

# 1

# Family histories

## 1A A life story

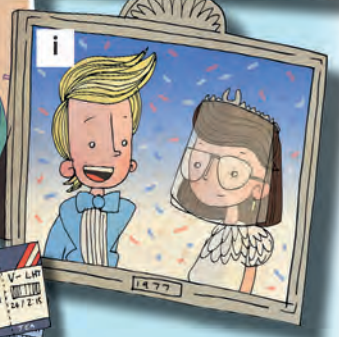


When and where were you born? Find the person in the class with the nearest birthday to you.

This is our grandad, Peter.



c live in



### Vocabulary Life stages

- Look at the pictures. Whose life story is this?
- Match the pictures (a-l) with the words in the box. Which word is not in the pictures?

be born die get a job get married go to college  
grow up have children leave school live in  
meet your future partner move to retire start school

**b** 1.07 Listen and check. Practise saying the words.

**3 a** Read the questionnaire. Write answers that are true for you.

### Imagine! Your future life

- Do you want to go to university?
- At what age would you like to get a job?
- Where would you like to live?
- Would you like to move to another city or country?
- Do you want to get married? At what age would you like to meet your future partner?
- Do you want to have children? Why? / Why not?

**b Over to you!** Work with a partner. Ask and answer the questions.

Do you want to go to university?

Well...

▶ Workbook page 2, exercises 1-2

## Grammar Past simple regular

- 4 a  1.08 Read and listen.  
What is Peter's passion?



My name is Peter Goldman. I was born in 1950 and grew up in Austria. I <sup>1</sup> \_\_\_ in Vienna with my family. I <sup>2</sup> \_\_\_ school when I was six. I <sup>3</sup> \_\_\_ school and <sup>4</sup> \_\_\_ hard, but I <sup>5</sup> \_\_\_ cars even more! I used to spend all my spare time at the local garage. My big ambition was to work on racing cars, so I went to the University of Vienna to study Engineering.

When I was a student, I met my future wife, Elaine. She was a student at a music school in Vienna, and she used to play the piano in a café. She was from London and didn't speak much German, but it didn't matter! We got married two years later and had two children quite soon after that.

We didn't use to have much money, but then I got my dream job with a Formula 1 racing team! So, we <sup>6</sup> \_\_\_ to Oxford. I <sup>7</sup> \_\_\_ all over the world with my job and I finally <sup>8</sup> \_\_\_ in 2015. But I can still watch the racing whenever I want!

- b Complete the text with the verbs in the box.

liked lived loved moved  
retired started studied travelled

- 5 Look at the verbs in exercise 4b and answer the questions.

- How do we form the past simple of regular verbs?  
We usually add - \_\_\_ to the base form of the verb.
- Find two examples of the past simple negative in the text.
- Complete and answer these past simple questions.
  - \_\_\_ he \_\_\_ school at five?
  - What subject \_\_\_ he \_\_\_ at university?

### Past simple irregular

- 6 Find the past simple irregular form of these verbs in Peter's life story in exercise 4a.

be grow up go meet get have

- 7 a Write questions about last week.

- you/read a book? → What book/you/read?
- you/go to school? → What time/you/get up?
- you/ride a bike? → Where/you/go?
- you/go to the cinema? → What film/you/see?

- b **Over to you!** Work with a partner. Ask and answer the questions in exercise 7a.

Did you read a book last week?

Yes, I did.

What book did you read?

I read Harry Potter.

### used to

- 8 a Complete these sentences from the text in exercise 4a.

- I \_\_\_ all my spare time at the local garage.
- She \_\_\_ the piano in a café.

- b Find a negative form in the text.

- c Look at the question with *used to*. Then complete and answer the other questions.

- Did Peter use to go to university? Yes, he did.
- \_\_\_ he \_\_\_ study in Vienna? \_\_\_
- \_\_\_ he \_\_\_ study History? \_\_\_


- d Choose the correct words to complete the rule.

We use *used to* to talk about things that were true in the *past/future*, but aren't true now.

- e Say three things that you used to do as a child.

► **Workbook** pages 2–3, exercises 3–5

## Listening and Speaking

- 9  1.09 Listen to the interview with an adventurer. Complete the information.

### Janna Piedmont

#### Adventurer

Place and year of birth: France in <sup>1</sup> \_\_\_

Age started school: <sup>2</sup> \_\_\_

Age finished school: <sup>3</sup> \_\_\_

Favourite subjects: PE and <sup>4</sup> \_\_\_

First job: <sup>5</sup> \_\_\_

Top three adventures:

- climbed Everest without oxygen in <sup>6</sup> \_\_\_
- rowed across Pacific Ocean in <sup>7</sup> \_\_\_
- swam down Amazon River in <sup>8</sup> \_\_\_

Married in: <sup>9</sup> \_\_\_

Number of children: <sup>10</sup> \_\_\_

Moved to: <sup>11</sup> \_\_\_

Retired?: <sup>12</sup> \_\_\_



► **Workbook** page 3, exercise 6

- 10 a  **Get ready to speak** Work with a partner. Write questions to interview Janna.

- b Role-play the interview.

Janna, you're an experienced adventurer. Can you tell me about a time you were scared?

Yes. It was in the...

**EXTRA**

Write some questions that you would like to ask your older family members or friends. Then find out the answers and report back to the class.

# 1B One sunny day...



What activities did you do last weekend?  
Did anything funny happen?

## Vocabulary Verbs of movement

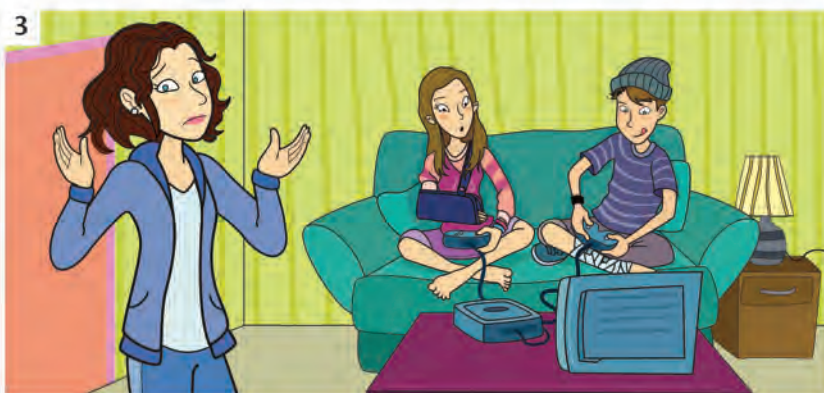
1 Look at the verbs in the box. Can you find people or animals doing these things in picture 2? Which three verbs are not shown?

catch chase climb crash cycle drive fall fly  
jump pull push run skateboard throw walk

## Reading and Listening

3 a 1.10 Cover the text. Look at picture 1. What were Tasha, Simon and their mum doing? Listen and check.

b 1.11 Look at picture 2. Was Simon good at skateboarding? Were Tasha and Simon enjoying themselves? Listen and check.



2 **Over to you!** Work with a partner. Describe the pictures. Make sentences with the verbs in the box in exercise 1.

Some birds are flying in the sky.

A cat is...

Some people are...

► **Workbook** page 4, exercises 1–2

c 1.12 Work with a partner. Discuss what you think happens next. Listen and check.

d 1.13 Look at picture 3. How does the story end? Listen and check.

It was a lovely day. The sun was shining and birds were flying in the sky. But Tasha and I weren't paying any attention. We were playing a video game and it was really exciting. But what was Mum doing? She was getting our bike and skateboard out. 'Get off the computer, both of you!' she said. 'You need some fresh air! And take Freddy with you. He needs a walk.'

Half an hour later, we were in the park. Families were walking around in the nice weather. I was cycling, Simon was skateboarding, and Freddy was chasing us. Surprisingly, we began to enjoy ourselves. Simon was getting more confident on the skateboard. 'Hey, how can I go faster?' he asked. And I had a good idea...



Half an hour later, Mum was driving us both to the doctor's. Mum kept saying, 'I just don't believe it. All I wanted was for you both to get out of the house for a bit.' And two hours after that, Simon and I were sitting in the house again. Now we could finish our exciting game!

**Grammar** Past continuous

4 a Complete the sentences from the story.

- The sun \_\_\_\_\_ and birds \_\_\_\_\_ in the sky.
- We \_\_\_\_\_ a video game.

b How do we form the past continuous? Look at the examples in exercise 4a and complete the rule with the correct form of *be*.

We make the past continuous with \_\_\_\_\_ or \_\_\_\_\_ and the *-ing* form of the verb.

c How do we make the negative and question forms? Find one example of each in the story.

d Find eight more examples of the past continuous in the story.

e Write the *-ing* form of these verbs.

chase cycle fly get shine sit walk

f When do we use the past continuous? Choose the correct words to complete the rule.

We use the past continuous to talk about a completed action / an action in progress in the past.

5 a Imagine you had the most exciting weekend ever. Write what you were doing for each part of the day in your diary.

Saturday	Sunday
Morning <i>I was windsurfing in the Mediterranean Sea.</i>	Morning
Afternoon	Afternoon
Evening	Evening

b **Over to you!** Work with a partner. Ask and answer the questions.

What were you doing on Saturday morning?

I was windsurfing in the Mediterranean Sea. What were you doing?

I was visiting New York!

► **Workbook** pages 4–5, exercises 3–4

**Speaking and Writing**

6 a **Get ready to write** What was happening in the park last Sunday? Look at the picture and make questions about the people.



- Sam / take / photos of his friends ?
- Mark / skateboarding ?
- Izzy and Katie / lie / in the sun ?
- Jenny / talk / to Katie ?
- Fido / chase / a ball ?
- Sam and Mark / look at / Fido ?

b **Work with a partner.** Ask and answer. Give the correct information when necessary.

Was Sam taking photos of his friends?

No, he wasn't. He was...

► **Workbook** page 5, exercise 5

7 Write about the park last Sunday. Remember to use the past continuous and the past simple when necessary.

*It was a lovely Sunday. The sun was...and the birds...*

*In the park, people were...*

*Unfortunately, Sam didn't see...*

*What a disaster!*

**EXTRA** Write five true / false sentences about the picture in exercise 6. Close your books. Test your partner's memory!

Mark was cycling in the picture.

False!

Katie was wearing...

# 1C How they met



When and how did you meet your oldest friend?

## Reading and Listening

- 1 a Look at the photos. Who can you see?
- b Read and match the photos (1–4) to the website posts (A–D).



13:18 30%

### Rate our readers' stories

Add new story

**Josh, Birmingham, UK**  
11.5.20 10.48 a.m.

A

I moved school last year. I was nervous because I didn't know anybody. I was sitting in class on my own when another student walked in. He came up and said, 'Hi, I'm Dom White.' 'And I'm Josh Green,' I said. 'Well,' he said, 'that means that we are going to be good friends.' 'Why? Just because both of our surnames are colours?' I asked, laughing. 'Yes,' he said. And, actually, now we are.

How many stars? ★★★★★

**Kate, Texas, USA**  
14.6.20 06.20 a.m.

B

I was ten years old. I was training in my karate class when Ben came in. Ben was 12 and very tall! While he was showing us some moves, I watched carefully. I really wanted to be as good as him. For years we went to the same competitions, but of course he never spoke to me because I was just a little girl. Four years later, he finally said 'hi' and I was so surprised! Now we are teammates – and the best of friends.

How many stars? ★★★★★

**Simon, Oxford, UK**  
21.6.20 15.18 p.m.

C

My grandad was an engineering student in Vienna. He was sitting in a café when this girl walked in. She was English and a music student. She sat down at the piano and started to play. When she finished, he got up to speak to her. But while he was walking across the room, he slipped and landed under the piano! He was so embarrassed, but fortunately my grandmother still agreed to go out with him! They got married more than 35 years ago.

How many stars? ★★★★★

**Loella, Michigan, USA**  
28.6.20 08.12 a.m.

D

My aunt and uncle met at the airport while they were waiting for different planes. While they were chatting, they discovered that they lived in the same town. Later, my aunt was standing in the queue for her plane. My uncle suddenly appeared again and asked if he could phone her. Much later, my aunt found out that while he was asking for her number, he missed his plane! But my uncle says it was worth it!

How many stars? ★★★★★

**2** **1.14** Work with a partner. Read and listen to the posts (A–D). Answer the questions.

	A	B	C	D
1 Who are the people?				
2 Where did they meet?				
3 What were they doing when they met?				
4 What is their relationship now?				

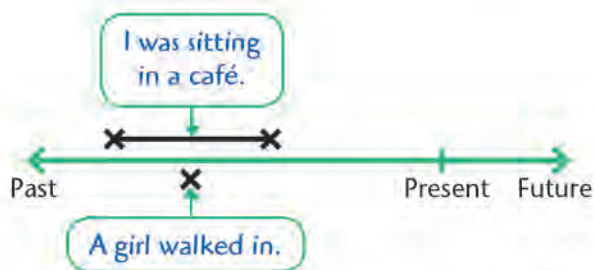
**3** **Over to you!** Work with a partner. How did you rate the stories (1–5 stars)? Compare your answers.

**Grammar** Past simple and past continuous

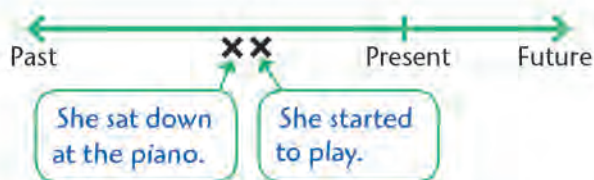
**4** Complete the sentences from the posts in exercise 1. Then answer the questions.

- He \_\_\_ in a café when this girl \_\_\_ in.
  - She \_\_\_ down at the piano and \_\_\_ to play.
- Why are the tenses different in sentence 1? Why are they the same in sentence 2?

**5 a** Look at the timelines. Read and complete the rules with the correct past tense: simple or continuous.



The past \_\_\_ shows an action in progress when another action happened in the past.



The past \_\_\_ shows one or more completed actions in the past.

**b** Find nine sentences with *when* and *while* in the website posts in exercise 1. Where can they go in the sentence?

**6** Choose the correct verbs.

- When I *looked* / *was looking* out of the window, it *snowed* / *was snowing*.
- I *did* / *was doing* my homework when she *arrived* / *was arriving*.
- When I *started* / *was starting* school, we *lived* / *were living* in the old house.
- I *saw* / *was seeing* Jo while she *waited* / *was waiting* for the bus.

**7 a** Think of the first time you met a good friend. Answer these questions. Make notes.

- Who was it?
- Where were you?
- What were you doing when you first met him/her?
- What happened after that?

**b** **Over to you!** Tell your partner your story.

**Workbook** pages 6–7, exercises 1–7

**Listening and Speaking**

**8 a** **1.15** Work with a partner. Listen to the sounds. What was John doing? What happened after that? Complete the table.

What / doing?	What happened?
1	
2	
3	
4	
5	

**b** Work with a partner. Write sentences about John.

**9 a** **Get ready to speak** You are going to tell a joke.

**Student A** Look at page 86. Read the joke about the dangerous bear.

**Student B** Look at page 87. Read the joke about the dangerous dog.

**b** **Student As** work in a group. **Student Bs** work in a group. Practise reading your joke together.

**10** Work with a partner from the other group. Tell your joke to your partner. Which joke is funnier? Have a class vote.



Think of a joke you know in your own language. Can you tell it in English? Tell it to a partner.



# 1D Gossip



If you are gossiping, what are you doing?  
What do people gossip about?



**1 a** **1.16** Read and listen to the dialogues.  
What did Simon tell Tasha? What did he tell Zoe?

**Zoe** ...That's what she said! And then he said to her...  
Oh, hi Simon.

**Simon** Hi girls! Who said what? What are you two talking about?

**Tasha** We can't tell you, sorry.

**Simon** Why not?

**Tasha** It's got nothing to do with you.

**Simon** You're gossiping!

**Zoe** No, we aren't! We're just sharing news about other people.

**Simon** That's the same thing!

**Tasha** No, it isn't! Anyway, we're going now. See you later.

**Simon** Hmm.



**2** Next day



**Simon** Did you hear that Zoe met a boy yesterday?

**Tasha** No, I didn't! Tell me more. What else did you hear?

**Simon** I heard that she was waiting at the bus station and a good-looking guy got off the bus and hugged her.

**Tasha** Really? But why didn't she tell me? I'm her best friend!

**Simon** Maybe he's a relative or something.

**Tasha** I know all her relatives!

**Simon** Well, it seems Zoe has a new boyfriend!

**Tasha** Huh! It also seems I'm not her best friend any more!



**Simon** Hey Zoe. Did you know that Tasha was planning a party all day yesterday?

**Zoe** No, I didn't. Without me?

**Simon** Yes, I heard that she talked to Becky about it.

**Zoe** What do you mean? To Becky? But I'm her best friend!

**Simon** I'm pretty sure it's next weekend. But I'm sure she'll invite you, Zoe.

**Zoe** Well, I'm not sure I want to go!

**b** Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The girls were gossiping in the kitchen.
- 2 They told Simon what they were talking about.
- 3 Simon first told Tasha that Zoe met a relative.
- 4 Simon told Zoe that Tasha was planning a party.

**2 a Spoken English** What do these expressions mean?  
How do you say them in your own language?

It's got nothing to do with you.      That's the same thing!

What do you mean?      ...or something.

Huh!

**b** Work in a group. Practise the dialogues.

**Workbook** page 8, exercise 1

3 a What do you think will happen next?

b 1.17 Listen and check.

4 Over to you! Work with a partner. Answer the questions.

- 1 Why did Simon do it?
- 2 Was it a good thing to do? Why?/Why not?
- 3 People generally gossip. Is it a problem?

### Everyday English Giving news

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: giving news

Did you know...?      Did you hear (that)...?

I heard (that)...      It seems (that)...

I'm pretty sure (that)...

Useful phrases: responding to news

Really?

What else did you hear?

We can use a short answer in response to *Did you...?*

Did you hear...?

No, I didn't.

b 1.18 Listen and repeat. Copy the intonation.

### Pronunciation

6 a 1.19 Listen and repeat the words in the box. How many syllables are there?

didn't heard hugged jumped  
needed planned thought  
waited wanted wasn't

b Put the words from exercise 6a in the correct column.

one syllable	two syllables
heard	didn't
_____	_____

c 1.20 Listen and check.

d When do we pronounce *-ed* as a separate syllable?

▶ Workbook pages 8–9, exercises 2–6

### Listening and Speaking

7 a 1.21 Listen to three conversations. Which of the pieces of news do you hear?

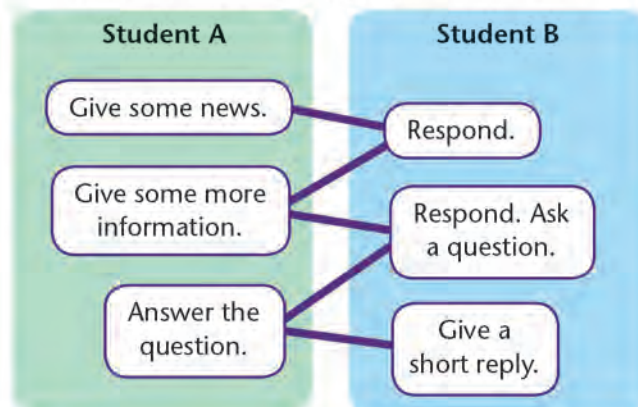
- 1 My brother's getting married.
- 2 Sally went on holiday to Brazil.
- 3 Dan passed all of his exams.
- 4 Amy is moving to America.
- 5 My aunt is having a baby.
- 6 Jack won the lottery.
- 7 Sally passed her driving test.
- 8 Mike isn't going to university.

b 1.21 Listen again. Write two extra pieces of information for each piece of news.

▶ Workbook page 9, exercise 7

8 a Get ready to speak Choose three pieces of news from exercise 7a or use your own ideas. Write extra information about each one.

b Work with a partner. Role-play giving your news and responding. Use different expressions every time. Use this chart to help you:



Did you hear that Dan passed all of his exams?

No, I didn't. That's great. Tell me more!

c Role-play one of your dialogues for the class.

EXTRA

What do Tasha and Zoe say to Simon? Write the conversation.

Tasha Simon! We're very annoyed! Why did you say those things?

Simon Hey, I was just...





# 1 Revision

## Vocabulary Life stages

1 Complete the life story with the correct form of the words in the box.

be born get a job get married  
go to university have leave school  
live meet move to start school

I <sup>1</sup> was born in Scotland in 1975. Our family <sup>2</sup> \_\_\_ in the centre of Edinburgh. I <sup>3</sup> \_\_\_ at five. When I was nine, we <sup>4</sup> \_\_\_ a village on the coast. I studied hard and loved languages. I <sup>5</sup> \_\_\_ at 18, and I <sup>6</sup> \_\_\_ to study French and German. When I was 22, I <sup>7</sup> \_\_\_ as a teacher. Alastair and I <sup>8</sup> \_\_\_ in the school where we both worked. He taught Art. We <sup>9</sup> \_\_\_ in 2003 and we <sup>10</sup> \_\_\_ twins in 2005. We are still working at the same school and our children go there, too!

## Verbs of movement

2 Write eight sentences about the picture with the verbs in the box.

chase climb crash into  
cycle fly jump run walk



1 He's cycling.

## Grammar Past simple

3 Complete the dialogue with the correct form of the verbs in brackets or a short answer.

A <sup>1</sup> \_\_\_ you <sup>2</sup> \_\_\_ Ellen at school this afternoon? (see)

B No, I <sup>3</sup> \_\_\_ . <sup>4</sup> \_\_\_ she <sup>5</sup> \_\_\_ home? (go)

A I'm not sure. I <sup>6</sup> \_\_\_ her in the morning, but she <sup>7</sup> \_\_\_ well. (see/look)

B <sup>8</sup> \_\_\_ you <sup>9</sup> \_\_\_ to her? (speak)

A Yes, I <sup>10</sup> \_\_\_ . But she <sup>11</sup> \_\_\_ anything about going home. (say)

B Let's call her after class.



## Past continuous

4 What was happening at home yesterday evening? Write the questions and answers.

1 Mike / listen to music? **Was Mike listening to music? No, he wasn't. He was sleeping.**

2 Rob and Mum / play video games?

3 Dad / cook dinner?

4 Jill / play / with her dog?

## Past simple and past continuous

5 Complete the sentences with the correct form of the verbs in brackets.

1 When Emma \_\_\_ (hear) the news, it \_\_\_ (start) to snow.

2 While we \_\_\_ (shop), we \_\_\_ (meet) John.

3 While he \_\_\_ (work) on his computer, it \_\_\_ (crash).

4 The teacher \_\_\_ (come in) while we \_\_\_ (play) cards.

## Everyday English Giving news

6 Complete the dialogue with the words in the box.

didn't hear told Really else

A Did you <sup>1</sup> \_\_\_ that Tom is moving school?

B No, I <sup>2</sup> \_\_\_ ! What <sup>3</sup> \_\_\_ did you hear?

A Someone <sup>4</sup> \_\_\_ me that he wants to go to sports college.

B <sup>5</sup> \_\_\_ ? When?

A I'm not sure.

## Learning to learn Organizing your English notebook

You will need a notebook for your English lessons. Organize it carefully and it will help you to revise.

1 Always write the day and date of the lesson and the unit and page of the Student's Book.

2 Write new grammar and examples clearly so you can understand it when you revise.

3 Make your own mini dictionary at the back of your book with the new words on one side and the meanings on the other.

► **Workbook** pages 10–11, exercises 1–7



What's a biography? Do you ever read biographies of famous people?

## A biography

### A biography of the Dassler brothers



The Dassler brothers are famous for two brands of trainers. They are also famous for a family argument which lasted for 60 years.

#### Date and place of birth

Rudolf (Rudi) Dassler was born in 1898 and Adolf (Adi) Dassler was born in 1900, in Germany.

#### Early life and education

The brothers grew up in the town of Herzogenaurach. They learned to make shoes because their father worked in a shoe factory.

#### Marriage and early career

By the 1920s, Adi was designing trainers and Rudi was selling them for their Dassler Brothers Sports Shoe Company. They each got married, but their wives didn't like each other!

#### Career history and achievements

In 1936, at the Berlin Olympic Games, American Jesse Owens won four gold medals while he was wearing Dassler trainers. Now everybody wanted them. But the brothers had an argument during the Second World War, and as a result they never spoke again.

The brothers divided the business and each developed a successful company – Adidas (from Adi Dassler) and Puma. Each company had a factory in Herzogenaurach. As the brothers were employing most of the townspeople, the whole town was divided. Adidas employees couldn't marry Puma employees!

#### Date of death

The brothers died in the 1970s. Finally, in 2009, Adidas and Puma had a friendly football match so that they could end the argument.



### Look! Linkers of cause / result and purpose

We use linking words to connect ideas in a sentence.

**Result** → **Cause**: *as, because*

Result

They learned to make shoes.

Cause

Their father worked in a shoe factory.

They learned to make shoes **as / because** their father worked in a shoe factory.

Find an example with *as* in the text.

**Cause** → **Result**: *as a result*

The brothers never spoke again **because** they had an argument during the Second World War.

OR But the brothers had an argument during the Second World War, and **as a result** they never spoke again.

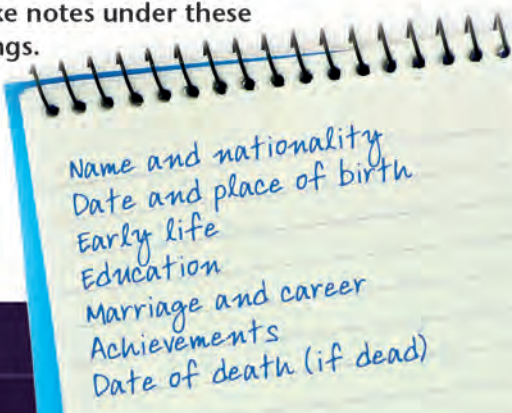
**Purpose**: *so that*

Adidas and Puma had a friendly football match **so that** they could end the argument.

**1 a Get ready to write** Choose a person that you would like to write about. It can be a famous person or an older member of your family.

**b Find information and pictures** about your chosen person – from home, on the internet, or from books and magazines.

**c Make notes** under these headings.



**2 Read Timo's project**, then read the Look! box. Look at your notes in exercise 1. Where can you use the linkers?

**3 a Start writing** Write a sentence to introduce your person.

**b Organize your notes** into sentences underneath each heading.

**c Try to use one or two linkers** from the Look! box.

**4 a Complete your project** Put your project on a piece of paper with your pictures.

**b Present your project** to the class. Whose life is / was most interesting?





Why do Americans celebrate Thanksgiving?  
What do the Scottish call New Year?

# Family Celebrations

## Thanksgiving



Thanksgiving is a family celebration in the USA. Every November, millions of Americans travel home to celebrate with their families and to give thanks for the harvest. They have a traditional dinner of turkey, root vegetables and pumpkin pie.

The story behind Thanksgiving is about an early group of settlers called Pilgrims. They came from England in 1620, and for the first year they were really hungry. A Native American tribe showed them how to grow food. So, the next year they gave thanks for their first harvest by sharing their feast with the Native Americans. They were celebrating for three days!

But it was not a tradition yet. However, Sarah Hale, a magazine editor, thought it was important for the USA to have a Thanksgiving holiday every year. She wrote regular letters to every president for 40 years! Finally, in 1863, President Lincoln made the last Thursday in November the national day of Thanksgiving. It is now America's biggest holiday.

## Hogmanay



Everyone celebrates New Year, but Scottish families celebrate it the most. They call it Hogmanay.

First, families clean their houses to start the new year fresh. Then most families have parties where houses are open and everyone is welcome. At midnight, everyone stands in a circle to welcome the New Year. They sing 'Auld Lang Syne', written by Scots poet, Robert Burns. Another tradition is that the first person who comes in the door after midnight should bring a piece of coal, cake and whisky. This is called 'first footing' and brings good luck for the next year.

New Year is a special time for the Scots because for 400 years the Scottish Church didn't allow a holiday at Christmas. This didn't change until 1958! So the Scots worked at Christmas, and New Year was the family holiday to give presents to the children. Scotland still has two days of national holiday at New Year. And in Edinburgh, the capital city, there are street parties and an amazing fireworks display from the castle.



### Glossary

harvest pumpkin settlers fresh coal

**1** Look at the photos. What can you see?

**2 a** Work with a partner.

**Student A** Read about Thanksgiving.

**Student B** Read about Hogmanay.

**b** Ask and answer the questions.

- 1 What is the celebration and where does it happen?
- 2 What do people traditionally do?
- 3 When did the celebration start and why?
- 4 Why did it become a national holiday?
- 5 Why is it important?

**c** What do you think was the most interesting fact in each text?

**3** Over to you! What are your country's biggest celebrations? What does your family do to celebrate? What traditions do you have?





Who are some important people in your country's history?

## Famous people in history

**1 Elizabeth I**

Born: 1533	Died: 1603
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Job: \_\_\_\_\_

*Famous because...* England was a very successful country when she was queen. She never got married.




**4 Irene Joliot-Curie**

Born: 1897	Died: 1956
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Job: \_\_\_\_\_

*Famous because...* She won a Nobel Prize for \_\_\_\_\_. She became ill and died of cancer because of her scientific work.



**2 Henry VIII**

Born: _____	Died: 1547
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Job: King of England

*Famous because...* He had six \_\_\_\_\_. He disagreed with the Pope, so he started a new religion.




**5 Paloma Picasso**

Born: _____	
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Job: \_\_\_\_\_

*Famous because...* She became a very successful fashion and jewellery designer and businesswoman. She is a style icon.




**3 Marie Curie**

Born: _____	Died: 1934
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Job: Scientist

*Famous because...* She discovered \_\_\_\_\_. She won the Nobel Prize twice – for Chemistry and later for Physics. She was the first person and the only woman to win two Nobel Prizes.




**6 Pablo Picasso**

Born: _____	Died: 1973
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Job: Artist

*Famous because...* He changed people's ideas about art. He invented a new style of art called \_\_\_\_\_.



**1 a** Look at the photos. Do you know anything about these people? What do you think are the relationships between them?

**b** Work with a partner. Complete the biographies with the information in the box.

1867 1949 1881 1491  
 Scientist Designer Queen of England  
 Cubism wives radium Chemistry

**2 a** 1.22 Listen and check.

**b** What did you get right? What other information did you learn?

**3 a** Put the people on a timeline in order of birth.



**b** Add three famous people from your country.