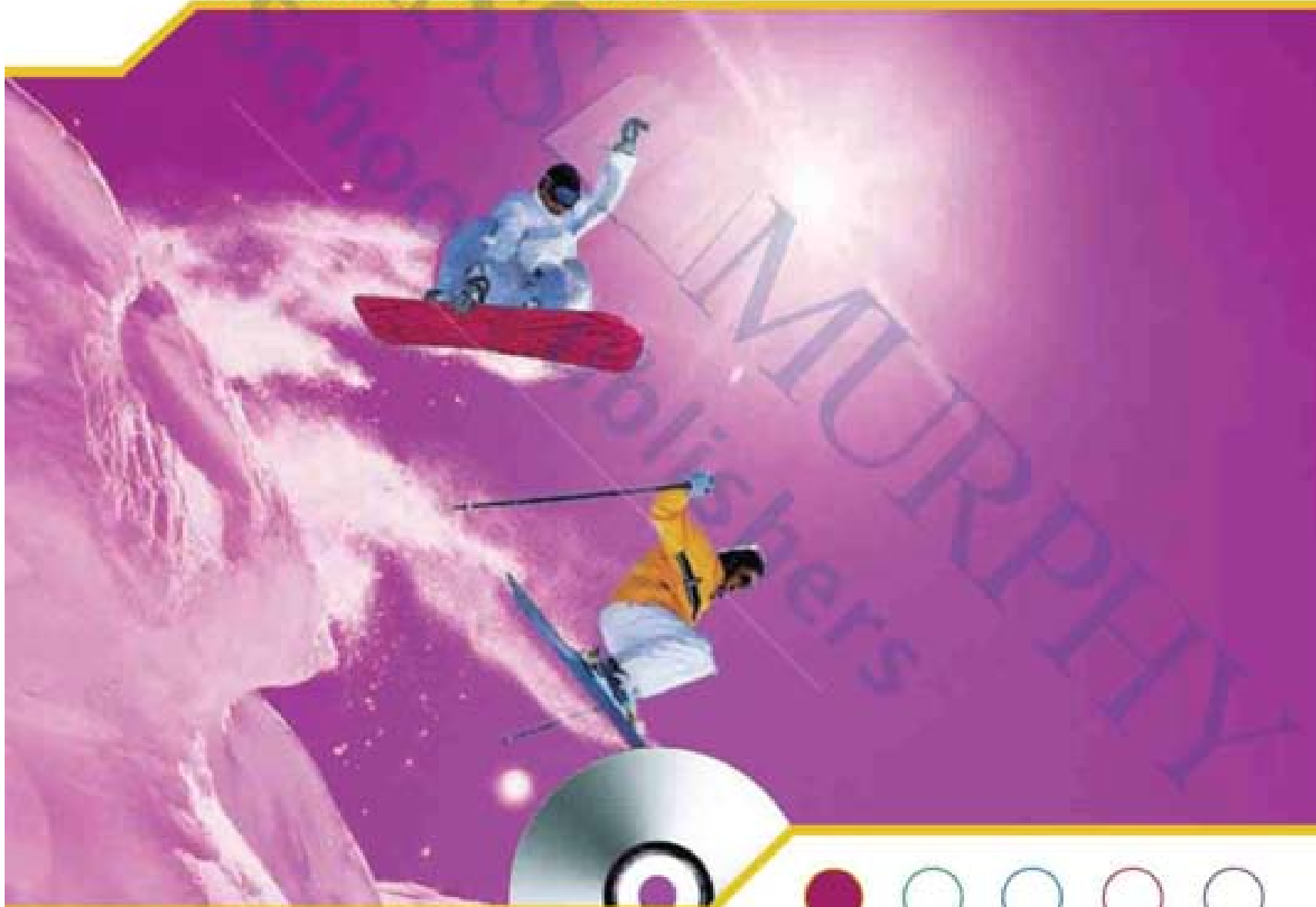


To The

Max!

Student's Book **1**



Alfred Lee
Jill Marie Fairall

PREISS MURPHY
School Publishers

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/i/ & /ɪ/	<ul style="list-style-type: none"> - Plural forms - Regular forms - Irregular forms 	<ul style="list-style-type: none"> - Expressions with uncountable nouns 	<ul style="list-style-type: none"> - Writing an e-mail 	<ul style="list-style-type: none"> - Surviving seventh grade - A project about critical thinking of school issues
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/u:/ & /ʊ/	<ul style="list-style-type: none"> - Asking questions - WH-question words 	<ul style="list-style-type: none"> - Collocations - Do - Make 	<ul style="list-style-type: none"> - Writing a story 	<ul style="list-style-type: none"> - A project on tweeting
/ɪ/ & /o/	<ul style="list-style-type: none"> - Synonyms - Antonyms 	<ul style="list-style-type: none"> - Fixed Phrases - Idioms 	<ul style="list-style-type: none"> - Argumentative topics 1 	<ul style="list-style-type: none"> - Robots - A project about school and community problems
/ɪz/, /z/ & /ɪz/	<ul style="list-style-type: none"> - Phrasal verbs - Get - Break 	<ul style="list-style-type: none"> - Expressions for talking about food 	<ul style="list-style-type: none"> - A process composition 	<ul style="list-style-type: none"> - The Land of the Immortals - A project about healthy food
/ə/ & /o/	<ul style="list-style-type: none"> - Compound nouns - Nouns - Common nouns - Proper nouns 	<ul style="list-style-type: none"> - Fixed Phrases - Idioms 	<ul style="list-style-type: none"> - Argumentative topics 2 	<ul style="list-style-type: none"> - Teens and Sports - A project about obesity
/j/ & /ɪj/	<ul style="list-style-type: none"> - Question tags 	<ul style="list-style-type: none"> - Interviewing language 	<ul style="list-style-type: none"> - Writing a biography 	<ul style="list-style-type: none"> - A project about creating a web blog
/z/ & /ɪz/	<ul style="list-style-type: none"> - Conditional sentences (zero / first) 	<ul style="list-style-type: none"> - Telephone language 	<ul style="list-style-type: none"> - Writing an informal letter 	<ul style="list-style-type: none"> - Table manners - A project about a country's table manners

Unit

1 School Days



Discuss

- 1 What do you think the students are doing in Picture (A)?
- 2 What is the place in Picture (B)? What do you do there?
- 3 Who do you think the people in Picture (C) are? Where are they?
- 4 What are the ladies doing in Picture (D)? Where are they?
- 5 Do you like your school? Why? Why not?



Many people will walk in and out of your life, but only true friends will leave an imprint on your heart.

- Why should you keep in touch with your friends?

Old Friends

After so many years, Frank is still in touch with most of his friends from middle school, while Sara has lost contact with most of hers.

Frank: Last week I ran into one of my old middle school friends. I met him in the seventh grade. It's been such a long time!

Sara: That's nice!

Frank: Well, actually I haven't heard from him in ages.

Sara: To be frank with you, I've been out of touch with most of my old friends. Only one or two still keep me posted about where they are studying.

Frank: I know. It's really hard to keep in contact when people move around so much.

Sara: That's right. People just drift apart! But you're lucky to be back in touch with your friends from school again. How did he look after all these years?

Frank: Well, he hasn't changed much.

Sara: Was he a close friend?

Frank: Yes. You know I remember. When he first joined the school, he came to the classroom looking so serious and sat next to me. We looked at each other. We were so different.

Sara: But finally you became close friends.

Frank: Yes, but years passed and he moved to another part of the country.

Sara: Well, I hope you meet up one day. It would be a shame to lose such an old friend.

Frank: Yeah, I hope so too. Hey! Let me see if I can find him on FaceBook!

Answer the following questions:

- 1 What are Sara and Frank talking about?

- 2 How would you describe Sara's relationship with her old friends?

- 3 Why do you think it is hard to keep in touch with friends?

- 4 Why does Sara think that Frank is lucky?

- 5 Which of the two are you most like? Frank or Sara?





- 1 Do you remember your first day at school?
- 2 How long did it take you to make new friends?

Middle School Experience

The first day at my new school was probably the worst day of my life. My parents forced me to **attend** a school 45 minutes away from my home. Out of a big class of incoming students, I knew no one. Not a single person, I had spent the last six years in a class with 30 kids: I had not had to make a new friend at school since the first grade.

I don't think I have ever felt as lonely as I did that day, before or since. So, of course, I entered school that first day with a massive load on my shoulders. I was **determined** to show my parents what a serious **decision** they had made. I was really very **depressed**. I joined after-school clubs. I made acquaintances, but I couldn't make any friends. I was one of those people to whom everybody says hello, and even invites to sit with them at lunch, but would never call or go out with after school.

More than that, this new school was academically really challenging, whereas the last six years had been a breeze. After a full year of this, I was truly miserable. So I spent the summer making a few **resolutions**. Maybe they can help some other people - they certainly helped me - and by the end of middle school, I had formed my group of friends, with whom I still keep in touch. I was even **voted** by the students of my class to speak at graduation. As miserable as I was that first year, the rest of middle school days were a blast! Here are my resolutions:

Say hello anytime I make an acquaintance. Because I was always smiling and greeting the people I knew, people automatically assumed I was friendly (though I am not naturally sociable). And school kids want to be friends with sociable people.

Take the first step. All the girls there already knew each other - they didn't need another friend. But I did, so I had to make the effort. I had to be the first one to invite somebody over to my house, or to go with me to a movie. Once I did, they started to respond kindly.

Make friends slowly. I couldn't get discouraged when it took a while to make friends. Hey, I had already waited an entire year, what's a couple more months? Making new friends takes time and work.

Use lessons to get to know people. I met most of my first friends because I sat next to them in lessons. Lessons (before, after, or even during lesson-time) are a great opportunity to strike up a conversation, ask for homework help or, even better, to offer a helping hand.

Hide my fear. I was terrified to come back to school for a new year. But acting confidently really helped, it made me feel really confident. Secondly, confidence implies a lack of concern for other people's opinions, which, **paradoxically**, makes others value your opinion more. Middle school kids are odd in that way. Above all, remember that it can and will get better. You may have to work a little to make your middle school experience a great one, but it's absolutely worth it!



Questions

Answer these questions:

- 1 Briefly discuss the problem mentioned in the first paragraph.

- 2 What does the writer mean by "incoming students"?

- 3 What kind of student was the writer?

- 4 How did the writer manage to form a group of friends?

- 5 Which resolution interests you most of all? Why?

Discussion

Discuss the questions below with your partner and then share your ideas with the pair next to you.

- 1 Why does the writer encourage students to be positive about middle school?

- 2 Discuss with your partner how you can use your time in lessons to get to know people.

New Words

attend

attend / attending / attentive

attend (v.): to go to an event or a place. **attending** (n.): the act of going to a place or an event. **attentive** (adj.): listening or watching carefully.

determine

determine / determination / determined

determine (v.): to decide to do something. **determination** (n.): the ability to continue trying to do something even when it is difficult. **determined** (adj.): wanting to do something so much that you will not let anyone or anything stop you.

decide

decide / decision / decisive

decide (v.): to make a choice or judgement about something. **decision** (n.): a choice or judgment that you make. **decisive** (adj.): being very significant in an event or decision.

depress

depress / depression / depressed

depress (v.): to make someone feel unhappy and be without hope. **depression** (n.): a feeling of sadness and a loss of hope. **depressed** (adj.): feeling unhappy with no hope.

resolve

resolve (v.): to make up your mind to do something.

resolution (n.): a plan or something you are definitely going to do. **resolute** (adj.): determined in character, action and ideas.

vote

vote / voter

vote (v.): to express your choice or opinion in a group decision or election. **voter** (n.): a person who has the legal right to express his opinion.

Write the definitions for the following words:

discourage

paradoxically

Articles

I. Indefinite

Indefinite articles (**a /an**) are used before a singular countable noun: **a** student and **an** acquaintance.

- a** is used before a noun that begins with a consonant: (b, c, d, f, g ... etc.) e.g. **a** cat.
- an** is used before a noun that begins with a vowel: (a, e, i, o & u) e.g. **an** elephant.

They are used for:

- 1 Something mentioned for the **first time**:
*I bought **a** new **pen** yesterday.*
- 2 Something which is one of **many**:
*I usually buy my clothes at **a** **shop** downtown.*
- 3 Introducing somebody's **job**:
*My aunt is **a** **nurse**.*

II. Definite

The definite article (**the**) is used before both singular and plural, countable and uncountable nouns: **the** money, **the** people and **the** scientist.

It is used for:

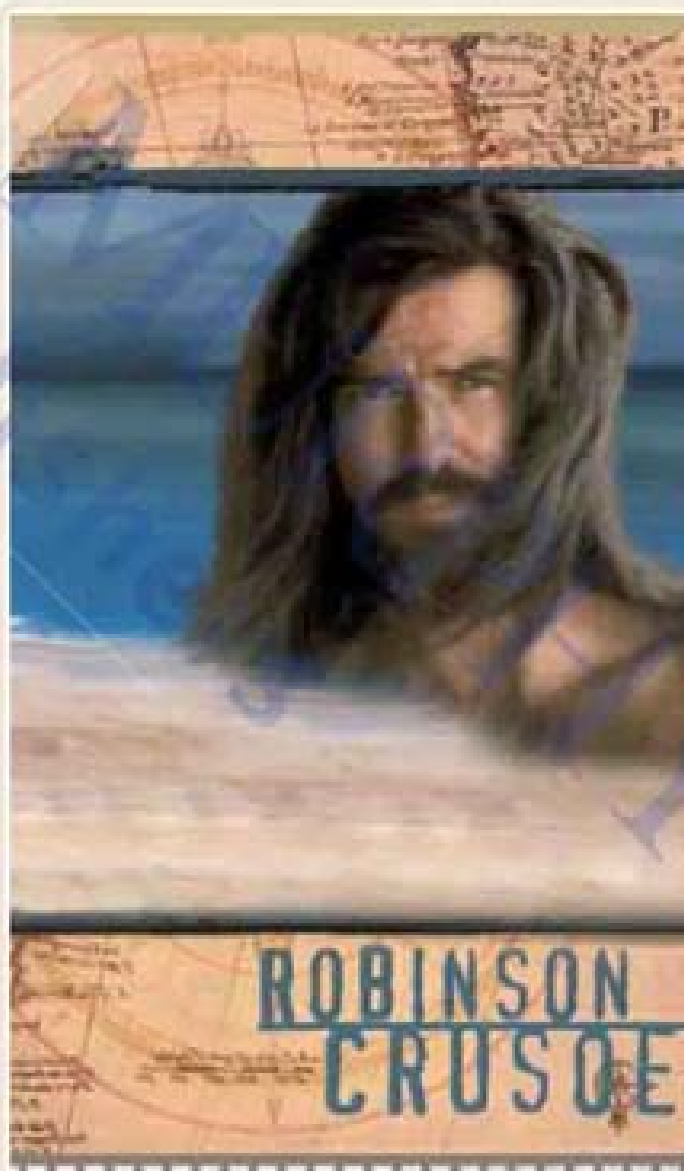
- 1 Something **repeated** or **already known**:
*This is **the** new **pen** I bought yesterday.*
- 2 Something of which there is **only one**:
***The** moon orbits the earth.*
- 3 Introducing **species** or an **invention**:
***The** blue whale is the biggest sea animal.*
***The** mobile phone has changed the way we communicate.*

Remember!

- **An** elephant **but** **a** big elephant
- **A** country and **a** European country

A Correct the mistakes in bold:

Robinson Crusoe was travelling on a ship across the seas when a big storm caused his ship to sink to the bottom of the ocean. Holding onto a piece of **a** ship, Robinson Crusoe swam to **the** small island several miles away. Robinson Crusoe thought that he was alone on **an** island, but after some years he met **the** man. He gave the man **a** name: 'Friday'. Robinson Crusoe and Friday were the only people on the island. Together they built a shelter and hunted for food, and every day they made a fire so that any passing ships would find them. One day, many months later, **the** ship was passing by **an** island. People on the ship saw **a** fire that Robinson Crusoe and Friday had made, and they rescued both men.



B Fill in the blanks with **the**, **a** or **an**:

- 1 She went shopping and bought _____ shirt.
- 2 He's gone to Egypt to see _____ Pyramids.
- 3 _____ Nile is the longest river in the world.
- 4 I found a camera in _____ box in front of _____ supermarket.
- 5 I live in _____ big city.
- 6 Mr Alan is _____ teacher who rewarded me.
- 7 _____ African lion is very strong.
- 8 A jigsaw puzzle is _____ interesting game.
- 9 My sister has _____ apple for breakfast.
- 10 When I grow up, I'd like to be _____ scientist.

C Complete the sentences using **the** + **noun**:

Example:

It was getting dark in the room, so I turned on _____ the light.

- 1 There were no chairs, so we all had to sit on _____.
- 2 As soon as I saw the fire, I called _____.
- 3 We didn't have any stamps, so we had to go to _____.
- 4 I had a toothache, so I made an appointment with _____.
- 5 Ann had to catch a train, so I took her to _____.
- 6 Bill wasn't feeling well, so he went to _____.
- 7 We didn't have any money, so we had to go to _____.
- 8 The plane was delayed, so we had to wait at _____.
- 9 Jill has gone shopping. She'll be in _____ for at least two hours.
- 10 When we found out that someone had broken into our house, we called _____.

D Read the paragraph and underline the correct word in brackets:

Rules are important in many situations. For example, rules are important in families. The children/Children/A children should obey their parents and go to bed on time. Rules are also important when driving the car/car/a car. Drivers should stop at traffic lights/the traffic lights/a traffic light and stop if they see old person/a old person/an old person trying to cross the road. If a person breaks the rules/rules/a rules, then there can be all kinds of trouble. If rules are broken in the family, this can result in an unhappy/a unhappy/the unhappy family, and if rules are broken on the road, this can result in death.

E Put **a**, **an**, **the** or just leave it blank.

- 1 Do you want to watch _____ television this evening?
- 2 Last night we went out for _____ meal in _____ restaurant.
- 3 I wrote my name at _____ top of the page.
- 4 _____ moon goes around _____ earth every 27 days.
- 5 The Soviet Union was _____ first country to send a man into _____ space.
- 6 After _____ lunch we went for _____ walk by _____ sea.
- 7 I'm not very hungry. I had _____ big breakfast.
- 8 John was _____ only person I talked to at the party.
- 9 Liz lives in _____ small village in _____ country.
- 10 It was _____ beautiful day, _____ sun shone brightly in _____ sky.
- 11 What is _____ highest mountain in _____ world?
- 12 I've invited Tom to _____ dinner on Wednesday.



A The long /i:/ (heat) and the short /ɪ/ (hit):



sheep /ʃi:p/



sleep /sli:p/



ship /ʃɪp/



slip /slɪp/

B Read and compare:

/i:/		/ɪ/	
beat	/bi:t/	bit	/bɪt/
eat	/i:t/	it	/ɪt/
feel	/fi:l/	fill	/fɪl/
heat	/hi:t/	hit	/hɪt/
leap	/li:p/	lip	/lɪp/
steal	/sti:l/	still	/stɪl/
wheel	/wi:l/	will	/wɪl/

C Write the words for the pictures below, and then circle the pictures which have the long /i:/



D Read the following words and rewrite them with their normal spelling. The first one has been done for you:

1 /dri:m/ = dream

2 /i:m/ = _____

3 /wɪn/ = _____

4 /stri:t/ = _____

5 /hi:l/ = _____

6 /si:n/ = _____

7 /ʃi:t/ = _____

8 /bi:n/ = _____

Speaking

Read the following conversation and choose the correct answer in the brackets:

Martha and Roger have been Christmas shopping. Martha gets tired of walking and suggests having a rest when they come across a park.

Martha: At last we can have some rest.

Let's take a seat / sit.

Roger: I really don't want to seat / sit.

Martha: We've walked for so long.

I'm really tired.

Roger: It seems like your feet / fit hurt.

Martha: They really do.

Roger: Then you have to take some rest.

Martha: Oh! That's great.

I really feel / fill better now.

Plural Forms

- The plural form of a noun is usually formed by adding **s** to the singular form.

desk → desks problem → problems

- The plural form of nouns that end in **s / ss / sh / ch / x** is formed by adding **es**:

bus → buses dress → dresses
brush → brushes watch → watches
box → boxes

- Some nouns that end in **o** take **es**:

hero → heroes potato → potatoes

- The plural form of nouns that end in a **consonant + y** is formed by adding **-ies**:

story → stories baby → babies

- The plural form of nouns that end in **f** or **fe** is formed by changing the **f** into **ves**:

knife → knives wolf → wolves

- A** Write the plural form of these nouns in the right boxes:

watch	day	library	glass
fox	tomato	house	fax
penny	toy	crash	scarf
leaf	thief	dish	country
sandwich	clock	knife	fly
pen	shelf	half	city
leaf			

-s	-es	-ies	-ves

Irregular Forms

Some nouns don't follow the previous rules.

man	→	men
woman	→	women
child	→	children
person	→	people
mouse	→	mice
louse	→	lice
foot	→	feet
tooth	→	teeth
fish	→	fish
sheep	→	sheep
deer	→	deer
chief	→	chiefs
chef	→	chefs
roof	→	roofs
radio	→	radios
video	→	videos
photo	→	photos



1

Language Essentials

B Write the plural form of these nouns:

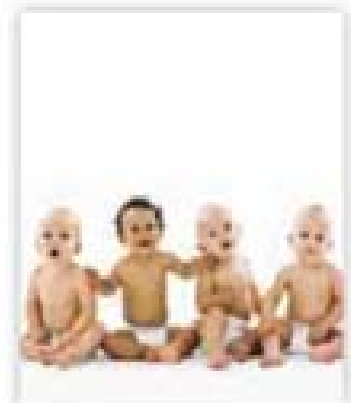
child = _____	sock = _____
class = _____	person = _____
baby = _____	lady = _____
wolf = _____	bush = _____
wife = _____	fish = _____
brush = _____	chair = _____
story = _____	match = _____

C Correct the spelling of these plurals:

- 1 watches watches
- 2 knives _____
- 3 tomatos _____
- 4 monkiez _____
- 5 babys _____
- 6 womans _____
- 7 foots _____
- 8 childz _____
- 9 toothz _____
- 10 sheeps _____

D Circle the mistakes and correct them:

monkeys	boxes	pens	mans
_____	_____	_____	_____
horses	foots	potatoes	fls
_____	_____	_____	_____
photos	mouses	videoes	teeth
_____	_____	_____	_____



Useful Expressions

In this unit, you have learnt how to make different plural forms of singular countable nouns. In this section there are some expressions that help you use the uncountable nouns in the same way you use the countable nouns: you refer to a specific quantity or number.

A Fill in the spaces with words from the box. You may use a word more than once.

bottle	can	glass	pair
piece	bunch	bar	box
item	bit	pile	slice
tube	spoonful	tin	sheet

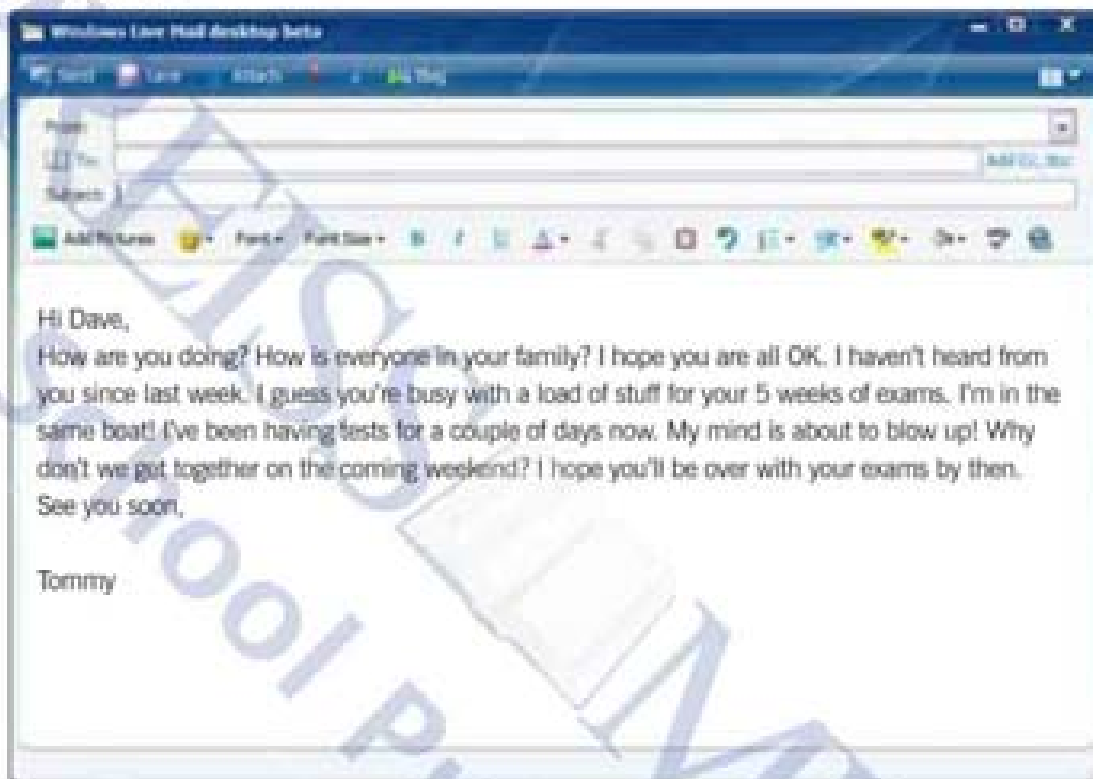
- A _____ of advice.
- A _____ of water.
- A _____ of matches.
- A _____ of shoes.
- A _____ of flowers.
- A _____ of paper.
- A _____ of soap.
- A _____ of milk.
- A _____ of chocolate.
- A _____ of information.
- A _____ of meat.
- A _____ of toothpaste.
- A _____ of wood.
- A _____ of tuna.
- A _____ of news.

B Choose the correct answer:

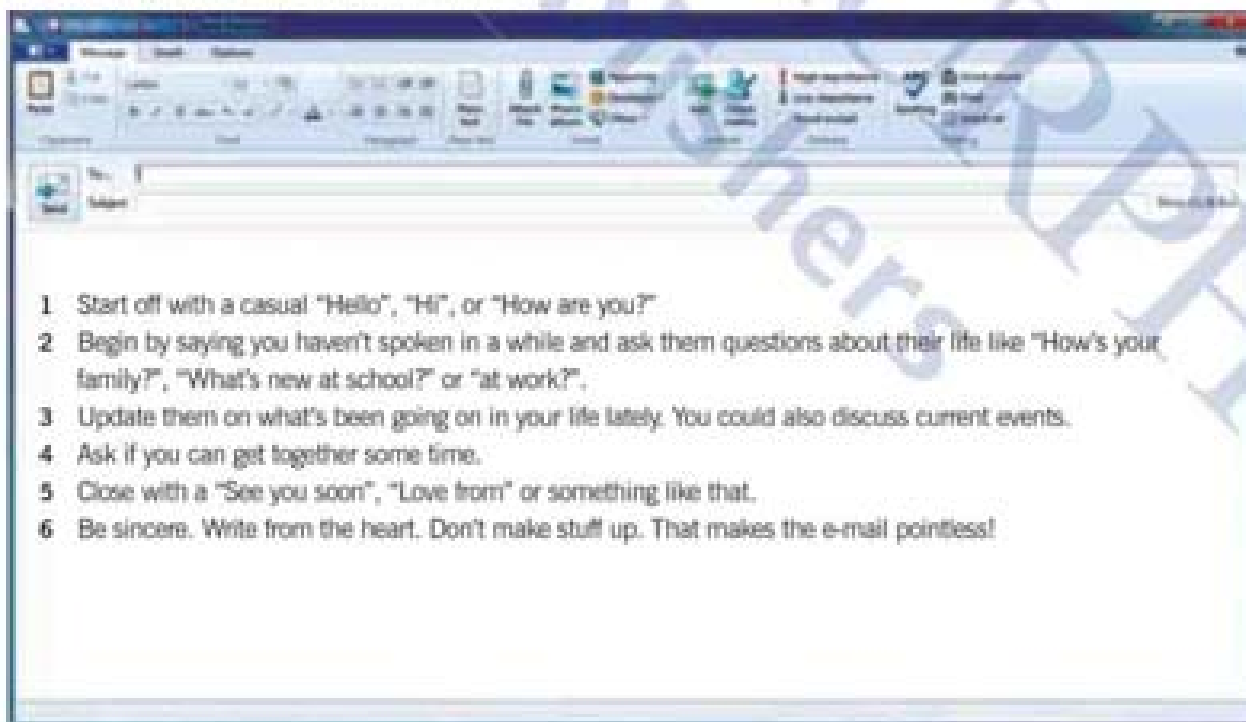
- I bought three boxes/bottles/glasses of milk yesterday.
- Would you like a bunch/spoonful/glass of water?
- I usually have my tea with a bar/piece/spoonful of sugar.
- Let's buy a box/tube/tin of sardines.
- Could you hand me a bar/sheet/slice of paper, please?
- Don't forget to buy a tin/box/item of matches when you go shopping.
- What a lovely tube/item/bunch of flowers!
- I never have more than two slices/bits/sheets of meat for lunch.
- I have a item/bar/pair of shoes that need resoling.
- Susie gave her sister a tube/bar/spoonful of chocolate this morning.
- Would you like a fizzy drink? No, thanks. I've just had a can/bar/box.
- Would you like to taste my sandwich? Here's a tube/tiny bit.
- I'm going shopping today for a bar/tube/note of toothpaste and 2 bars/tubes/notes of soap.
- Thanks a lot for that bit/note/piece of advice. It really helped me a lot.



A Read the following e-mail:



B Read the following instructions about writing an e-mail:



C In your workbook, write an e-mail to your friend asking him or her when he or she is next in town.

Surviving Seventh Grade

Seventh grade is a world of homework, a load over your social life. You are not much younger, but you still have to look up to those eighth-graders. So what is a seventh-grader to do?

1 Look at the big picture. How many pages do you have to study? How much time? If you have 50 pages to cover in 10 weeks, then that is only one page a night on weekdays, with weekends off. This is not so bad! You can even write down which pages to study on which night. Write your study time in your agenda, even if it is only 20 minutes a night. An agenda is one of the best organisational tools that you can use to prepare for exams. Look at the chapter, unit or section you are studying. What are the titles, headings and subheadings? Are there any bold-typed or underlined words? These are the key words: write them down as they will help see what the material is about.

2 Do not cram. Anyone who has ever taken a test before knows that 99.9% of the pressure gets taken off if you study ahead of time: you cannot think clearly if you are under pressure. Instead, if you start early enough, you can easily avoid getting stressed and worried. And you can move at a steadier pace—50 minutes a night is easier to handle than 5 hours the night before. By the week before the exam, you'll have read everything at least once and you'll be prepared!

3 Set up a study stadium. It does not have to be an actual stadium, just an area where you can leave your notes, your pencils and your dictionary: some place where you are

comfortable and where there is little distraction. That means no TV or loud music!

4 Find good friends, even if it takes a while. Social life is hard work (especially with people who swap friends like football cards). With good friends, you can relax, work hard and be free of worries. If you don't get on with your current friends, try to get to know them better: these things take time. And don't be too picky: no friend is perfect!

5 Get involved in extracurricular activities. Sometimes students avoid these activities because they are "uncool". Instead of listening to the advice of someone who hasn't even tried the activity, try it yourself and see how you like it. You might find that you really enjoy it!

6 If you are getting bullied, then do something about it. Telling an adult can often solve the problem. Even if it is just something really small, but it hurts you, you should tell your parents: they care for you so they will be able to help.

7 If you do not have much self-esteem, you have to work on yourself. Everyone has something good about them: clever, athletic, good looking etc. Look at the bright side of things. Always be positive and hopeful and keep going.

Project

Work in pairs. Discuss with your partner the advantages and disadvantages of:

Moving to a new school

Homework

Exams

School rules and regulations