
- Which parts of your daily routine can you change?
- Which activities do you want to spend more or less time on?



# VOCABULARY

### FREE-TIME ACTIVITIES





1 (1) 1.1 Go to the digital activity and choose the correct activity for each photo. Listen, check

### ORACY

Using body language to express

#### and repeat.

bake	drav	v pictur	res	go	camping
go cyc	ling	go sh	oppin	g	listen to music
play video games			sper	nd t	ime with friends
visit museums					

Vocabulary reference page 16

- **2** Complete the sentences with the correct form of the phrases from Exercise 1.
  - 1 I often \_\_\_\_\_\_ in the summer. It's great to wake up in the countryside or the mountains.
  - 2 When I \_\_\_\_\_, we usually go to the park or play basketball.

#### interest

When you are listening, look at your partner, smile and lean forward. This shows that you are interested in what they say.



4 Choose six of the activities from your table in Exercise 3. Talk about them with a partner. Use body language to express interest.

**3** My sister loves songs, so she

\_ every day.

- 4 Lucy doesn't have a bike, so she never
- 5 Jonah often sits with his pencil and paper and \_\_\_\_\_\_ of the people around him.
- 6 I \_\_\_\_\_ on Sundays because the tickets are free.
- 7 Ben \_\_\_\_\_\_ every Saturday.He often buys new clothes.
- 8 Mum doesn't often \_\_\_\_\_, but she usually makes a cake for my dad's birthday.
- 9 I sometimes \_\_\_\_\_\_ at the weekend. I like sports games and car racing games the best.



# CHALLENGE - 2-3-4

# Prepare

- 1 Work in pairs. What new free-time activities do you want to add to your daily routine?
- 2 Choose one activity from question 1 to research. Look online and find out how you can do it. Think about these questions.
  - Can you do the activity nearby? Or online?
  - Do you need to buy anything special?
  - When can you do the activity? How much time does it take each day?
- **3** Work in groups. Share your answers from questions 1 and 2. Which of your group's activities do you want to do?
- **3** Think about your typical weekend. Complete the table with activities from Exercise 1. Then add two more activities using your own ideas.



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# SHORT TEXTS

- Look at the photos. Which of these activities do you do after school?
- 2 Read the texts and complete them with the sentences (1-3).
  - For me, a great after-school routine means doing exercise and spending time outside.
  - **2** I can do lots of different things where I live.
  - **3** A great routine for me means spending time









**3** Read the questions in Exercise 5. Which words tell you which information to find?

#### with my family.



**4** Work in groups. Look at the example (0) in Exercise 5 and read Lisa's paragraph. Which words give you the answer to the question?

### **EXAM TRAINING READING PART 2**

#### EXAM TIP

Read each question carefully so you know which information to find. <u>Underline</u> the key information you need to find. Then look in the texts for the information.

**5** For each question, choose the correct answer.



After school, my sister

Mia Tim Lisa

and I have great fun walking home together and we laugh a lot. It's not far – in fact, if we stand on the sports field, we can see our garden. When we get home, we make a hot drink for my grandma and something for ourselves. We sit in the living room together and do our homework. My sister's younger, so I help her. Then it's time for me to start making dinner. Mum gets home from work at 6 o'clock and she's always hungry.

# TIM

\_ My home and my

school are in the middle of a city. There are so many things to do here at the weekends and after school. I can visit museums with my friends, but we don't often do that. We usually go to the park and do our homework there, or go shopping. Then, on the train home, I write stories or I draw pictures for my brother's comic book. It's great seeing people through the window. They often help me think of ideas for my stories.

- Who enjoys being near the A B C sea on Fridays?
- 1 Who does their homework A B C outside?
- 2 Who helps someone with A B C their homework?
- **3** Who has the same routine A B C after school every day?
- 4 Who sometimes eats with A B C friends in the evening?
- 5 Who likes watching other A B C people?
- **6** Who goes home from school A B C with a family member?



When school finishes,

I go cycling with my friends. We usually ride into the hills before we go home. I love being outside! On Fridays we often cycle home to pick up some things, then we ride to the beach to swim, go camping or maybe cook dinner over a fire. I don't do my homework after school because I like to have lots of free time. I do it all on Sundays instead. That's great for me because my dad's at home to help. 7 Who prefers doing their A B C homework at the weekend?

6 Critical Thinking Work in groups. Read the sentence below. Group A: Think of three reasons why you agree. Group B: Think of three reasons why you disagree. Share your reasons. Then explain what your real opinion is.

A great after-school routine means doing exercise and spending time outside.

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# **PRESENT SIMPLE**

Watch the grammar animation. Write down all the free-time activities you see or hear about.



before

**2** Look at the examples and complete the rules in the grammar box.

- **5** Complete the sentences with the correct form of the verbs.
  - to the park with our We friends after school. (go)
  - meat. (not eat) 2
  - after 3 you school? (exercise)
  - 4 My cousin in a shop. (work)
  - 5 She a book every day. (not read)



- bake cakes.
- He brings some cakes home every Saturday.
- I don't like getting up early.
- My mum **doesn't like** it, though.
- **Do** you **bake** cakes?
- Does he bake cakes?

#### **Present simple**

- With he, she and it, we usually add the letter to the verb.
- **2** For negative sentences with *I*, you, we and they, we use before the main verb.
- **3** For negative sentences with *he*, *she* and *it*, we use \_\_\_\_\_\_ before the main verb.
- **4** For questions, we use

- your dad tennis at the weekend? (play)
- 8 My classmate pictures on his phone. (draw)
- time 9 you
  - with your friends after school? (spend)
- to music in maths lessons. We 10 (not listen)
- **6** Write six sentences about your weekly routine. For two sentences, use don't.
- 7 Work in pairs. Tell your partner about your week.

I usually play video games with my brother after school on Wednesdays.

- *I*, you, we and they.
- **5** For questions, we use before he, she and it.

Grammar reference and practice page 114

- **3 Go to the digital activities.**
- **4** Put the words in the correct order to make present simple sentences.
  - on / meet / I / Sundays / friends / my / .
  - watching / like / Do / films / you / ?
  - **3** get / Saturdays / on / early / I / up / don't / .
  - **4** me / mum / helps / with / My / homework / my / .
  - **5** sister / tennis / Does / play / your / ?
  - **6** cook / day / He / every / doesn't / dinner / .

8 Work with a different partner. Tell them about your partner's routine in Exercise 7.

Natalia doesn't play video games every day. She goes cycling.

**STRETCH!** Think of a famous person. Write five sentences about their routine. Read the sentences to your partner. Can they guess the person?

He goes to the gym every day. He doesn't eat junk food.

Is he a sports person?

- **7** eat / breakfast / We / school / at / don't / .
- **8** games / Do / friends / your / video / play / ?
- **9** university / brother / studies / at / His / .
- **10** you / summer / camping / Do / go / every / ?

# HOW SUNTISOFAR?

**UNIT 1 HAVE A GREAT DAY!** 10

公公公 I understand 公公 I'm getting there 公 I don't understand

# © How to Concernes

Are you always busy? I am! I've got lots of hobbies, a big family and too much homework. I'm never bored! But today is a 'do nothing day'. Imagine that!

Experts say that doing nothing helps us to be more creative and relaxed. Also, when we do nothing, we have time to think about what we really want to do with our time. Do you know what you really want to do?



#### 2

It means you can't use your phone or computer! You also can't read or listen to music. You can go for a walk, look out of the window or have a bath.

#### 3

First, I turn my phone off. Then I walk to the park. I lie on the grass, watch the clouds and listen to the birds. It starts raining, so I go home and look out of the window. Do you like looking at the rain from the window? I love the rain!

I don't like turning my phone off! I try not to feel stressed about all my homework and hobbies. It's difficult, but at the end of the day I feel calm and sleep very well. I feel surprised that I enjoyed the day so much!



# READING

# AN ARTICLE

- Look at the title of the article. How often do you do nothing?
  - Think about:
  - what you normally do in your free time.
  - how often you are bored.
- 2 ⇒ 1.3 Read and listen to the article. Put the headings (a-d) in the correct places (1-4).
  - a My day doing nothing
  - b Doing nothing is good for usc How I feel

# VOCABULARY

# DESCRIBING FEELINGS

1 (1) 1.4 Go to the digital activity. Choose the correct word for each photo. Listen, check and repeat.

bored	busy	calm	creative
relaxed	stres	sed	surprised

**2** Complete the table with the adjectives from Exercise 1. Use the article to help you. Are your words in the same place as your partner's?





- d The meaning of 'doing nothing'
- **3** Read the article again. Are these sentences true or false?
  - **1** The writer often does nothing.
  - **2** Experts think doing nothing is good for us.
  - **3** The writer has a bath on his 'do nothing day'.
  - **4** The writer lies in the park on his 'do nothing day'.
  - **5** The writer thinks doing nothing is difficult.
  - 6 The writer does his homework at the end of his 'do nothing day'.

#### Vocabulary reference page 16

# **3 (D) Emotional Development** Discuss the questions in groups.

- 1 How often do you feel bored? What do you do?
- 2 What makes you stressed? What do you do when you are stressed?
- **3** When do you feel calm and relaxed?
- 4 Do you think it is good to do nothing?

# GRAMMAR

# WH- QUESTIONS

Watch Emily's vlog. Complete the questions with the correct *Wh*-word.



Correct wn-word.1organised are you?2does my sister always say?3do you study for tests?4does it show the answer?

# SPEAKING GIVING FACTUAL OR PERSONAL INFORMATION

Watch the video. Complete the questions.



- 1 How old \_
- 2 Where \_\_\_\_\_
- **3** What time \_\_\_\_\_

?

- **2** Look at the examples from the grammar vlog. Then complete the rule in the grammar box.
  - What does my sister always say?
  - Why do you do that?
  - How do you describe your bedroom?

#### Wh-questions

There are seven main question words used to start *Wh*-questions:

<sup>1</sup>\_\_\_\_\_, Who, <sup>2</sup>\_\_\_\_\_, Where, When, Which and <sup>3</sup>\_\_\_\_\_.

Grammar reference and practice page 114

- 4 What \_\_\_
- 5 Now, please tell me something about
- **2** Watch the video again and complete the checklist for Carlos (C) and Kasia (K).
  - **1** Answers all the questions correctly.
  - **2** Avoids one-word answers.
  - **3** Asks the examiner to repeat a question.
  - **4** Gives extra information.

EXAM TIP

## **EXAM TRAINING SPEAKING PART 1**

- **3 Go to the digital activities.**
- **4 PRONUNCIATION** Go to the digital pronunciation activity.
- **5** Use the table to make present simple questions.

When		live?
What	you	wake up?
How	your parents	like best?
Who	your brother/sister	travel to school?
Where	your best friend	meet after school?
Which food		like reading?

Use more than just one word in your answers.

**3** Work in pairs. Follow the instructions. Then swap roles and do the activity again.

**Student A:** You are the examiner. Ask the questions from Exercise 1. Complete the checklist in Exercise 2 for your partner.

**Student B:** You are the exam candidate. Answer the questions. Ask the examiner to repeat one question.

#### ORACY

Talking in full sentences, linking ideas

To develop conversations, extend your answers by giving a little more information.



*My brother travels to school by bus*. (main answer) *His school is 5 km from our house*. (more information)

- **6** Work in pairs. Ask and answer the questions. Give two extra pieces of information for each question.
  - **1** When do you wake up in the morning?
  - 2 How often do you have breakfast?
  - **3** Where do you do your homework?
  - 4 When do you study for tests?
  - 5 How do you describe your bedroom?

#### 12 UNIT 1 HAVE A GREAT DAY!

### Develop

- **1** To change your daily routine, decide on:
  - two things you can spend less time doing.
  - one thing you can spend more time doing.
  - how you can try a new activity.
- **2** Design a timetable for your new routine. Then share your timetable with a partner.

# DIGITAL CLASSROOM



# A BLOG POST

Look at the photos. What activities are the teenagers doing? Which things would you most like to do? Why?





**3** Number the pictures of Leo's day in order (1-6). Then tell the story of Leo's day with a partner.

















- **4** <u>Underline</u> all the present simple verbs in the blog post.
- Imagine your dream day. Make notes in the 5 spidergram. Then work in pairs and compare your spidergrams.

Where?





Read the blog post. Which photo is most like Leo's 2 dream day?



I wake up at 10 o'clock in the morning. It is a hot and sunny day and I feel calm. I am at a hotel near the beach. I climb a tree to get some bananas for breakfast and then I swim in the sea to feel healthy. I ride a horse to a small restaurant and have a pizza for lunch. After lunch I read my book to feel relaxed, and then I sleep on the beach. I eat chocolate and ice cream for dinner. At night I sit on the beach. I am surprised that there are so many stars!



- **6** Make more notes about each of your activities on your dream day.
  - What do you do? •
- Who are you with?
- Why do you do it?
- How do you feel?
- 7 Write a short blog post called 'My Dream Day'. Use your notes to help you.
- **8** Read your blog post again and check your work.

Maria, Argentina @MRodríguez That sounds like a very relaxing day!



Mamadu, Guinea-Bissau @MamaduMendes I think it sounds a bit boring. I want to do something exciting on my dream day.



Jon, Iceland @JTKristjansson I want to go to the beach, too! 😫

#### Use these questions to help you.

- Does the blog post look nice? Is there a title, a photo and some information?
- Does the blog post use all the ideas from the 2 spidergram?
- Does it use the present simple? 3
- **4** Does it use adjectives to talk about feelings?
- **9** Now work in pairs. Read each other's blog posts and give feedback. Use the questions in Exercise 8 to help you. Make a note of your partner's feedback and write a second draft of your blog post.

**UNIT 1 HAVE A GREAT DAY!** 13



Learn street dancing

#### Try doing pottery

- Work in pairs. Discuss the hobbies in the photos.
  - Can you do any of these hobbies?
  - Mark where you think they go on the lines. 2

boring  $\boldsymbol{\leftarrow}$ interesting difficult easy  $\leftarrow$ 

...... ...... ---------...... Fencing for everyone!

- **2 (1) 1.5** Listen to a teacher talking about classes for one of the hobbies. Which photo is he talking about?
- **5** Listen again. Write down all the numbers, days and times you hear. Compare with your partner.
- **4** Look at gap 1 in Exercise 5. What type of word do you need?

### ORACY

#### Speed of speaking

When giving information, speak clearly. Don't talk too quickly or too slowly. Say important information really clearly and more slowly than the rest of your speech.

# **EXAM TRAINING LISTENING PART 2**

#### EXAM TIP

The words around each gap will help you to decide what kind of information you need to write in it.

- Listen again. For each question, write one 5 word, a number, a date or a time in the gap.
  - You will hear a teacher telling students about a new after-school club.

- **6 (1) 1.6** Listen. Which information does the teacher say more slowly?
- 7 Read the paragraph. <u>Underline</u> where you will talk slowly.

Our new pottery class starts on Saturday at 9.30. The classes are for age 10 and older. It costs £25 for eight classes. Please meet at the art studio and wear old clothes.

**8** Work in pairs. Take turns to say the paragraph. Use the checklist to give each other feedback.

Did your partner ...

- talk at a good speed?
- talk more slowly when giving the important information?

#### **After-school club**

Type of club: (0) fencing

Day: (1)

Cost: (2) £ per class

Number of spaces: (3)

Bring: (4)

Teacher: Ms (5)

#### **UNIT 1 HAVE A GREAT DAY!** 14

• give the important information clearly?

# CHALLENGE (1)-(2)-(3)-(4) Present

Work in a large group. Present your timetable for your new daily routine and say:

- what is different about your new day.
- why the new day is good for you.
- how the new routine will change your life.