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Introductions

1. Complete the sentences with the words in the box.

| brother | friend | go to | hobbies | live | I'm | place | computer games | sports | swimming |

Hello. (1) I'm Julia and this is my (2), Maria and my (3) , Toby.
My (4) are reading and (5) _____________.
My favourite (6) are tennis, basketball and (7) _____________.
We (8) in Bristol. It's a great (9) _____________.
We all (10) Compton School.

Vocabulary

2. Complete the opposite adjectives.

1. tall ____________ s ____________
2. o ____________ y ____________

3. Complete the words and add one more to each group.

<table>
<thead>
<tr>
<th>School subjects</th>
<th>Rooms in a house</th>
</tr>
</thead>
<tbody>
<tr>
<td>h ____________</td>
<td>k ____________ n</td>
</tr>
<tr>
<td>g ____________</td>
<td>b ____________ m</td>
</tr>
<tr>
<td>s ____________</td>
<td>s ____________ y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Seasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>k ____________ e</td>
<td>w ____________ r</td>
</tr>
<tr>
<td>m ____________ h</td>
<td>s ____________ g</td>
</tr>
<tr>
<td>n ____________ e</td>
<td>s ____________ r</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places in town</th>
<th>Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>c ____________ t</td>
<td>t ____________ a ____________ r s</td>
</tr>
<tr>
<td>b ____________ k</td>
<td>s h ____________</td>
</tr>
<tr>
<td>s ____________ t</td>
<td>t r ____________ e ____________ s</td>
</tr>
</tbody>
</table>
Grammar

4 Circle the correct words.

Does / Does your parents like chocolate?
1 Has / Have Rosie got any new DVDs?
2 Her hobby is / are listening to music.
3 Kate go / goes to school in Kingston.
4 Mark don't / doesn't like sport.
5 My cousins lives / live in Canada.
6 That is me / my favourite book.
7 The computer games is / are in my room.
8 We don't study / studying French.

5 Look at the pictures and complete the sentences.
Use there is(n't) / are(n't) + some / any.

Picture A

Picture B

6 Complete with the correct question words.
Then find the answers in the box.

<table>
<thead>
<tr>
<th>Fifteen</th>
<th>Football</th>
<th>Johnny Depp</th>
<th>Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Paul's School</td>
<td>L-U-C-Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is your name? Lucy.
1 ______ old are you? ______
2 ______ do you go to school?
3 ______ is your favourite sport?
4 ______ is your favourite actor?
5 ______ do you spell your name?

7 Write questions for the answers.

Can you swim?
No, I can't swim.

1 ______
Yes, my friend likes music.
2 ______
No, I haven't got any brothers.
3 ______
Yes, there is a TV in my room.
4 ______
Yes, my sister has got a laptop.
5 ______
No, there aren't any sweets in my bag.

Classroom language

8 Complete the classroom questions with the words in the box. Then match them with the answers a–e.

<table>
<thead>
<tr>
<th>got</th>
<th>lend</th>
<th>mean</th>
<th>pronounce</th>
<th>say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 How do you ______ say ______ gato in English? a)
2 What does bowl ______ ?
3 Can you ______ me a ruler, please?
4 How do you ______ quick?
5 What have you ______ for number 5?

a) /kwik/
b) I've got false.
c) Cat.
d) Yes, of course. Here you are.
e) You put food in it. You eat from it.
Unit 1 Free time

Vocabulary 1
Free-time activities

1 ★ Complete the words with the vowels.
   1 r____x
   2 p_____y t_____n____s
   3 g____ t____ d____s____c____
   4 m____ k____ m____d____l____s
   5 g____ t____ th____ c____n____m____
   6 p_____y n_____n str____m____n____t
   7 g____ t____ f____r____ m____l____

2 ★ Match 1–6 with a–f.
   1 go to ________
   2 do ________
   3 learn ________
   4 draw ________
   5 play ________
   6 go to ________

   a) computer games
   b) cartoons
   c) the gym
   d) a youth group
   e) a language
   f) voluntary work

3 ★ Match phrases from exercises 1 and 2 with the pictures.

   1 go to a youth group
   2 ________
   3 ________
   4 ________

4 ★ Match the activities with what the people say.
   1 draw cartoons
   2 make models
   3 chat online
   4 play computer games
   5 relax
   6 learn a language
   7 do voluntary work
   8 go out for a meal

   a Let’s go to the new pizza place in Park Street. Good idea. I’m really hungry.
   b R U OK, Dan? Y didn’t u come 2 school 2day?
   Ed: I’m in bed. Bad cold.
   Dan: What are you drawing?
   He’s called Superbaby. I’m going to give him really strong legs, and big eyes!
   d You’re the blue snake and I’m the red snake. You have to eat all the fruit. Press START when you’re ready.
   e This is nice! I love lying on my bed and listening to music.
   f I’ve got CDs and a book. The CDs are great because I learn the correct pronunciation. I study for an hour every day.
   g It’s going to be an aeroplane. There are 40 pieces. When it’s ready, I’m going to paint it.
   h We’re cleaning the park today and planting some trees. We don’t get any money, but we enjoy it.
Grammar 1
Present tenses

1 ★ Rewrite the sentences using the adverbs of frequency in brackets.

   My mum is tired after work. (always)
   My mum is always tired after work.

1 I go to the gym before school. (never)

2 Alice gives me guitar lessons. (sometimes)

3 Jan is tired on Monday mornings. (often)

4 I do voluntary work on Fridays. (usually)

5 We’re late for school. (hardly ever)

2 ★ Look at the table and write sentences.

<table>
<thead>
<tr>
<th>My life</th>
<th>How often</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk to school</td>
<td>100%</td>
</tr>
<tr>
<td>take taxis</td>
<td>0%</td>
</tr>
<tr>
<td>go to the cinema</td>
<td>70%</td>
</tr>
<tr>
<td>go out for a meal</td>
<td>10%</td>
</tr>
<tr>
<td>go to pop concerts</td>
<td>50%</td>
</tr>
<tr>
<td>stay up late on Fridays</td>
<td>80%</td>
</tr>
<tr>
<td>buy new CDs</td>
<td>70%</td>
</tr>
<tr>
<td>never = 0%</td>
<td></td>
</tr>
<tr>
<td>sometimes = 50%</td>
<td></td>
</tr>
<tr>
<td>usually = 80%</td>
<td></td>
</tr>
<tr>
<td>hardly ever = 10%</td>
<td></td>
</tr>
<tr>
<td>often = 70%</td>
<td></td>
</tr>
<tr>
<td>always = 100%</td>
<td></td>
</tr>
</tbody>
</table>

I always walk to school.

2
3
4
5
6

3 ★ Write sentences for you, your family and your friends. Use the present simple and the adverbs of frequency in the box.

<table>
<thead>
<tr>
<th>always</th>
<th>hardly ever</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>often</td>
<td>sometimes</td>
<td>usually</td>
</tr>
</tbody>
</table>

  go to discos
  My parents never go to discos.

1 buy new clothes

2 feel stressed

3 talk about problems

4 get good marks

5 do some kind of sport

6 chat online

4 ★ Order the words to make sentences.

   is / the evening meal / at / My mum / moment / preparing / the .

My mum is preparing the evening meal at the moment.

1 twice / goes / guitar classes / a / My brother / week / to .

2 my friends / weekend / I / every / meet .

3 don’t / in / I / go / winter / swimming .

4 at / wearing / not / moment / my sunglasses / the / I’m .

5 year / you / play / Do / every / a / do ?

6 this / cartoons / We’re / week / in art / drawing .
5 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

We usually have lunch in the kitchen, but today we're having it on the balcony. (have)
1 She _____________ jeans today. She usually _____________ a skirt to work. (wear)
2 They usually _____________ about films and music, but they _____________ about sport at the moment. (talk)
3 They _____________ online at the moment, but they usually _____________ on the phone. (chat)
4 My sister always _____________ Friends on TV. Today she's ill, so she _____________ it in bed. (watch)
5 I _____________ an email to my cousin right now. I never _____________ letters to her. (write)
6 Charlie usually _____________ happy at the weekend, but this weekend he _____________ stressed. (feel)

6 Correct the sentences. Write one negative and one affirmative sentence.

I'm playing computer games. (x chat online)
I'm not playing computer games. I'm chatting online.
1 My aunt works in a shop. (x an office)

2 She goes to her youth group on Wednesdays. (x the gym)

3 Emily's working at home now. (x the library)

4 We're watching a DVD at the moment. (x play computer games)

5 My dad often watches animal programmes. (x sports)

7 Write questions for these answers.

Who are you writing to?
I'm writing to my friend in Italy.
1 How often _____________?
I write to her once a week.
2 _____________?
No, she never phones me.
3 _____________ in Italian?
No, I usually write to her in English.
4 What _____________?
I'm telling her about my new hobby - drawing cartoons.
5 Where _____________ drawing classes?
I have them at a place in Westfield Avenue.

8 Match 1-6 with a-f. Then write sentences using the present simple or present continuous form of the verbs in brackets.

1 Chris is using your computer.
   He often surfs the net on it.
2 Cathy isn't eating breakfast.
3 What's that terrible noise?
4 My brother's doing voluntary work today.
5 Look at Andy in this photo.
6 Why are you talking to yourself?

a) I (not talk) to myself. I (practise) for the school play.
b) She (not eat) in the morning.
c) He often (help) Green Planet to clean the beach.
d) He (stand) on his head!
e) He often (surf) the net on it.
f) It's my little sister. She (sing) in the shower.
Vocabulary 2
Character adjectives

1. Find the opposites of the adjectives in the wordsquare.

<table>
<thead>
<tr>
<th>adventurous</th>
<th>dishonest</th>
<th>friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>funny</td>
<td>generous</td>
<td>lazy</td>
</tr>
<tr>
<td>quiet</td>
<td>shy</td>
<td></td>
</tr>
</tbody>
</table>

```
E U Z C A U T I O U S
N N X S E L F I S H T
E S X T W J C A Y S O
R O A E Y U O U L V S
G C U A Q N N T G M E
E I V C D O F Q A O R
T A L K A T I V E N I
I B Z M H U D K V J O
C L E I K Q E O A C U
P E F C A I N D W I S
H O N E S T T E O K A
```

2. Complete the sentences with the adjectives from exercise 1.

1. Shy people are a little frightened of new people. Confident people aren’t frightened and they feel they can do things well.

2. ________ people love chatting. ________ people don’t make a lot of noise.

3. ________ people don’t make a lot of friends. ________ people are kind and helpful to other people.

4. ________ people think a lot. ________ people make you smile and laugh.

5. ________ people tell the truth and do the right thing. ________ people tell lies.

6. ________ people are always active and busy. ________ people don’t do any work.

7. ________ people don’t like helping others. ________ people give expensive presents.

8. ________ people don’t do dangerous sports and don’t try new things. ________ people like to try new, exciting and dangerous things.

3. Match the adjectives in the box with the sentences.

- adventurous
- energetic
- friendly
- lazy
- generous
- talkative
- selfish
- cautious

He’s going around the world in a balloon at the moment. **adventurous**

1. I lie on the sofa and watch TV. My mum makes the supper for me and does the washing-up. ________

2. Alice doesn’t want to come camping because she doesn’t like insects and spiders. She wants to stay at home and tidy her room this weekend. ________

3. Let’s go swimming early tomorrow morning. Then we can cook lunch for all your cousins. After that we can go jogging. ________

4. Nice to meet you. Would you like to come to the beach with a group of us next weekend? ________

5. Put your money away. I’m paying for dinner for everybody. ________

6. No, you can’t check your email. It’s my computer and you can’t use it. ________

7. I’m always on the telephone in the evening. ________

4. Complete the sentences with adjectives. Write a second sentence with an example.

I am energetic. I always get up early and go for a run before breakfast.

1. I am ________. I usually ________

2. My best friend is ________. He/She ________

3. My sister / brother / cousin is ________. He/She ________

4. My mother / father is ________. He/She ________

5. ________ is ________. He/She ________
Grammar 2
Gerunds

1 Match the sentences with the pictures.

1 We aren’t keen on travelling.
2 I enjoy relaxing in the garden.
3 He likes playing games on his own.
4 They hate swimming in cold water.
5 She loves wearing unusual clothes.
6 I’m good at singing and dancing.
7 She’s interested in visiting ancient monuments.
8 He’s bad at drawing cartoons.

2 Order the words to make sentences.
like / early / don’t / getting / up / I .
I don’t like getting up early.

1 enjoys / Everyone / presents / getting .

2 learning / Sue / on / new / is / languages / keen .

3 hates / My / karaoke / singing / sister .

4 taking / my / love / photos / I / friends / of .

5 are / monuments / interested / visiting / My / in / ancient / parents .

6 is / at / making / friend / My / good / models .

3 Complete the questions with the gerund form of the verbs in the box.

do   go   make   meet   read
spend   watch

Where do you like going on your holidays?
1 Do you enjoy _________ new people?
2 What kind of books do you enjoy _________?
3 What activities do you like _________ in your free time?
4 Do you like _________ cakes?
5 What kind of films do you like _________?
6 What do you like _________ your money on?

4 Write questions using the gerund form. Use your own ideas.

1 Do you like _________?
2 What do you love _________?
3 Does _________ enjoy _________?
4 What kind of _________ does _________ hate _________?
5 Are you keen on _________?
6 Is _________ good at _________?
Writing
A personal profile

Language focus: joining ideas

1. Complete the sentences with because, so or although.
   
   He's very generous, ___________ he bought me an expensive present.
   1. I like drawing and painting, ___________ I'm not very good at art.
   2. I'm scared of insects and spiders, ___________ I don't like camping.
   3. I take photos all the time ___________. I'd like to be a photographer one day.
   4. I don't want to try skydiving, ___________ I am very adventurous.
   5. I never do well in exams ___________ I hate pressure and stress.
   6. I love going to the beach, ___________ I'm not very keen on swimming.

2. Complete the profile with although x2, because x2 or so x3.

My best friend is called Katie. She's thirteen years old and she's tall with blue eyes and long dark hair. We see each other a lot, (1) ___________ she goes to a different school. She lives in the same street as me, (2) ___________ I often go to her flat after school. We like talking about music, films and clothes.

Katie is intelligent, artistic and talented. She's very good at maths, art and music. She loves drawing, painting and photography. At the moment, she's painting trees and flowers on the walls of her room. I enjoy spending time with her (3) ___________ she's very funny. Katie is sociable too. She's got lots of friends (4) ___________ she's fun and energetic, and she's very generous with her time. When I have a problem with my maths, she helps me.

Of course Katie isn't an angel, (5) ___________ there are some negative things about her. She's a real baby about spiders, (6) ___________ she never wants to go camping. And she sometimes gets jealous when I win at table tennis, (7) ___________ she's only angry for three minutes!

By Naomi

3. Listen and check your answers.

4. Answer the questions.
   1. What do the two girls like talking about?
   2. What is Katie good at?
   3. What is Katie doing to her room at the moment?
   4. When does Katie get jealous of Naomi?
Writing guide: a profile of your best friend

Step 1 Plan
Think of a friend. Answer these questions. Make notes.

- What is he/she called?
- How old is he/she?
- What does he/she look like?
- Do you see each other a lot? (Yes, because / although ...)
- Where does he/she live? (Near / Not very near my house, so we meet often / don't meet very often.)
- Do you go to his/her place after school?
- What do you like talking about?

- What is he/she like?
- What is he/she good at?
- What does he/she love doing?
- Why do you enjoy spending time with him/her?
- Has he/she got lots of friends? Why / why not?
- Are there any negative things about your friend? What are they?

Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

Step 2 Write
Write a first draft. Use the notes you made in Step 1. Use the model text on page 10 to help you.

My best friend is called


Check your work. Check you use:
☐ because, so and although to join ideas

Check your:
☐ grammar  ☐ vocabulary  ☐ spelling

Step 4 Write
Now write your final copy in your notebook.
**Culture**

**Famous sporting events**

1 Read the text and match the paragraphs with the headings. Be careful! There are two extra headings.

1 Learning to row
2 International teams
3 The history of the Boat Race
4 The people in the boats
5 Two colours of blue
6 When, where, what is it?
7 Why is it so popular?

---

**The Boat Race**

A Every year, in spring, about 250,000 people go to the River Thames in London to watch the Boat Race. And another 28 million people around the world watch it on TV. The Boat Race is sometimes called the Oxford and Cambridge Boat Race, and it's a rowing race between the universities of Oxford and Cambridge. The rowers race from Putney Bridge to Mortlake. It's a distance of 6.7 kilometres, and it takes between 16 and 18 minutes.

B There are eight rowers in each boat. They're all big, heavy men who weigh between 95 and 110 kilos. There's also a cox in the boat, who doesn't row. The cox has to be a very light person, so it's often a woman. She sits at the front of the boat and steers it. She also shouts at the rowers to make them row better and go faster. All the people in the rowing teams are students at the two universities.


D Although the Boat Race is a famous British sporting event, a lot of the rowers are not British. In 2010, for example, only six people in the two teams were British. The other 12 were American, German, Canadian, Irish and Dutch.

E Why are people interested in a race that is just 18 minutes long? People like it because it's free. You don't need a ticket and it's a fun day out near the river. Before and after the race, people have picnics in the park. People also like it because it's a very old tradition. The first Oxford and Cambridge Boat Race was on the Thames near Oxford in 1829.

---

2 Read the text again and listen. Circle T (true), F (false) or DK (don't know).

1 You can watch the Boat Race on the river in Oxford. T / F / DK
2 It happens in the summer. T / F / DK
3 A quarter of a million people go to the river to see it. T / F / DK
4 The rowers eat burgers before the race. T / F / DK
5 There are no women rowers. T / F / DK
6 You must be British to row in the Boat Race. T / F / DK
7 You don't pay to watch the Boat Race. T / F / DK
8 Oxford usually wins the race. T / F / DK

3 Read the text again and answer the questions.

1 How long does the race take?
2 What's another name for the Boat Race?
3 How far do the rowers row in the race?
4 What is the cox's job?
5 What colour does each team wear?
6 What do people do near the river before and after the race?
Revision

Dictation

1. Listen and write the sentences.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Error correction

2. Correct the sentences.

Are you go swimming every Monday? X

Do you go swimming every Monday?

1. Why don’t you wearing your glasses today? X

2. I love dance at parties. X

3. She doesn’t like to talking about her problems. X

4. Excuse me, I look for the train station. X

5. You always are late for your guitar lessons. X

6. We aren’t keen on visit museums. X

Translation

3. Translate the corrected sentences from exercise 2 into your language.

1. 
2. 
3. 
4. 
5. 
6. 

Unit grammar check

4. Read the text and circle the correct answers.

Hi Alex

I (1) ... with my cousins in California at the moment. I (2) ... an amazing time. My cousins are very energetic and we all like (3) ... outside in the sun. Max (4) ... us to the beach every day, although he’s only sixteen. A lot of kids (5) ... their driving test at sixteen here. Right now, Suze and I (6) ... with our feet in the pool and our laptops on our knees! Suze (7) ... an email. She’s playing a computer game. I (8) ... in this garden! What (9) ... this summer? (10) ... still on the school tennis team? Say ‘hi’ to her.

Bye for now

Danielle

5. Listen and check your answers.

A | B | C
---|---|---
1 | stay | am staying | staying
2 | have | has | staying
3 | be | we be | being
4 | is driving | drives | drive
5 | take | are taking | takes
6 | sitting | sit | are sitting
7 | not writing | doesn’t write | isn’t writing
8 | loving relax | love relax | love relaxing
9 | are you doing | do you do | are you
10 | Does Ellie | Ellie is | Is Ellie
Grammar build up

1 Circle the correct words to complete the dialogue.

Anna Why (1) do you talk / are you talking to yourself?
Kate I (2) 'm not talking / don't talk to myself. I (3) practise / 'm practising for the school show on Saturday.
Anna Are you enjoying (4) to act / acting in it?
Kate Yes, I (5) do / am. It's a musical.
Anna What part are you playing?
Kate I'm Carmen. I really love (6) acting / act. And I enjoy (7) singing / sing in front of the whole school.
Anna You're very confident. I (8) hate / am hating doing that sort of thing. I (9) always feel / feel always stressed when people are watching me.
Kate All my family (10) are enjoying / enjoy shows and plays. What about you?
Anna I (11) don't usually like / don't like usually musicals. I (12) go hardly ever / hardly ever go to them because I always (13) am falling / fall asleep in them! But I want to see this one. I want to see you as Carmen. Hey! What's that noise? (14) Does your phone ring / Is your phone ringing?
Kate Yes, it (15) rings / is. Who (16) calls / is calling me now?
Anna Spielberg maybe? Perhaps he wants you in his next film!

Listening

2 1.06 Listen to a radio programme for teens. Tick (✓) the things you hear about.

- school subjects [ ]
- the internet [ ]
- the weather [ ]
- music [ ]
- DVDs [✓]
- exams [ ]
- sport [✓]
- money [ ]
- the beach [ ]
- friends [ ]
- photography [ ]
- eating out [✓]
- teachers [ ]
- clothes [ ]
- computer games [✓]

3 1.06 Listen again and write the correct names.

1 Who likes doing sport? _______
2 Who enjoys doing things with their hands? _______
3 Who is keen on technology? _______
4 Who wants to relax in their free time? _______
Unit 2 Technology

Vocabulary 1

1. Order the letters and write the words.
   - dsne an imlae
   - 1 daer an okboe-
   - 2 itnpr a mtuneodc
   - 3 lodupa a ediovlcpi
   - 4 lupg in a emomyr tckis

2. Look at the pictures and find six IT activities in the wordsnake.

3. Match the verbs with the phrases.
   1. scan  a) a blog
   2. write  b) a phone call
   3. charge  c) a photo
   4. play  d) a video game
   5. make  e) a mobile phone

4. Complete the sentences with the words in the box.

<table>
<thead>
<tr>
<th>blog</th>
<th>charge</th>
<th>data</th>
<th>online</th>
<th>post</th>
</tr>
</thead>
<tbody>
<tr>
<td>print</td>
<td>scan</td>
<td>store</td>
<td>upload</td>
<td></td>
</tr>
</tbody>
</table>

I've got a video clip on my camera. How can I upload it onto the internet?

1. There's an interesting story on this website: I want to _________ a comment.

2. I always _________ my mobile phone at night when I go to bed.

3. I love cinema and film. I've got a _________ called Movie Zone and I write two posts on it every week.

4. I don't want to lose this _________ I've got it on my computer and on my memory stick.

5. Can you _________ music files on your mobile phone?

6. When you buy a ticket _________, you usually need to _________ a copy.

7. These are my grandma's old black and white photos. I want to _________ them and give them back to her.
Grammar 1
Past simple

1 Circle the correct words.
The video clip was / were really boring.
1 Where was / were you last night?
2 Who was / were that girl at the internet café?
3 Adam and Layla wasn’t / weren’t pleased about the comments on their blog.
4 There was / were an amazing photo on that website.
5 My digital camera wasn’t / weren’t a birthday present.
6 Was / Were there a lot of free games on that site?

2 Complete the sentences with was or were.
How old were you in 2008?
1 Where were Andy’s memory stick?
2 Where were you during the video conference?
3 I was annoyed with her about the photos of me on Facebook.
4 There were a brilliant blog about vampire films by a French guy.
5 What did Kate’s digital photos like?

3 Correct the sentences. Write one negative and one affirmative sentence.
My video clips were on my digital camera. (X mobile phone)
My video clips weren’t on my digital camera. They were on my mobile phone.
1 My mobile was under the bed. (X the sofa)
2 We were at the computer shop yesterday afternoon. (X park)
3 The text message was from Adam. (X Alice)
4 The games on that site were terrible. (X great)

4 Complete the text with the past simple form of the verbs in brackets.

We (1) visited (visit) the Computer History Museum in California last year. First, we
(2) watched (watch) a film about the history of computers. They (3) showed (show) us
a strange computer from 1939 – the Atanasoff-Berry computer. It (4) looked (look) like lots
of light bulbs on a metal plate! In the film there was also a huge calculator from 1940. They
(5) called (call) it the Complex Number Calculator. George Stibitz (6) designed (design)
It. It (7) used (use) telephone wires to send the calculations to a machine in another city. After
the film, we (8) walked (walk) around the museum with a guide. She (9) talked (talk)
about all the old computers.

5 Complete the text with the past simple form of the verbs in the box.

arrive call charge chat learn
play stay store try use

My new mobile phone (1) arrived by post yesterday. I (2) stayed at home in the afternoon and (3) learned how to use it. First, I (4) charged the battery. Then I (5) tried all the data from my old phone on it – names, telephone numbers and email addresses. Then I (6) called Cindy and (7) stayed to her for ten minutes. After that, I (8) played two games. They were both excellent! Then I (9) stayed taking some photos with the camera. It’s fantastic. Finally, I (10) bought a special memory stick to upload some photos and music files from my mp3 player. Technology! I love it!
6 Complete the text with the past simple form of the verbs in brackets.

I (1) __________ (have) an amazing holiday last year. My grandmother (2) __________ (give) me some money and I (3) __________ (go) travelling with my friend, Adam. Our holiday (4) __________ (begin) badly because Adam (5) __________ (lose) his passport in Paris. Luckily, the police (6) __________ (find) it for him. We (7) __________ (take) a train from Paris to the south of France. Then we (8) __________ (get) a boat to the island of Corsica. We (9) __________ (swim) every day, (10) __________ (eat) lots of delicious French food and (11) __________ (make) friends with some Spanish people at the campsites. Then we (12) __________ (fly) back to London.

7 Match the sentence beginnings with the endings. Write the sentences in the past simple negative form.

1 I (not visit) you
2 I (not call) you
3 We (not watch) all the DVD
4 I (not scan) his photos
5 We (not chat) to her online
6 We (not go) to the internet café

a) because I (not have) my mobile.
b) because we (not like) it.
c) because I (not have) your address.
d) because we (not know) her.
e) because he (not want) me to.
f) because we (not need) to.

1 I didn’t visit you because I didn’t have your address.

8 Complete the questions and answers with the past simple form of the verbs in brackets.

Ross Where (1) __________ __________ (you / get) your new mobile?
Jane I (2) __________ (buy) it at the shop in Cambridge Road.
Ross How much (3) __________ (it / cost)?
Jane I (4) __________ (pay) £80 for it.
Pete (5) __________ (you / call) Ellie?
Carol No I (6) __________ (send) her a text.
Pete What (7) __________ (you / say) in it?
Carol I (8) __________ (invite) her to a concert.
Sue When (9) __________ (Tom download) all this music?
Paul She (10) __________ (not break) it. She (11) __________ (leave) it at her cousin’s house on Saturday.
Guy When (12) __________ (you / wake up) early?
Jen He (13) __________ (do) it yesterday. It (14) __________ (not take) long.

9 Write a short answer and an extra sentence for each question.

Did you wake up early yesterday?
Yes, I did. (short answer)
I woke up at 6.30. (extra sentence)

No, I didn’t. (short answer)
I woke up at 10.30. (extra sentence)

1 Did you have breakfast this morning?

2 Did your teacher give you homework yesterday?

3 Did you get any text messages yesterday?

4 Did you leave your flash drive in the school computer?
Vocabulary 2
Jobs

1. Match the jobs with the pictures.

1 builder
2 scientist
3 postman
4 doctor
5 fireman
6 policewoman
7 lawyer
8 artist

2. Match the word beginnings and endings to make jobs.

1 journal  a) tician
2 elec  b) tor
3 ac  c) trician
4 poli  d) earcher
5 res  e) ist
6 tech  f) nician

3. Read what the people say and write the jobs.

1. Someone dropped a cigarette and that's how the fire started. We managed to put it out and luckily nobody died.  
   doctor

2. The police say he did it. He says he didn't do it. I'm speaking for him in court.

3. The wiring was faulty. That's why the lights didn't work.

4. I did these paintings ten years ago. It was my blue period and, as you can see, the main colour in all of them is blue.

5. We're asking a million mobile phone users to answer these questions. We want to find this out: Are mobile phones bad for us?

6. I've got a part in a new play, so I need to rehearse every day.

7. In our laboratory we're trying to make new kinds of sun cream.

8. I'm arresting you on suspicion of robbery.
Grammar 2
Past continuous

1. Circle the correct words.
   I was / were waiting for you outside.
   1. You was / were using the computer for a long time.
   2. She was / were writing an email when I arrived.
   3. We was / were chatting online.
   4. Josh and Lisa was / were downloading music this morning.
   5. It was / were raining early this morning when I woke up.
   6. You and Vicki was / were playing loud music last night.

2. Write sentences using the negative and affirmative form of the past continuous.
   Liam (X chat) online. He (✓ do) his history project.
   Liam wasn't chatting online. He was doing his history project.
   1. I (✗ read) a blog. I (✓ watch) a video clip.
   2. He (X hang out) with his friends. He (✓ buy) a memory stick.
   3. They (✓ download) music. They (X do) their homework.
   4. We (✓ upload) photos. We (X use) the scanner.
   5. You (X talk) on your mobile. You (✓ take) a photo.
   6. She (X send) a text. She (✓ call) Josie.

3. Complete the questions and the answers with the past continuous form of the verbs in brackets. Then match the questions with the answers.

   1. Why were you shouting (you / shout) at the dog? a)
   2. Who (make) that noise last night? b)
   3. Where (you / sit) in the concert? c)
   4. What (your friends / do) on the computer? d)
   5. Why (Rosie / stand) in the street with her mobile? e)

   a) I __________________ (not sit). I __________________ (stand) at the back.
   b) Because he __________________ (eat) my dinner.
   c) She __________________ (use) it to make a video.
   d) Steve. He __________________ (listen) to very loud rock music.
   e) They __________________ (look) at their Facebook pages.

4. Write questions using the past continuous. Then write answers for you.
   What / you do / at five o'clock / on Saturday afternoon?
   What were you doing at five o'clock on Saturday afternoon?
   I was playing football in the park.
   1. What / you do / at ten o'clock / yesterday evening?
   2. Where / you live / five years ago?
   3. What / you wear / yesterday?
   4. What / you think about / five minutes ago?
   5. Who / you sit / next to / in the last maths class?
Writing
A thank you letter

Language focus: informal letter

1 Match the beginnings with the endings.

1. I hope  a) best
2. Thanks very much b) for the lovely present.
3. It was exactly c) I didn’t write before.
4. How are d) like the DVDs.
5. I’m writing e) love
6. Hope to f) see you soon.
7. Lots of g) to thank you for the T-shirt.
8. All the h) what I wanted.
9. I really i) you all?
10. I’m sorry j) you’re well.

2 Complete the letter with the sentences in the box.

And thank you for the presents. It was great to see you at the weekend.
School’s OK at the moment. Say hi to Adam and give my love to your parents.
The T-shirt is really cool too. How do you always choose exactly the right present?
How is everything with you? I’ve got some amazing photos of the party.

Dear Alice

(1) **It was great to see you at the weekend** I was really happy that my cousin and all my friends came to my party. (2) I’m going to upload them on Facebook soon. The best one is of you and me making pizza!

Thank you so much for coming all that way. (3) I wore the sunglasses to school yesterday and everybody wanted to try them.

(4) Andy wants to buy it from me!! I said, ‘No way! Forget it’, and he looked really sad! (5) Most girls don’t know about things for guys, but you always get it right!

(6) We’ve got a new maths teacher. She’s brilliant. Suddenly, we all can understand our maths lessons. (7)

I hope your exams are going well.

(8)

Lots of love

Ben

3 Listen and check your answers.

4 Answer the questions.

1 Why did Alice go to Ben’s house at the weekend? 

2 What presents did Alice give Ben?

3 What subject does Ben’s new teacher teach?
Writing guide: a thank you letter

**Step 1 Plan**
Think of a friend or relative. Answer the questions. Make notes.

- Who is your letter to?
- What are you thanking him/her for?
- Why did he/she give you a present? (Birthday? for a festival? You passed an important exam?)
- Did the person visit and bring the present?
- Or did he/she send it?
- What’s good about the present? (Useful? Cool? Very generous? Exactly what you wanted?)
- Did you have a party?
- Did this person come to the party?
- Are you using the present already?
- Have you got any news? (About your family / school / hobby?)
- Did you do anything interesting last weekend?
- Are you going to see this person soon? (When? Why? Why not?)
- Ask your friend/relative for his/her news.
- How are you going to end the letter?

Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

**Step 2 Write**
Write a first draft. Use the notes you made in Step 1. Use the model text on page 20 to help you.

*Dear*

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________


**Step 3 Check**
Check your work. Check your:
- phrases for an informal letter
- grammar
- vocabulary
- spelling

**Step 4 Write**
Now write your final copy in your notebook.
**Culture**

**Famous inventions and inventors**

1. Read the text and answer the questions.

   1. Was George Stephenson from a rich family?
   2. Where did he and his father work?
   3. What kind of energy did engines use in Stephenson's day?
   4. Did Stephenson design railway lines, locomotives or both?

---

**George Stephenson**

The English engineer George Stephenson started life poor, but got rich and successful through intelligence and hard work. He built the world's first public railway line for steam locomotives. Because of this, he is sometimes called 'the father of railways'.

Stephenson was born in 1781 in Wylam, in the north of England. His father worked in a coal mine. Nobody in his family could read or write. George joined his father in the mines when he was a teenager. While he was working there, he went to night school and learnt reading, writing and arithmetic.

Stephenson got the idea for a locomotive from his work in the mines. In those days, engines used steam, not petrol or electricity. The pumps for pumping water out of the mines used steam. One of Stephenson's jobs was fixing these pumps, so he learnt a lot about steam engines. He also learnt about tracks because horses pulled coal-carts along tracks in the mines. Stephenson wanted to design a steam locomotive to pull the coal-carts. But the rails needed to be very strong to carry a heavy steam locomotive. In 1814, Stephenson built his first locomotive - the Blücher. It could carry coal up a hill at 6.4 kilometres per hour, but it was more expensive to use than horses.

In 1821, parliament decided to pay for a 40-kilometre metal railway line for coal-carts pulled by horses. Stephenson asked the government to build a railway line for locomotives, not horses. Then he and his son, Robert, helped to design it. After that, the Stephensons started a company to make the steam locomotives for the line. The Stockton and Darlington Railway opened in 1825. Stephenson drove the first train, *Locomotion*. It carried coal and flour and took two hours to go 15 kilometres.

Stephenson was now famous all over the world. He and his son got the job of designing the Liverpool and Manchester railway line and won a competition to build the locomotives for it. *Rocket*, their first locomotive for the line, was the most advanced steam engine of its day. You can see it today in the Science Museum in London.

---

2. Read the text again and listen. Circle T (true), F (false) or DK (don't know).

   1. George Stephenson never learnt to read or write.
   2. He never liked spending money.
   3. He started working in the mines before he was 20.
   4. Stephenson fixed pumps in the mines.
   5. The machines for pumping water out of the mines were dangerous.
   6. *Locomotion* was a coal-cart pulled by horses.
   7. His first locomotive was called *Rocket*.

3. Find these words in the text and match them with the definitions.

   1. tracks  
   2. coal  
   3. pump  
   4. steam  
   5. public  
   6. locomotive  
   7. government

   a) the engine of a train
   b) the people who control a country
   c) a machine that pushes liquid up or down
   d) trains travel on these
   e) you burn this black mineral
   f) you get this gas when water is at 100°C
   g) for everyone to use
Revision

Dictation
1 Listen and write the sentences.
1
2
3
4
5
6
7
8

Error correction
2 Correct the sentences.
Adam leaved his memory stick at my house yesterday. X
Adam left his memory stick at my house yesterday.
1 We didn't met any of our friends at the match. X
2 He did stopped working as a builder last year. X
3 Did you saw the programme about Edison last night? X
4 I was charging my mobile when Max was arriving. X
5 Did she going fast when the accident happened? X
6 I walked down the street when suddenly a thief took my mp3 player. X

Translation
3 Translate the corrected sentences from exercise 2 into your language.
1
2
3
4
5
6

Unit grammar check
4 Read the text and circle the correct answers.

Julie Brinton tells Mark at Motivate! about her experience with an online gym.
Mark Why (1) ... you join it?
Julie I didn't (2) ... time to go to the gym last summer. A friend told me about an online gym and I (3) ... to try it. First, I (4) ... questions about my height, weight and age. Then a virtual trainer (5) ... an exercise programme for me.
Mark (6) ... you get fit?
Julie Yes, I (7) ... But there (8) ... some problems.
Mark What kind of problems?
Julie When I (9) ... exercises, it was often hard to see the screen. Then once when I was lying on the floor, my cat (10) ... on my face!

A B C
1 have did do
2 had has have
3 was deciding is deciding decided
4 is answering answered was answering
5 chose was choosing
6 Were
7 did was do
8 was were being were
9 was doing did am doing
10 jumped jumps was jumping

5 Listen and check your answers.
Grammar build up

1 Circle the correct words to complete the text.

'What (1) do / are you want to be?' Why do people (2) always ask / ask always this question? My answer is always, 'I (3) didn't / don't know.' At age six, the answer (4) were / was easy for me – fire-fighter! Now, I (5) like / liked the idea of being a web designer. I'm (6) always happy / happy always to help friends with their computer problems. And I'm very keen (7) to / on doing fun things with my computer. Yesterday, for example, I (8) was / am surfing the net when I found some brilliant design ideas. So I scanned some old photos. Then I (9) drew / was drawing pictures on the photos with my digital pen and I (10) was writing / wrote words in a balloon from someone's mouth.

At the moment, I'm (11) designing / design a website for a friend. But my mum (12) came / comes into my room every ten minutes and (13) says / said helpful things like, 'Why (14) are you / you are staying inside on a lovely day like today?' So things (15) is / are going very well!

Listening

2 Listen to seven teenagers talking about their ideal jobs. Match the letters a–i with the names. Be careful! There are two extra letters.

Who …
a) comes from an international family?
b) wants to be a scientist?
c) wants to work in the music business?
d) wants to work for justice in the world?
e) wants to design buildings?
f) wants to work in health?
g) wants to work with computers?
h) is interested in films and theatre?
i) wants to be a reporter?

1 Andrea 2 Joel 3 Fran 4 Mark 5 Rose 6 Tom 7 Petra

3 Listen again. Circle T (true) or F (false).

1 Andrea prefers TV to radio and newspapers. T/F
2 Joel is scared of blood. T/F
3 Fran's parents are teachers. T/F
4 Mark can't act. T/F
5 Rose wants to work in Britain only. T/F
6 Tom is interested in spaceships. T/F
7 Petra lives in Greece. T/F
I had a strange dream last night. I was looking at a beautiful lake with an island in the middle. A boat was sailing (1) _______ the island. I felt hot, so I dived (2) _______ the lake and started swimming (3) _______ it. When I got to the other side, I climbed (4) _______ the lake and lay in the sun. Then a plane flew (5) _______ me and a man parachuted (6) _______ to the grass. It was Simon. I waved at him, but he got into a car and drove (7) _______ the lake. Then I saw a river. There was a path next to the river and a bridge over the river. I started walking (8) _______ the path next to the river. I walked (9) _______ the bridge and found a mountain in front of me. My best friend was at the top of the mountain, so I wanted to run (10) _______ it, but suddenly I couldn’t move. That’s when I woke up.
Grammar 1
Past tenses

1 Circle the correct words.
   We were sleeping on the beach while / when somebody stole our camera.
   1 While / When they were cooking sausages on the beach, it started to rain.
   2 Where were you going while / when we met you?
   3 Were you watching the match while / when I phoned you?
   4 While / When I wasn’t watching, she jumped out of the tree.
   5 We were cycling in the forest while / when we saw the bear.

2 Complete the sentences with the past continuous form of the verbs in brackets.
   I was diving (dive) into the lake when I hit my head.
   1 She fell over while she was running (run) for the bus.
   2 Who was talking (you / talk) to when I saw you this morning?
   3 He lost his keys while he was climbing (climb) over the wall.
   4 She was playing (she / play) football when she hurt her leg.
   5 What were you doing (you / do) while he was making (make) dinner?
   6 They were sitting (they / sit) in their living room when the thief broke the window.

3 Circle the correct words.
   I was fixing my bike when Fred was sending me a text.
   1 She found / was finding the letter from Alex while she cleaned / was cleaning her room.
   2 They played / were playing football when she broke / was breaking her leg.
   3 He fell / was falling out of the tree while he picked / was picking fruit.
   4 He did / was doing the washing-up when he cut / was cutting his finger on a knife.
   5 While we watched / were watching TV, somebody knocked / was knocking at the door.

4 Order the words to make sentences.
   living / Martin / met / were / when / Where / you / you?
   Where were you living when you met Martin?
   1 A bird / my breakfast / flew / having / into / the kitchen / was / while.
   2 at / her bag / bus stop / a man / She / standing / stole / the / was / when.
   3 engine trouble / flying / over / the sea / started / the / The plane / was / when.
   4 saw / shark / swimming / the / the island / to / We / we / were / when.
   5 getting / / / into / saw / snake / my tent / a / was / While.
   6 the beach / they / some treasure / were / found / While / along / walking / they.
5 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

It started to rain while we were having a picnic.

1 I ____________ (not answer) the phone because I ____________ (have) my dinner.

2 ____________ (you / see) anything strange while you ____________ (walk) by the river?

3 I ____________ (woke) you up because you ____________ (talk) in your sleep.

4 What ____________ (Katrin / wear) when you ____________ (see) her yesterday?

5 She ____________ (not hear) the bell because she ____________ (listen) to very loud music.

6 While she ____________ (write) an email, the computer ____________ (stop) working.

7 Complete the text with the past continuous or past simple form of the verbs in brackets.

Andrew Philips was surfing (surf) with a friend in California when a shark (attack) him. 'I (lie) on my surfboard, because I was tired, when suddenly a huge black shape (appear) in the water,' Andrew said. Andrew (shout) to his friend, Tom, but Tom (not understand). So Andrew (start) to swim very fast. 'I (try) not to think about the danger while I (swim),' he told newspaper reporters.

The shark (bite) Andrew's arm twice. 'It (not hurt) very much, but there was a lot of blood and I was very frightened. Then, suddenly, six or seven dolphins (swim) towards me. They (make) a circle around me and (stop) the shark getting near me. While I (swim) towards the shore, the dolphins (keep) me safe.'

Andrew (get) very weak and tired when, luckily, Neil Turner, the coastguard, (see) him. 'I (get) into my boat immediately and (go) to help him,' Neil said. 'The water around Andrew was very red because he (still lose) a lot of blood. I (lift) him out of the water immediately and (take) him back to the shore.

When the boat (arrive) at the shore, a medical team (already wait) for Andrew. They (give) him first aid and (drive) him to hospital.
Vocabulary 2
-ed / -ing adjectives

1. Look at the pictures and complete the words.

1. bor_ing
2. bor_
3. excit_
4. excit_
5. frighten_
6. frighten_
7. wor_
8. wor_
9. surpris_
10. surpris_
11. annoy_
12. annoy_
13. tir_
14. tir_
15. interest_
16. interest_

2. Circle the correct words.

She borrows my things and doesn’t give them back. It’s very annoyed / annoying.
1. He travels a lot and tells great stories. He’s a very interested / interesting person.
2. We’re going on holiday tomorrow. I’m really excited / exciting.
3. I’m very worried / worrying because I can’t find my passport anywhere.
4. I didn’t expect to get a good mark. I was very surprised / surprising.
5. The waves were really big and I’m not a good swimmer. It was frightened / frightening.

3. Complete the sentences with the words in the box.

Annoyed bored boring exciting frightened frightening frightening tiring tired

Are you interested in birds? There’s a big green one in that tree.
1. Let’s take the lift to the seventh floor. Walking up the stairs is too __________.
2. I got __________ with my brother last night. He was making a lot of noise and I couldn’t sleep.
3. I don’t watch horror films. They’re too __________ for me.
4. I was __________ in that lesson, so I started to think about the holidays.
5. I’m __________ because I didn’t sleep last night. I must go to bed early tonight.
6. This book is very __________. I can’t stop reading it.
7. The bull started to run at me and I was really __________.
8. The film was really __________. I fell asleep in the middle of it.

4. Complete the sentences so they are true for you.

1. I am frightened of __________.
2. I think __________ is boring.
3. When I’m annoyed, I __________.
4. I was surprised when __________.
5. I’m interested in __________.
Grammar 2

Present and past tenses

1. What tenses are the underlined verbs? Write present simple, present continuous, past simple or past continuous.

   Why are you wearing that silly hat?
   **present continuous**

   1. I always wear a hat in the sun.
   2. Did you get it in Florida?

2. Yes, I bought it at a market.

3. What were you doing in Florida?

4. My parents took me there on holiday.

5. Do you go there every year?

6. No. We went there last year because my uncle was living there.

7. Where's he living now?

8. Scotland. I want to go there for New Year.

2. Match the sentence beginnings with the endings. Then complete the beginnings with the correct form of the verbs in brackets.

   1. While I wasn't looking (not look),
   2. What _______ you / do
   3. She _______ (drop) all the plates
   4. He always _______ (wear) a suit and tie
   5. Look at them! They _______ (smile)
   6. I _______ (crash) the car last year
   7. Josie _______ (not speak) today

   a) because I was driving too fast.
   b) because someone is taking their photo.
   c) my little sister hid my keys under my bed.
   d) when he goes to work.
   e) because she's got a sore throat.
   f) when she heard the terrible news.
   g) when you found the scorpion in your tent.

3. Complete the text with the correct form of the verbs in brackets. Use the present simple, present continuous, past simple or past continuous.

   Last summer, I _______ (stay) in my little house by the sea when something very strange _______ (happen). I _______ (watch) the sunset when, suddenly, a boy of about ten _______ (appear) from nowhere. He _______ (hold) a big white towel and his hair was wet. I _______ (notice) a chain around his neck with the letter 'C' on it.

   He said, 'My sister, Gaby, swam out to Burnt Island. Now she _______ (try) to swim back, but the current is very strong. She _______ (drown). Please do something.'

   I _______ (go) to my boat but the boy _______ (not come) with me. Suddenly, he wasn't there. I _______ (take) the boat towards Burnt Island and _______ (find) Gaby. She _______ (not swim) and she _______ (lie) with her face in the water. I _______ (pull) her into the boat. She was very weak, but she was alive. 'Thank you,' she said, 'I _______ (drown). You _______ (save) my life.'

   'Your brother did,' I _______ (answer). 'He _______ (tell) me to help you.'

   Gaby _______ (start) to cry.

   'I haven't got a brother,' she said. 'Charlie _______ (drown) near Burnt Island last year. He was only ten years old.

   I _______ (think) about him every day. This was his chain. I always _______ (wear) it now. She _______ (show) me the chain around her neck. It was the same chain as the boy's.
Language focus: time expressions

1 Complete the sentences with **suddenly, meanwhile or then**.

   1. I was looking at the sky. **Suddenly**, I saw a big shooting star.
   2. We were swimming to the island. **Meanwhile**, Lily was trying to call us.
   3. She found some paper and wood. **Then**, she made a fire.
   4. We climbed up the ladder. **Meanwhile**, we got onto the roof.
   5. He was walking through the forest. **Then**, he saw a big snake on the path.
   6. Jo and I started putting up the tents. **Meanwhile**, Andy and Sue prepared the supper.
   7. I was lying in the grass. **Then**, I got an ant bite and jumped up.

2 Read and complete the text with **suddenly, meanwhile or then**.

   Last Saturday, I had a picnic at the beach with some friends. We were playing volleyball with no shoes on. (1) **Suddenly**, I stood on a piece of glass. It really hurt and there was blood everywhere.

   I sat down on the sand. (2) **Meanwhile**, my friend Jude came to help me. She tried to get the glass out of my foot. (3) **Then**, the others packed up the picnic things and got ready to leave. (4) **Suddenly**, my friends helped me walk to the road but it was difficult because the glass was still in my foot.

   We were standing at the bus stop waiting for a bus. (5) **Then**, I heard my name. It was my cousin, Sam, in her car. Sam's a doctor. She looked at my foot carefully.

   (6) **Suddenly**, she said, 'Get in the car. You need to go to hospital.' Jude helped me get in the car. (7) **Then**, Sam drove me to the hospital. (8) **Meanwhile**, my friends phoned my parents and told them about my accident.

By Finn

3 🎧 Listen and check your answers.

4 Answer the questions.

   1. Where were Finn and his friends playing volleyball?

   2. How did Finn hurt his foot?

   3. How did Jude try to help him?

   4. How did Finn get to hospital?
Writing guide: a description of an accident

**Step 1 Plan**
Look at the pictures and answer the questions. Make notes.

- What's the girl's name?
- Where was she going?
- What was the weather like?
- Was she going fast?
- What did the cat do?
- Why did the girl crash her bike?
- Who saw her after the accident?
- What did they do to help?
- What do you think happened next?

Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

**Step 2 Write**
Write a first draft. Use the notes you made in Step 1. Use the model text on page 30 to help you.

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**Step 3 Check**
Check your work. Check you use:
- suddenly, meanwhile, then

Check your:
- grammar
- vocabulary
- spelling

**Step 4 Write**
Now write your final copy in your notebook.
Culture

Famous writers and books

1 Read the text and match the descriptions with the names.

1 He's a good leader. a) Jack
2 He's a bad leader. b) Ralph
3 He's well educated but unpopular. c) William Golding
4 He thinks a lot and he prefers to be alone. d) Piggy
5 He's the author of the book. e) Simon

Lord of the Flies

Lord of the Flies is a novel by Nobel Prize-winning author William Golding. It was Golding's first novel and was published in 1954. It's the story of a group of British schoolboys whose plane crashes on a deserted island. The adults are all dead and the boys have to look after themselves and make their own rules. The book has a pessimistic view of human nature. Golding shows that even children are not innocent. Without society's rules, they become cruel and violent.

The main characters in the story are Ralph, Jack, Piggy and Simon. Ralph is one of the oldest boys and the other children choose him as their leader. Ralph thinks it's important to have a fire all the time so ships and planes can see the smoke and rescue them. He's calm and kind and has democratic ideas. However, even he becomes hysterical and frightened and helps to kill Simon.

Jack is violent and sadistic and wants to be the leader. He paints his face and goes hunting all the time. To get power, he promises the other children total freedom. But he doesn't give them freedom. He makes them work for him. He tells them about a 'beast' on the island to make them frightened.

Fat and unhealthy Piggy, with his bad eyes, is an intellectual. He believes in civilization, culture and democracy. Ralph is his friend but the other children laugh at him. Piggy's glasses become very important on the island because the boys use them to start fires. Jack and his group steal the glasses and Piggy gets killed when Ralph and he try to get them back.

Simon loves nature and walks alone in the jungle. He's a very wise person and understands human nature. All the children are frightened of the 'beast' even Ralph. But Simon isn't, because he knows the beast is the violence inside every person. The other boys think Simon is strange and perhaps mad.

In the end, a boat rescues the children. But Simon and Piggy are dead, and the boys know they can never be the same again. They are not 'innocent' children now.

2 1 Read the text again and listen. Circle T (true) or F (false).

1 The boys are on the island after a plane crash. T / F
2 There are two adults on the island. T / F
3 There are four main characters in the book. T / F
4 The children want Piggy to be their leader. T / F
5 Ralph wants fires all the time to keep them warm. T / F
6 They use Piggy's glasses to start fires. T / F
7 All the children die in the end. T / F

3 Find these words in the text and match them with the definitions.

1 view a) boss, top person
2 main b) control
3 leader c) able to make good decisions
4 smoke d) killing wild animals
5 rescue e) liberty
6 hunting f) most important
7 power g) opinion
8 freedom h) save, help
9 beast i) the grey gas from a fire
10 wise j) wild animal
Revision

Dictation
1 1.14 Listen and write the sentences.

1
2
3
4
5
6
7
8

Error correction
2 Correct the sentences.

While you were running round the park, I phoned Julie. X

While you were running round the park, I phoned Julie.

1 We meet your cousin yesterday while we were walking to school. X

2 Did you heard about the accident? X

3 I don't usually diving into pools. X

4 Why you are listening to this boring programme? X

5 They always spending summer in the mountains. X

6 What do you thinking about at the moment? X

Translation
3 Translate the corrected sentences from exercise 2 into your language.

1
2
3
4
5
6

Unit grammar check
4 Read the text and circle the correct answers.

You probably know about hypnotists. They (1) ... into a person's eyes and that person (2) ... to sleep. Tanya Brooks, a talented hypnotist, and her friend (3) ... a picnic in Yellowstone National Park when a dangerous bear came up to them. They were both so frightened, they (4) ... away. But then, Tanya (5) ... a brilliant idea. She (6) ... up and looked into the eyes of the bear. While she was doing this, it suddenly (7) ... asleep. Then, Tanya and her friend (8) ... into their car and drove away. Now, she (9) ... a book about hypnotizing dangerous animals. But be careful! It usually (10) ...
Grammar build up 1234 5 6 7 89

1 Circle the correct words to complete the text.

Last weekend, I (1) was staying / stayed at Gary’s house in the country. Gary and I (2) was / were lying in the sun in the garden. I was trying to read a difficult philosophy book, but Gary’s dog was making a noise, so I (3) didn’t / don’t understand anything. Gary’s dog loves (4) to chase / chasing after his ball, so I (5) threw / was throwing it for him. I was surprised because he (6) didn’t / wasn’t come back to me with it. After a bit, I (7) was going / went to look for him. He (8) was / is under a tree with a very long white bone. I got Gary to look at it. He (9) studies / is studying medicine now, so he knows about bones. Gary (10) said / was saying it’s definitely a human bone. My question is: Where (11) did / does the dog find it? (12) And how and when did that person die / died?

Listening

2 1.16 Listen and number the events in the correct order.

a) Joss got her sweater from her bedroom.
   b) Joss met a girl on the stairs.
   c) Joss saw a light in her bedroom window.
   d) Joss took a photo of a girl in her window.
   e) Joss took some photos of the lake.
   f) Joss walked around the garden.
   g) Joss went to stay with Leonie.
   h) Joss looked for her photo of Betsy.
   i) Leonie started practising the piano.
   j) Leonie told Joss about Betsy.

3 1.16 Listen again and circle T (true), F (false) or DK (don’t know).

1 There were usually a lot of visitors in Leonie’s house. T/F/DK
2 Joss hasn’t got any brothers or sisters. T/F/DK
3 Joss didn’t know the girl on the stairs. T/F/DK
4 Joss was not surprised to see the light in her room. T/F/DK
5 The girl with the pink flower was trying to use Joss’s camera. T/F/DK
6 Betsy was one of Leonie’s cousins. T/F/DK
7 Joss’s photo did not show Betsy. T/F/DK
Unit 4
Special places

Vocabulary 1
Places to visit

1. Match the words with the places.
   1. castle [✓] 4. rainforest [ ]
   2. opera house [ ] 5. temple [ ]
   3. pyramid [ ]

   a) Sydney, Australia  b) Amazon
   c) Giza, Egypt  d) Parthenon, Athens
   e) Windsor, England

2. Complete the words with vowels. Then match them with the letters on the map.
   1. c _ a _ v _ e  d
   2. c _ _ s t _ l _ n _
   3. l _ _ g h t _ _ _ s _
   4. r _ _ f
   5. r _ _ n
   6. t _ _ m b

3. Match the places in the box with the sentences.
   castle  cave  lighthouse  opera house
   rainforest  reef  ruins  tomb

   The trees were really high. We saw monkeys, parrots and capybara. rainforest
   1. Look at the fish. They are such beautiful colours. I love exploring underwater.

   2. These buildings were shops and houses. They don’t have roofs now and some walls are missing, but you can still imagine the rooms.

   3. They built it in a very strong position on this mountain. Nobody could attack it.

   4. I heard Plácido Domingo sing here once. It was a Mozart opera.

   5. It says, ‘Here lies Agnes Maitland who died January 11th 1899.’

   6. It’s got huge lamps. They go round and ships know they are near a dangerous coastline.

   7. I don’t want to go into it. It’s very dark. I’m sure it’s full of spiders and bats.
Grammar 1
Comparatives and superlatives

1 Write the comparative and superlative forms.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>shorter</td>
<td>the shortest</td>
</tr>
<tr>
<td>new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the sentences with the comparative form of the adjectives in brackets.

Picasso is more famous than Miró.
(famous)

1 The Pyramids are than the Parthenon.
(old)

2 Tea is good for your health than coffee.
(good)

3 Football is than basketball.
(popular)

4 English is a language than Chinese.
(easy)

5 Love is important than money.
(important)

6 Sweets are for your health than chocolates.
(bad)

3 Complete the sentences with the superlative form of the adjectives in the box.

<table>
<thead>
<tr>
<th>dangerous</th>
<th>heavy</th>
<th>high</th>
<th>long</th>
<th>old</th>
<th>popular</th>
<th>pretty</th>
</tr>
</thead>
</table>

The British Museum is the most popular tourist attraction in London. It gets more than five million visitors a year.

1 cave passage in the world is in Vietnam. It’s 4.5 kilometres long.

2 Loarre Castle is one of castles in Spain. It’s nearly 1,000 years old.

4 North Yungas Road in the Bolivian Andes is the road in the world. Around 150 people die on it every year.

5 snake in the Amazon rainforest is the anaconda. It can weigh nearly 180 kilos.

6 Many people think that Formentera has the coastline in the Balearic Islands because it has white sandy beaches and clear blue water.

4 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

Today is the shortest day of the year.
(short)

1 Russia is country in the world, but China’s population is than Russia’s.
(large/big)

2 Alaska is state in the USA.
(big)

3 The Nile is a bit longer than the Amazon River.
(long)

4 Mont Blanc is mountain in Europe.
(high)

5 Andorra is one of countries in the world, but Monaco is even country.
(small/tiny)

(not) as ... as

5 Circle the correct words.

I’m going to eat now. I’m not as hungry as a horse.

1 I can’t see the board, but you can. My eyes are as good as yours.

2 The Pyrenees are not as high as the Alps.

3 Are you OK? You’re very pale. You’re not as white as a sheet!

4 Rome is as old as Athens.

5 This exercise is simple! It’s as easy as ABC.

6 The Atlantic Ocean is as big as the Pacific Ocean.
Rewrite the sentences using not as ... as.

The Eiffel Tower is higher than the London Eye. 
**The London Eye is not as high as the Eiffel Tower.**

1. The Parthenon is older than the Colosseum.
2. Egypt is hotter than Spain.
3. Tenerife is bigger than La Gomera.
4. Castles are more interesting than caves.
5. Delhi is noisier than London.

Complete the text with as + the adjectives in brackets or use the comparative or superlative form.

My messages

Hi Georgia

I'm on holiday in Sicily. It's
(1) __________ (big) island in the Mediterranean. It isn't
(2) __________ (quiet) as Sardinia, and the beaches
here aren't (3) __________ (beautiful) as some of the beaches on the Greek
islands. But the ancient sites and the Greek temples
are (4) __________ (good) than a lot of the temples in Greece. You see, in ancient
times, from about 800 BC, Greeks lived in Sicily.
Agrigento, a world heritage site in the south of
Sicily, has (5) __________ (large) Greek temples outside of Greece. Sicily isn't
(6) __________ (popular) with tourists
as Sardinia, the other very big Italian island, but
the towns here are (7) __________ (interesting) than the towns in Sardinia. There are
some 11th-century buildings in the city of Palermo
that have some of the (8) __________ (wonderful) Byzantine mosaics in the world. In fact, I
think Sicily is one of (9) __________ (interesting) places in the world. Even if you
are not (10) __________ (interested) in architecture as me, there are
lots of other great things about Sicily. It's much
(11) __________ (warm) and
(12) __________ (sunny)
than England. The fruit and vegetables are
(13) __________ (delicious) as in Greece or Spain. The shoe shops are a
lot (14) __________ (cheap)
than in London. And the ice cream shops have
(15) __________ (unusual) flavours in
the world. I found a shop selling onion-flavoured ice
cream! Don't worry – I didn't try it! I got the Sicilian
pistachio one instead.

See you soon

Mary
Vocabulary 2
Formation of adverbs

1 Write the adverbs.

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>quickly</td>
</tr>
<tr>
<td>noisy</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>quiet</td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
</tbody>
</table>

2 Circle the correct words.

And they all lived happy / happily ever after. That's the end of the story.

1 You really are a good / well singer. Why don't you join a band?
2 He always drives very careful / carefully.
3 She's a very bad / badly loser. If she doesn't win, she doesn't speak to you for hours.
4 Please be quick / quickly. I can't wait very long.
5 They played bad / badly in the semi-final, but Uruguay played good / well.
6 You look happy / happily. Are you in love or something?
7 She finished her work very quick / quickly and then went out.
8 My ears are hurting. That trumpet is too noisy / noisily!

3 Order the words to make sentences.

drives / fast / grandmother / My / never.

My grandmother never drives fast.

1 always / hard / very / work / You.

2 cycled / very / up the hill / She / easily.

3 was / quietly / so / shut / Grandpa / the door / I / asleep.

4 friends / happily / her / new / She's / talking / to.

5 table / carefully / put / He / the / it / on.

6 him / quickly / saw / I shut / the / when I / window.

4 Complete the sentences with adjectives or adverbs from exercise 1.

You're only 16 and you want to buy a car this year. Please think about this very carefully.

1 It was a great holiday but the time passed too __________. Next time, let's go for three weeks instead of two.
2 Her English is very __________. She doesn't make many mistakes.
3 She doesn't like spending a lot. She's always __________ with her money.
4 You cook really __________. Can I come to dinner with you again?
5 She's smiling. I think she's feeling __________.
6 The doorbell was ringing __________ this morning.
Grammar 2

too, enough and not enough

1. Complete the sentences with too and the adjectives in the box.
   crowded dangerous difficult
   expensive short tired

   I can’t take you for a walk now. I’m ______ too tired ______.
   1. Dan can’t do the maths homework. It’s ______.
   2. We mustn’t swim in that fast river. It’s ______.
   3. I bought those jeans when I was 12. I can’t wear them now. They’re ______.
   4. Don’t pay 50 euros for those sunglasses. That’s ______.
   5. Let’s leave this café. There aren’t any seats. It’s ______.

2. Match the sentence beginnings with the endings.

   1. I can’t finish this email now. I haven’t got ______.
   2. She didn’t buy the laptop. She didn’t have ______.
   3. We couldn’t see anything in the caves. There wasn’t ______.
   4. I couldn’t make a cake because I didn’t have ______.
   5. I couldn’t get my shoes into the suitcase. There wasn’t ______.
   6. The party wasn’t much fun because there weren’t ______.
   7. The trees didn’t grow in that area because there wasn’t ______.
   8. We can’t go skiing. There isn’t ______.

   a) enough eggs. b) enough light. c) enough money. d) enough people.
   e) enough space. f) enough time. g) enough water.
   h) enough snow.

3. Complete the text with isn’t / aren’t / wasn’t ... enough and the adjectives in the box.

   big deep light near old
   warm windy

   Hi Ryan
   I’m not having a very good holiday! The camp site is terrible. It (1) ______ isn’t near enough ______ the town to walk there, so we have to spend every evening here. The weather is awful. It (2) ______ to swim. And anyway the swimming pool is just for babies. It (3) ______ to swim in.
   There are four of us in one tent, but it (4) ______ even for two people. So I can’t get to sleep at night, but it (5) ______ to read. We tried to hire some motorbikes yesterday, but we (6) ______. You have to be 17. So we went to the beach and tried to hire windsurf boards. Guess what? It (7) ______ to go windsurfing.
   Send me an email!
   Paul

4. Complete the answers to the questions. Use too or enough and the words in brackets.

   ‘Are they going to get married?’
   ‘No, they aren’t ______ old enough ______’ (old)
   1. ‘Can you drive me to the station?’
   ‘Sorry, I’m ______ at the moment.’ (busy)
   2. ‘Are you going to make soup tonight?’
   ‘No, we don’t have ______’ (vegetables)
   3. ‘Let’s run to the lake and back.’
   ‘No. I’m not very good at running and that’s ______ for me.’ (far)
   4. ‘Is this fruit salad OK?’
   ‘Put some more sugar on it. It isn’t ______’ (sweet)
   5. ‘Let’s make a fire on the beach.’
   ‘How can we? We haven’t got ______.’ (wood)
Writing
A travel guide entry

Language focus: qualifiers

1 Match 1–7 with a–g.

1 I spent five or ten minutes looking for the shop.
2 It’s a big house.
3 There are no cars on the island.
4 The café isn’t very expensive.
5 The museum didn’t have many good paintings.
6 I enjoyed cycling round the city today.
7 The garden is really beautiful.

a) So it’s a really quiet place for a holiday.
b) It’s got a pond with a fountain and lots of flowers.
c) It wasn’t very interesting.
d) It’s got six bedrooms.
e) But I was quite tired when I got home.
f) We ate there for £10.
g) It was quite hard to find.

2 Complete the travel guide article with the words in the box.

cafés comfortable country crowded end north restaurant street

Portobello Road in West London is one of my favourite places. It’s a really long (1) __________ with shops on both sides. Most of the shops are antique shops but there are also (2) __________ and a cinema.

The best day to go there is Saturday. On Saturdays there’s a market and the street is full of stalls. It’s also really (3) __________. At the south (4) __________ of the street, the stalls sell antiques and jewellery. In the middle there are stalls selling fruit and vegetables. When you walk further (5) __________, you find stalls selling old clothes. You can find quite interesting things if you like wearing retro clothes.

I like eating on Portobello Road. There’s a vegetarian (6) __________ called The Grain Shop. The food’s delicious and it’s not very expensive.

The Electric Cinema is on Portobello Road. It’s one of the oldest cinemas in the (7) __________. The seats are really big and (8) __________, like armchairs. They sell really unusual snacks in the Electric like grilled octopus! The tickets are cheapest on Sunday afternoons. It’s a really nice place to be on a rainy day!

3 Listen and check your answers.

4 Answer the questions.

1 When is the best day to go to Portobello Road?

2 What can you buy at the south end of Portobello Road?

3 What kind of food can you buy at The Grain Shop?

4 When can you get cheap seats at the Electric Cinema?
**Writing guide: a travel guide entry**

### Step 1 Plan

Think of a place. Answer these questions. Make notes.

- What's the name of the place?
- Where is it? Give the location.
- What's it like? Describe it.
- Is there anything bad about the place? Give your opinion. (Expensive? Crowded?)
- Make some recommendations. (Get there early? Go at the weekend? Try the cafe?)

Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

### Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 40 to help you.

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### Step 3 Check

Check your work. Check you use:
- [ ] really, quite and (not) very

Check your:
- [ ] grammar
- [ ] vocabulary
- [ ] spelling

### Step 4 Write

Now write your final copy in your notebook.
1 Read the text and match the paragraphs with the questions.

1. Can you see it in the cinema? □
2. How did they build the towers? □
3. When and why did they build it? □
4. Where is it and how long is it? □
5. Who can use the bridge? □
6. Why does it have to be so strong? □

**The Golden Gate Bridge**

A. The Golden Gate Bridge is a symbol for San Francisco. The bridge is orange in colour, not gold. But it crosses a narrow bit of water between the San Francisco Bay and the Pacific Ocean, which is called the Golden Gate. It is nearly three kilometres long and for many years it was the longest suspension bridge in the world.

B. Construction began in 1933 during the Great Depression and ended in 1937. At that time, there was terrible unemployment in the United States and President Roosevelt wanted to create more jobs. It took 25 million hours to build, so it gave jobs to thousands of workers. It cost $27 million. The main designer was Joseph Strauss.

C. The towers of a suspension bridge usually stand near the shore. But they had to build one tower of the Golden Gate Bridge in the sea. The builders had to work underwater when they were making the base for the tower.

D. San Francisco is on a fault line, so there is always a possibility of earthquakes. And the winds from the Pacific Ocean can be very strong. Because of this, the engineers used more than a million tonnes of concrete to build the supports.

E. Drivers have to pay to use the Golden Gate Bridge. It is free for bicycles and people on foot, but it takes a long time to walk across! Including the approaches, the bridge is 1.7 miles (or 2.737 kilometers) long.

F. The Golden Gate Bridge is the most photographed bridge in the world. You can also see it in a lot of TV programmes and films.

2 Read the text again and listen. Circle T (true), F (false) or DK (don’t know).

1. It's called the Golden Gate Bridge because of its colour. T/F/DK
2. It is the longest suspension bridge in the world. T/F/DK
3. Roosevelt designed the bridge. T/F/DK
4. All the construction workers on the bridge could swim. T/F/DK
5. You can't cross the bridge on foot at night. T/F/DK
6. It costs to cross the bridge in a car. T/F/DK
7. Film directors don't have to pay to film on the bridge. T/F/DK

3 Find these words in the text and match them with the definitions.

1. unemployment □
2. tower □
3. base □
4. fault line □
5. earthquake □
6. concrete □

- a) a weak line in the earth's surface
- b) cement
- c) situation when a lot of people can't find work
- d) sudden movement of the earth's surface
- e) a tall construction
- f) the lowest part of something
Revision

Dictation
1 Listen and write the sentences.

1
2
3
4
5
6
7
8

Error correction
2 Correct the sentences.

Buckingham Palace is one of most famous buildings in London. ×

Buckingham Palace is one of the most famous buildings in London.

1 The castle was most interesting than the lighthouse. ×

1

2 The pyramids in Machu Picchu are not old as the ones in Egypt. ×

2

3 I’m sorry, but you are late to visit the ruins. We are closing now. ×

3

4 Athens is almost hot as Cairo. ×

4

5 The Tower of London is one of the more popular tourist sites in London. ×

5

6 We haven’t got enough time for visit the castle. ×

6

Translation
3 Translate the corrected sentences from exercise 2 into your language.

1
2
3
4
5
6

Unit grammar check
4 Read the text and circle the correct answers.

I think the (1) ***coastline*** in England is in Cornwall. The water there is (2) ***than*** in most places. Of course, the water isn’t as (3) ***as*** in the Mediterranean, but it’s not too cold (4) ***than***. Newquay is probably (5) ***and*** popular beach in Cornwall. All the teenagers go there to surf. But it’s (6) ***crowded*** for me. I prefer Porthcurno. If you go there and it isn’t (7) ***swim*** one day, go and visit the outdoor theatre on the rocks above the beach. It’s got one of (8) ***beautiful*** views in Cornwall. Dorset also has some wonderful coastline. It’s not (9) ***as*** the Cornish coast. The beach at Durdie Door is better (10) ***than*** all the others in Dorset, in my opinion. If you’re (11) ***swim*** swimming through the ‘door’ in the big rock.

A
1 good
clean
3 warm
cleanest
4 to swimming
cleaner
5 more
to swim
6 too
warmest
7 warmest
the most
8 most
more
9 too
as
10 than
to
11 more energetic
too energetic

B
best
best
warm
warmer
for swim
cleanest
none
the most

C
clean
better
cleaner
warmest
to swim
as
more
warm enough
the most
more
as
enough
energetic
energetic

5 Listen and check your answers.
Grammar build up

1. Circle the correct words to complete the text.

I really enjoy (1) to look / looking at maps. When I look at maps, I (2) start / am starting to think about all the places I would like to visit. Last year, I (3) went / was to Kerala in the south of India. I (4) flew / was flying to Cochin. The drive from the airport to my hotel was the (5) most / more frightening half-hour of my life! There were animals and bicycles on the motorway! I was almost too frightened (6) for looking / to look out of the window.

Once, while we (7) drove / were driving along in Kerala, I saw elephants working in the fields. The Keralans are also keen (8) putting / on putting colourful decorations on elephants and then they (9) ride / rode them in festivals. I (10) rode / was riding an elephant there and I also helped people wash elephants in an elephant sanctuary.

Indian food in London is nice, but it isn’t (11) very / as good as the food in Kerala. The food there was (12) better / more good than any Indian food in England.

At the moment, I (13) am thinking / think about a trip to China, but I’ve only got a week’s holiday. Unfortunately, I don’t think that’s (14) long enough / too long to visit that huge country.

Listening

2. Listen and circle T (true), F (false) or DK (don’t know).

1. Emperor Shah Jahan only married once. T/F/DK
2. He didn’t have many children. T/F/DK
3. He died in 1666. T/F/DK
4. There is Chinese writing on the Taj Mahal as decoration. T/F/DK
5. Very early morning is a good time to visit the Taj. T/F/DK
6. The best month to visit the Taj by moonlight is December. T/F/DK

The Taj Mahal

Emperor Shah Jahan built the Taj Mahal in memory of his (1) dead wife Mumtaz Mahal.

She died when she was having their (2) children.

He started building it in (3) 1632 and finished it in (4) 1653.

They buried Shah Jahan next to Mumtaz when he died in (5) 1666.

Big groups of tourists arrive at (6) 8.00 am in the morning.

The light is perfect for photos in the (7) morning.

You can visit the Taj Mahal by moonlight, but you can only stay for (8) 30 minutes. They only allow (9) 20 people in each group at night.

You can’t bring a (10) bag on night tours.
**Unit 5 Heroes**

**Vocabulary 1 Fundraising ideas**

1 Complete the fundraising ideas with the words in the box.

<table>
<thead>
<tr>
<th>collect</th>
<th>do</th>
<th>have (x2)</th>
<th>make</th>
<th>wash</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell (x3)</td>
<td>organize (x2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **have** a bring and buy sale
2. **sell** raffle tickets
3. **have** a sponsored swim
4. **collect** a jumble sale
5. **sell** a charity CD
6. **sell** badges
7. **sell** money
8. **sell** cars
9. **sell** sweets

2 Match fundraising ideas from exercise 1 with the pictures.

3 Read the sentences and write fundraising ideas from exercise 1.

I've got lots of meat. I'm going to start the fire at six o'clock. Have you got any old toys or clothes or books? Could you give them to us if you don't need them? **organize a jumble sale**.

1. The musicians are here. The audience is arriving. We're starting in five minutes.

2. It will take about half an hour. It will be lovely and clean when I finish.


4. She's trying to do 1 kilometre. I'm paying her £1 for every 100 metres. So if she finishes, I have to give her £10.

5. They say SAVE THE RAINFOREST and they cost 20 pence. Can I put it on your jacket for you?

6. Tickets are £1 each and you have a chance to win one of these prizes: a weekend for two in Paris, a TV, a meal for two at The Garden Restaurant.

7. We're singing and our teacher is recording us.

8. We've got chocolates, chewing gum and fruit pastilles. Everything costs 30 pence.
Grammar 1
Present perfect

1. Write the correct forms of the irregular verbs. Look at pages 143 and 144 to help you.

<table>
<thead>
<tr>
<th>infinitive</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td></td>
<td>come</td>
</tr>
<tr>
<td>drive</td>
<td>ate</td>
<td>driven</td>
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<tr>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
<td>flown</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td></td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td></td>
<td>worn</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td></td>
</tr>
</tbody>
</table>

2. Write the full or contracted forms of the present perfect.

I've lost my purse.
I have lost my purse.

She has written to me.
She's written to me.

1. You've made a mistake.
2. It's started to rain again.
3. Who has eaten the sweets?
4. She has not found it.
5. They have not done anything.
6. He hasn't answered my letter.
7. What's happened?
8. We haven't had lunch.

3. Complete the sentences with the present perfect form of the verbs in brackets.

Dianne has run (run) 20 kilometres to raise money for charity.
1. Dave (write) 30 emails today.
2. I (sell) all the raffle tickets. I've got £100 for Hospitals in Africa.
3. I (see) a film showing the terrible conditions in the refugee camps.
4. They (do) lots of work for charities all over the world.
5. You're brilliant. You (make) lots of money with your jumble sale.
6. The charity (give) tents, clothes and food to the refugees.

4. Complete the answers to the questions with the present perfect negative form of the verbs in brackets.

Did he enjoy the sponsored walk?
I don't know. He hasn't told (tell) me.

1. What's the charity CD like?
I don't know. I haven't heard (hear) it.
2. What did she think of the film?
She hasn't seen (see) it yet. She wants to go next week.
3. Why are they so hungry?
They haven't eaten (eat) anything today.
4. Are your new shoes comfortable?
I haven't worn (wear) them very much, so I'm not sure yet.
5. The jumble sale is next Sunday, you know.
It's OK. I haven't forgotten (forget) about it.
6. When are we having the bring and buy sale?
I'm not sure because I haven't spoken (speak) to Ellie about it yet.
5 ⭐ Complete the quiz questions with ever and the present perfect form of the verbs in brackets. Then answer the questions for you.

There are lots of fun and creative ways to raise money for charity or to do something for your community. Which ones have you tried?

Have you ever cleaned up (clean up) a beach or park?
Yes, I have. / No, I haven’t.

1. (wear) a red nose for a day?
   __________________________

2. (sing) in front of the whole school!
   __________________________

3. (have) a pyjama party?
   __________________________

4. (paint) people’s faces?
   __________________________

5. (dance) for twelve hours without stopping?
   __________________________

6. (organize) a big picnic?
   __________________________

7. (play) the guitar in the street?
   __________________________

8. (sell) things at a jumble sale?
   __________________________

7 ⭐ Write true sentences with never about you, your family and your friends.
Write about:
- a sport, game or activity
  - play do
  - My father has never played golf.
  
- food
  - eat try
  - I have never tried to eat a cake.

- clothes and fashion
  - wear buy
  - She has never bought a new shirt.

- places
  - visit see
  - We have never seen the museum.

- objects
  - give find
  - They have never found the lost book.

- actions
  - give see
  - I have never seen him give a gift.

- people
  - see hear
  - They have never heard me sing a song.

- events
  - come stop
  - We have never stopped for lunch on our journey.

- habits
  - prefer like
  - She never likes to eat chocolate.

- opinions
  - believe think
  - They never think that it will rain.

- conditions
  - feel like
  - I never feel like going out.

- memories
  - remember think
  - He has never remembered his birthday.

- decisions
  - decide do
  - She never decided to buy a new car.

- possessions
  - have use
  - I have never used my old bike.

- experiences
  - enjoy do
  - They have never enjoyed a ski holiday.

- skills
  - know do
  - They never knew how to drive.

6 ⭐ Match the statements with the questions. Then complete the questions with the present perfect form of the verbs in brackets.

1. I feel really tired.
2. It’s Ryan’s birthday tomorrow.
3. Katy can’t see the board.
4. Let’s go to the park.
5. That was delicious.
6. The barbecue is this afternoon.

a) __________________________ (you / buy) the meat and fish?

b) Have you done __________________________ (you / do) a sponsored swim today?

c) __________________________ (you / have) enough to eat?

d) __________________________ (it / stop) raining?

e) __________________________ (she / lose) her glasses again?

f) __________________________ (anyone / make) him a cake?
Writing
A magazine article

Language focus: so and because

1 Match the pairs of sentences and join them with so or because.

1 A lot of people volunteer.
2 There was a lot of rubbish on the beach.
3 I can’t do the sponsored swim on Saturday.
4 They enjoy cooking.
5 We’re going to have a raffle.
6 We wanted to raise some money.

1 A lot of people volunteer because they like feeling useful.
2
3
4
5
6

2 Complete the article with so or because.

A London school has raised £10,000 this year for WaterAid in Africa.

Students at Riverside School organized jumble sales, concerts, pet shows and sponsored walks during the year. And students in one class washed cars at the weekends. Anna Hunter, a student in Year 9 at Riverside School said, ‘We chose the charity WaterAid (1) ________ water is so important in our lives. We don’t have problems with water in this country, (2) ________ we often waste it. But in many parts of Africa people have to walk many kilometres to get it.’

Twelve-year-old Luke Wise washed 300 cars during the year and raised £1,500. ‘I did it (3) ________ I felt sorry for all the people in the world without water,’ he said.

The headteacher of Riverside School, Serena Black, is delighted. ‘We’ve never raised so much money before. We hope to raise money for WaterAid next year, too, (4) ________ our fundraising has been such a success this year.’

3 Listen and check your answers.

4 Answer the questions.

1 How much money has Riverside School raised for WaterAid?
2 What charity events did the school organize?
3 How did Luke Wise raise £1,500?
Step 1 Plan

Decide on a fundraising event / volunteering activity organized by a school. Answer these questions. Make notes.

Which school was it?
What was the activity? Either: cleaning a beach / park. Or: raising money for a charity.
How many children did it?

Cleaning a beach / park
Which beach / park? Why did they choose it?
Where was it? How many people helped?
When did they start? When did they finish?
What kind of rubbish did they clean up?
What did they do with the rubbish?
What did people say? Give some quotations.
What are their plans for future volunteering activities?

Raising money for a charity
Which charity?
Why did they choose it?
How much money did they raise?
How did they raise money? (Jumble sale?
Sponsored swim / walk? Selling badges / sweets /
raffle tickets? Concert? Making a charity CD?
Washing cars? Pet show? Cake sale?)
How many people helped?
What happened at the event?
What did people say? Give some quotations.
What are their plans for future fundraising activities?

Then decide on the information you want to use in paragraphs 1–3. Write 1, 2 or 3 next to your notes.

Step 2 Write

Write a first draft. Use the notes you made in Step 1. Use the model text on page 50 to help you. Use so and because to join sentences.

Step 3 Check

Check your work. Check you use:
☐ so and because to join sentences

Check your:
☐ grammar ☐ vocabulary ☐ spelling

Step 4 Write

Now write your final copy in your notebook.
Revision

Dictation

1 Listen and write the sentences.
1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________
5 ____________________________
6 ____________________________
7 ____________________________
8 ____________________________

Error correction

2 Correct the sentences.

I haven't seen her before three weeks. X
I haven't seen her for three weeks.
1 She worked for a charity since January, X
2 How long have you knew about the picnic? X
3 I have lived in France two years ago. X
4 What have you did with the charity boxes? X
5 Adam hasn't called me since two days. X
6 I have done never a sponsored swim. X

Translation

3 Translate the corrected sentences from exercise 2 into your language.
1 ____________________________
2 ____________________________
3 ____________________________
4 ____________________________
5 ____________________________
6 ____________________________

Unit grammar check

4 Read the text and circle the correct answers.

Since last March, we (1) ... nearly £700 for Médecins Sans Frontières. We are very pleased. And now we (2) ... started to raise money for Oxfam too. So far, Carol (3) ... organized a jumble sale. We (4) ... had the sale yet, but some of us have (5) ... a sponsored swim. We have (6) ... a charity CD, so maybe we can try that this year. At my school, the teachers and students have done charity work (7) ... 2000. And we've supported a school in Ethiopia (8) ... three years. With our support, they have (9) ... desks and a board for a new classroom. (10) ... you ever done anything interesting to raise money?

A raising  B have raised  C were raising
1 did  2 did  3 was  4 didn't  5 already doing  6 already made  7 since  8 since  9 buy  10 Have

Were

5 Listen and check your answers.
1 Read the text and match the paragraphs with the headings.

1 King’s famous speech
2 The end in Memphis
3 The Montgomery bus boycott
4 Blacks and whites couldn’t mix

Dr Martin Luther King

A In the United States today, black and white Americans have the same rights. But when Martin Luther King was growing up, there was ‘segregation’ in the southern states of America. There were separate schools, parks, restaurants, and even toilets for blacks and whites. King became the leader of the Civil Rights Movement, and worked all his life to get equality for black Americans.

B King was born in Atlanta, Georgia on 15th January 1929. He was an excellent student and went to college at 15. Then he went to work in Montgomery, Alabama. In those days, there was segregation on the buses in Alabama. The seats at the front of the bus were for whites only. And when buses got full, black people had to give their seats to whites. In 1955, the police arrested Rosa Parks, a black woman, because she refused to give her seat to a white person. The black community got angry and chose King as their leader in a ‘boycott’ of the buses. They refused to use the buses until the government stopped segregation on them. The bus companies were losing money and after 382 days, the government stopped segregation on buses all over the USA. It was King’s first victory for the Civil Rights Movement and soon everyone in the United States knew his name.

C Martin Luther King was a pacifist. From 1957 to 1968, he organized non-violent protests all around the United States. White people attacked him and the police arrested him, but that didn’t stop him. In 1963, a crowd of 250,000 people met in Washington DC to hear King’s ‘I have a dream...’ speech. It became one of the most famous speeches in history. In 1964, when he was 35, he became the youngest person to win the Nobel Peace Prize.

D On 4th April 1968, King was standing on the balcony of a hotel in Memphis, Tennessee when James Earl Ray, a white man, assassinated him. America remembers Martin Luther King’s birthday every year with a holiday on the third Monday in January.

2 Read the text again and listen. Circle T (true), F (false) or DK (don’t know).

1 King didn’t want black children to go to school with white children. T/F/DK
2 Rosa Parks wanted to stay in her seat on the bus. T/F/DK
3 She didn’t stand up because she was very tired. T/F/DK
4 King was the leader of the Montgomery bus boycott. T/F/DK
5 The Montgomery bus boycott did not work. T/F/DK
6 Martin Luther King was against violence. T/F/DK
7 His most famous speech was ‘We need to dream’. T/F/DK
8 King died peacefully in his bed. T/F/DK

3 Find these words in the text and match them with the definitions.

1 segregation 5 pacifist
2 community 6 attack
3 arrest 7 speech
4 boycott 8 protest

a) a formal talk to a group of people
b) a group of people who have things in common or share cultural heritage
c) demonstration
d) keeping groups of people separate
e) somebody who believes that violence is always bad
f) take for questioning at a police station
g) try to hurt
h) when people get together and stop using / buying something
Revision

Dictation

1 Listen and write the sentences.

1
2
3
4
5
6
7
8

Error correction

2 Correct the sentences.

I haven't seen her before three weeks. ×
I haven't seen her for three weeks.

1 She worked for a charity since January, ×

2 How long have you knew about the picnic? ×

3 I have lived in France two years ago, ×

4 What have you did with the charity boxes? ×

5 Adam hasn't called me since two days. ×

6 I have done never a sponsored swim. ×

Translation

3 Translate the corrected sentences from exercise 2 into your language.

1
2
3
4
5
6

Unit grammar check

4 Read the text and circle the correct answers.

Since last March, we (1) ... nearly £700 for Médecins Sans Frontières. We are very pleased. And now we (2) ... started to raise money for Oxfam too. So far, Carol (3) ... organized a jumble sale. We (4) ... had the sale yet, but some of us have (5) ... a sponsored swim. We have (6) ... a charity CD, so maybe we can try that this year. At my school, the teachers and students have done charity work (7) ... in 2000. And we've supported a school in Ethiopia (8) ... three years. With our support, they have (9) ... desks and a board for a new classroom. (10) ... you ever done anything interesting to raise money?

A
1 raising
2 have
3 did
4 haven’t
5 already did
6 made never
7 before
8 before
9 bought
10 Did

B

have raised
did
was
didn’t
already doing
ever made
since
since
buy
Have

C

were raising
were
has
couldn’t
already done
never made
in
for
buying
Were

5 Listen and check your answers.
Grammar build up

1 Circle the correct words to complete the text.

Our school has collected money for different charities (1) since / for five years now. We all really enjoy (2) organizing / to organize different fundraising activities. Last year, we (3) made / have made £3,000 for the Red Cross with a big ‘Charity Day’. We (4) were selling / sold cakes, books and raffle tickets, and washed cars. There (5) were / was also a pet show. It was the (6) funniest / funnier event of the day. While Peter Shepherd in Year 9 (7) was showing / showed his parrot to the judges, it started to say really bad words and the headteacher (8) has got / got very annoyed. He said the parrot was not polite (9) enough for / enough to win! This year we (10) are organizing / organize a concert, a disco, karaoke and a fashion show. We haven’t had a disco (11) since / for 2008. And we’ve (12) never did / never done a fashion show before, although a fashion show isn’t as (13) interested / interesting as a pet show. (14) Have / Did you ever done karaoke? I (15) haven’t / didn’t because I’m too frightened (16) for singing / to sing in public.

Listening

2 Listen to two volunteers talking about their work for Cleaner Beaches. Circle the correct answers.

1 The volunteers are cleaning parks / beaches / roads.
2 Maria Adams is a teacher / student / secretary at Newton Community School.
3 They’re finding more rubbish / less rubbish / the same amount of rubbish this year.
4 Andy is a student / teacher / office worker at the school.
5 He arrived at one o’clock / three thirty / nine thirty.
6 He is volunteering because he gets free lunch / the school makes him / he cares about the environment.

3 Listen again and answer the questions.

1 How many kilometres have they cleaned up so far? __________
2 When did the Cleaner Beaches campaign start? __________
3 How much less rubbish are they finding this year? __________
4 What does Maria say about beaches in the west of England? __________
5 How many items were they picking up per kilometre last year? __________
6 How many items are they picking up per kilometre this year? __________
7 What has Andy picked up today? __________
8 How long has he been there? __________
9 What’s the strangest thing he has found? __________
10 What are the fun activities at the end of the day? __________
Unit 6
Incredible journeys

Vocabulary 1
Travel

1. ★ Find ten words related to travel in the wordsquare.

   POSTCARD SY
   RA CZIRDHZ QO
   AEBXQF VURSG
   IQGUIDEBOK
   NGN JONMAUB
   ARRIVETBCVM
   PACKOPUBOEX
   OVSTTZR WANE
   KIUSLTPECSIS
   SUITESEH RX
   JOURNEYLKSK

2. ★ Match 1–8 with a–h to make travel phrases.
   1. send
   2. buy
   3. come back
   4. get off
   5. have
   6. meet
   7. pack
   8. plan
   a) a journey
   b) a coach
   c) a suitcase
   d) a guidebook
   e) home
   f) adventures
   g) people
   h) postcards

3. Complete the sentences with the words in the box.
   journey people train suitcase adventures postcards guidebook

   Have you ever met nice ___________________ people when you were camping?
   1 I always send ___________________ to my friends when I go on holiday.
   2 My sister always packs her ___________________ a week before she leaves!
   3 I need to buy a ___________________ so I can plan my trip.
   4 We got on the ___________________ at nine this morning.
   5 You have to plan your ___________________ before you leave.
   6 We had a lot of ___________________ when we travelled around India.

4. ★ Match the travel phrases in the box with the sentences.
   arrive buy souvenirs have adventures
   meet people set off plan a journey

   ‘Hi. Do you speak English?’ ‘Yes, I am English! Do you need help?’ ______ meet people
   1 I’ve got my passport, ticket and money. Now I must go. Goodbye, everyone.

   2 Let’s fly to Rome. Then we can get the train to Bari. From there we can get a boat to Patras in Greece.

   3 Let’s get a T-shirt that says I LOVE LONDON and a statue of Big Ben!

   4 On one Greek island, there wasn’t any room in the hostel, so we slept on the beach.

   5 That was a long journey, but we’re here now. Fantastic! ______
Grammar 1
Present perfect and past simple

1 * Write PS (past simple) or PP (present perfect) next to each sentence.

   1 Kim *has* gone to China.  PP
   2 He went three weeks ago.    
   4 She’s told me a lot about those years.  
   5 Have you ever lived outside of Europe?  
   6 I’ve travelled all around the world.  
   7 I haven’t been to South America.  
   8 Where did you go for your last holiday?  

2 * Write pairs of sentences using the present perfect and the past simple form of the verbs in brackets.

   Luis *has lost* (lose) his glasses. (present perfect)
   He *left* (leave) them on the bus yesterday. (past simple)

   1 a) You *changed* (change)! (present perfect)
       b) You *have* (have) long hair the last time I saw you. (past simple)

   2 a) Maria *broke* (break) her leg. (present perfect)
       b) She *did* (do) it on her skiing holiday last month. (past simple)

   3 a) My parents *bought* (buy) a new car. (present perfect)
       b) They *got* (get) it yesterday. (past simple)

   4 a) They *painted* (paint) the house. (present perfect)
       b) Adam *chose* (choose) all the colours. (past simple)

   5 a) We *wrote* (write) a letter to Sylvia. (present perfect)
       b) We *sent* (send) it this morning. (past simple)

   6 a) I *spent* (spend) all my pocket money. (present perfect)
       b) I *bought* (buy) lots of new clothes at the weekend. (past simple)

3 * Circle the correct words.

   I’ve never *been / gone* to Switzerland. What’s it like?
   1 Jack Where’s Tom?
      Kay He went out an hour ago.
      Jack Where’s he *been / gone*?

   2 How many times have you *been / gone* to Segovia?

   3 Have you *been / gone* to the Guggenheim Museum in Bilbao?

   4 They’re having a fantastic time in Australia. They’ve *been / gone* for six months.

   5 Vicki isn’t here. She’s *been / gone* to the cinema with her friends.

   6 I’m at home on my own. Everyone’s *been / gone* for a walk by the river.

4 * Circle the correct answers.

   I *went* to Italy last summer.
   a) have been    b) went    c) have gone
   1 They *had* that dog for about three months.
       a) had    b) hasn’t had    c) have had
   2 ‘Did you get those jeans for your birthday?’
       ‘Yes, I ...’
       a) have    b) did    c) did get
   3 ‘The new Bond film is on at the ABC cinema.’
       I know. I ... it already.’
       a) ‘ve seen    b) saw    c) seen
   4 ‘Do you like duck?’ ‘I don’t know. I ... it.’
       a) never ate    b) ‘ve never eaten    c) didn’t eat
   5 ‘Has Jen learnt the vocabulary for her test yet?’
       ‘No, she ...’
       a) haven’t    b) didn’t    c) hasn’t
   6 Sue can drive us to the airport. She ... her test yesterday.
       a) did pass    b) has passed    c) passed
5. Are the underlined verbs correct (✓) or incorrect (✗)? Rewrite the five sentences that have incorrect verbs.

I haven't done my homework yet. ✓
I've been to the cinema yesterday. ✗
1. I've been in Brighton two weeks ago. ✓
2. I never tried Japanese food. ✓
3. Hello, ... er .... Mr ... er .... Sorry, I've forgotten your name. ✗
4. I didn't wake up until ten o'clock this morning. ✓
5. Alice was in Italy since August. ✓
6. She hasn't spoken to me last week. ✓
7. Colin has worn glasses for two years. ✓
8. Liza didn't speak to me since the party.
   I went to the cinema yesterday.

---

7. Complete the dialogues with the present perfect or the past simple form of the verbs in brackets.

Beth (1) __________ Have you ever been __________ (you ever be) to Italy?
John Yes, we (2) __________ a holiday in Pisa three years ago.
Beth (3) __________ (you / fly) there?
John No, we (4) __________ (drive).

Liz Where's Ben? (5) __________ (you / see) him anywhere?
Pete Yes, he (6) __________ (go) to the gym five minutes ago.
Liz What about Luke?
Pete I don't know. I (7) __________ (not see) him since lunchtime.
Ann Do you know Penny's brother?
Jim I (8) __________ (see) him a few times at parties, but I (9) __________ (never speak) to him.
   (10) __________ (you / ever / talk) to him?
Ann Yes, I (11) __________ (meet) him after the match on Saturday. He's really nice.

---

6. Write questions using the present perfect or the past simple.

What time (go) you to bed yesterday?

Has Mark already finished (Mark / already / finish) reading that long book?

1. (Lucy / ever / go) to New York?
2. _______________ (they / meet) any nice people on their last holiday?
3. What _______________ (Jen / say) to you last Tuesday?
4. How many times _______________ (Lily / lose) her glasses this week?
5. Where _______________ (you / buy) those amazing shoes?
6. How long _______________ (you / know) your friend Carmen?
7. _______________ (Josie / call) you at four o'clock?
8. How much money _______________ (they / raise) since March?

---

8. Write questions for the answers. Only use the present perfect or the past simple.

Have you ever been to Berlin?

Yes, I have, once.

1. At four o'clock.
2. _______________.
3. No, I haven't.
4. Yesterday.
5. Since Monday.
6. For three years.
7. _______________.
8. No, never.
9. Two months ago.
10. No, he didn't.
Vocabulary 2

Extreme adjectives

1. Complete the extreme adjectives with the vowels. Then match them with the normal adjectives in the box.

<table>
<thead>
<tr>
<th>bad</th>
<th>big</th>
<th>cold</th>
<th>frightening</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>hot</td>
<td>small</td>
<td>tired</td>
<td></td>
</tr>
</tbody>
</table>

- m a z i n g _______ good
- w f l _______
- b _ _ l _ n g _______
- d _ l _ g h t _ d _______
- n r m s _______
- x h s t d _______
- f r z n g _______
- t r f y n g _______
- t n y _______

2. Circle the correct words.

Can we open the window? It's ... in here!

a) boiling  b) freezing  c) tiny

1. It's a film about a man who kills children. It's ... Don't go and see it.
   a) enormous  b) tiny  c) terrifying

2. Can you lend me a sweater and a hat, please? I'm ...
   a) enormous  b) freezing  c) tiny

3. My parents gave my sister a puppy for her birthday. She's ... with it.
   a) terrifying  b) delighted  c) awful

4. My feet are much bigger than yours. I can't wear these ... shoes of yours!
   a) awful  b) tiny  c) freezing

5. You look ... Why don't you go to bed early tonight?
   a) delighted  b) amazing  c) exhausted

6. This book is ... You'll love it.
   a) amazing  b) awful  c) delighted

3. Replace the words in italics with the correct extreme adjectives from exercise 1.

   It's enormous today. The temperature is about 40°C._____
   1 She was tiny when she received two free tickets to the concert. _______
   2 I wrote the number on a boiling bit of paper and now I can't find it. _______
   3 We can't camp in Scotland in the middle of winter. It will be delighted. _______
   4 Look at the size of that elephant. It's exhausted. _______
   5 Our holiday in Greece was terrifying. I loved it and I want to go back next year. _______
   6 We were swimming near the boat when we saw a shark. The shark was freezing. _______

4. Complete the sentences with extreme adjectives.

I slept for ten hours. Then I woke up, went to the toilet and slept for another six hours. I was _______.

1. The cake and the flowers are for me? Really? That's so lovely. Thank you so much. I'm _______

2. The average temperature in January in Novosibirsk, Siberia's largest city, is -24°C. It's _______

3. The average temperature in August in Jeddah, Saudi Arabia is 40°C. It's _______

4. The Leshan statue of Buddha in China is 71 metres high. His shoulders are 28 metres wide. It's _______

5. While we were on the boat, there was a storm. The waves were eight metres high. People were crying. It was _______

6. The world's smallest monkey is the pygmy marmoset. Adults are only about 11cm long and weigh 120 grams. They are _______
Grammar 2

Quantity

1. Write C (countable) or U (uncountable) next to the nouns.
   - tea  
   - money  
   - water  
   - sweets  
   - people  
   - information

2. Complete the questions with much or many.

   How much fruit do you eat a week?
   How (1) ____________ hours of sleep do you get a night?
   How (2) ____________ time do you spend in front of the TV?
   How (3) ____________ glasses of water do you drink a day?
   How (4) ____________ times a day do you clean your teeth?
   How (5) ____________ sport do you do a week?
   How (6) ____________ tea or coffee do you drink a day?

3. Match the sentence beginnings with the endings.

   1. I can’t make this cake because there isn’t  
   2. We went to the beach, but there wasn’t  
   3. The doctor says I mustn’t drink  
   4. You can have a party, but please don’t invite too  
   5. There are a lot of boys in this class, but there are only  
   6. There were a lot of potatoes, but there was only  
   7. There aren’t any potatoes, but there is  

   a) a lot of meat.  
   b) a little meat.  
   c) many people.  
   d) much sun.  
   e) any butter.  
   f) a few girls.  
   g) a lot of coffee.

4. Complete the sentences with much, many, a little or a few.

   Let’s put ____________ olives on this pizza.
   I’m not very sporty, but I like to take ____________ exercise every day.
   Let’s buy ____________ apples for the picnic.
   I usually eat one after lunch.
   Don’t eat too ____________ sweets. They’re bad for you.
   Would you like ____________ biscuits to take on the trip?
   I’d just like ____________ chocolate, please.
   I can’t get her an expensive present because I haven’t got ____________ money.

5. Circle the correct answers.

   There wasn’t ... space in the car for our bags.
   a) many  
   b) some  
   c) (much)

   1. We haven’t got ... time to get to the station.
   a) some  
   b) much  
   c) a lot

   2. There are just ... vegetables in the fridge.
   a) a few  
   b) a little  
   c) any

   3. Have you got ... good ideas about raising money?
   a) a little  
   b) any  
   c) much

   4. We saw ... beautiful birds near the coast.
   a) a little  
   b) some  
   c) any

   5. Did you buy ... fruit at the market?
   a) a lot of  
   b) many  
   c) a few

   6. Jack didn’t know ... people at the party.
   a) much  
   b) many  
   c) a little

   7. We need ... information about train times.
   a) much  
   b) a few  
   c) some

6. Write true sentences about you, your friends, your family or your home.

   My sister doesn’t eat any _________________.
   I ________________ have just bought some _________________.

   1. ________________ doesn’t eat any _________________.
   2. ________________ have just bought some _________________.

   3. We’ve only got a few _________________.
   4. There is only a little _________________.

   5. ________________ haven’t got much _________________.
   6. ________________ hasn’t got many _________________.

   a) a lot of meat.  
   b) a little meat.  
   c) many people.  
   d) much sun.  
   e) any butter.  
   f) a few girls.  
   g) a lot of coffee.
Writing
A description of a journey

Language focus: linkers

1 Complete the text with the words in the box.

<table>
<thead>
<tr>
<th>After that</th>
<th>Then</th>
<th>finally</th>
<th>First</th>
<th>Next</th>
</tr>
</thead>
</table>

Everything went wrong on Tuesday. (1) __________ I left my mobile on the bus. (2) __________ I got off at the wrong stop. (3) __________ I dropped my bag and everything fell on the pavement. (4) __________ it started to rain, so I decided to get a taxi. (5) __________ arrived at the meeting twenty minutes late.

2 Read the email and order these events.
   a) We got a boat to St Martin’s.  
   b) We got a bus to Land’s End.  
   c) We got on the train to Penzance.  
   d) We had breakfast at the station.  
   e) We flew to St Mary’s.

```
Hi Chris

We’ve arrived! Our taxi collected us at eight yesterday morning. We had breakfast at the station then got our train. It took six hours to Penzance. When we arrived, we got a bus to Land’s End airport. Our plane was tiny. It could only take seven people! They weighed us and our luggage before we got on! At St Mary’s airport we got a bus to the port and then a little boat to St Martin’s. It took 20 minutes, but the sea was rough and we felt a bit sick. Luckily, when we got here, the campsite people met us in their tractor. They took our rucksacks and we walked. We were exhausted when we got to the camp site!

I love this place already. I love the view of the sea from my tent and the sound of the waves at night is magical.

Write to me,

Amy
```

3 Write the five events in exercise 2 in one paragraph using the linkers: First, Then, Next, After that and Finally.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Writing guide: a description of a journey

**Step 1 Plan**
Think of a journey. Answer these questions. Make notes.

- where were you going?
- Why were you going there?
- Who did you travel with?
- How did you travel?
- How long did it take?
- Was it an easy / difficult / long / short journey?
- What were the best things about the journey?
- What were the worst things about it?
- Did anything go wrong?
- Were there any bad surprises?
- Did you meet anyone on the journey?
- What did you eat / drink / see on the journey?
- Did you sleep / play games during it?
- How did you feel when you arrived?
- What were your first impressions of the place?

Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

**Step 2 Write**
Write a first draft. Use the notes you made in Step 1. Use the model text on page 60 to help you.

---

**Step 3 Check**
Check your work. Check you use:
- first, then, next, after that, finally

Check your:
- grammar
- vocabulary
- spelling

**Step 4 Write**
Now write your final copy in your notebook.
Culture
Famous journeys

1 Read the text and match a–f with the gaps 1–6.
   a) and only greeted his family at breakfast the next day
   b) He was in an earthquake in Chile.
   c) collected a lot of scientific data and
   d) He sometimes sat on them and had a very slow ride!
   e) studying rocks
   f) The voyage took almost five years.

Darwin’s voyage on the Beagle

Charles Darwin very nearly didn’t go on his voyage on the Beagle. His father tried to stop him. He told him, ‘You only care about shooting, dogs and catching rats. You will be a disgrace to your family.’ His father was wrong, of course. During the voyage, Darwin (1) started to develop his theory of evolution, which made him famous.

(2) The Beagle, under Captain Fitzroy, sailed from England in December 1831, first to South America, then to New Zealand, Australia, South Africa and finally back to England in October 1836.

During the voyage, Darwin was very seasick. In one of his letters home he said, ‘I hate the sea and all the ships on it.’ Luckily, he was able to spend most of his time on land, collecting fossils, (3) and looking at birds and animals.

The Beagle’s first stop was the Cap Verde Islands. Here, Darwin saw shells in the cliffs and became interested in geology. In Brazil, he loved the tropical forest, but was angry about slavery. In Patagonia, he went riding with gauchos and hunted rhea – a type of bird that can’t fly. (4) He also found fossilized sea shells in Chile, at 4,000 metres in the Andes. From this, he understood that the continent of South America is slowly coming up from the ocean. In the Galápagos Islands, he was very interested in the giant tortoises. (5) And he saw that their markings were different on each island. And in the Galápagos, he collected finches – a type of bird. He learnt that there is a different species of finch on each Galápagos island. From these discoveries, he understood that species adapt to their environment by changing and developing.

When Darwin got home, late at night, after his five-year voyage, he went straight to bed (6). Darwin’s father felt differently about his son now and gave him money for his work as a scientist. In 1859, Charles Darwin published one of the most important scientific books ever, On the Origin of Species. The ideas in it came from his voyage on the Beagle.

2 123 Read the text again and listen. Circle the correct answers.

1 Charles Darwin became famous …
   a) in 1831
   b) for his theory of evolution
   c) because of his father
2 The Beagle sailed first to …
   a) South Africa  b) Australia  c) South America
3 Darwin … the jungle.
   a) never went to
   b) was frightened of
   c) was delighted by
4 Finches …
   a) are a type of bird
   b) can’t fly
   c) are sea birds
5 Darwin’s father …
   a) became a scientist
   b) helped Darwin in his new career
   c) refused to greet his son when he returned

3 Complete the sentences with these words from the text.

<table>
<thead>
<tr>
<th>disgrace</th>
<th>environment</th>
<th>markings</th>
<th>shells</th>
<th>slavery</th>
</tr>
</thead>
</table>

1 Abraham Lincoln stopped _____ in the USA. It became illegal to buy and sell African American workers.
2 She found _____________ on the beach and made a necklace.
3 The desert is the camel’s natural _____________
4 Zoologists are not sure why zebras have black and white _____________
5 He stole money from a poor old woman. It’s a ________
**Revision**

**Dictation**

1. Listen and write the sentences.
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 

**Error correction**

2. Correct the sentences.
   
   What time have you set off last night? ✗
   
   What time did you set off last night?
   
   1. Jack has been to America, so he isn’t here at the moment. ✗
   
   2. Melissa didn’t speak to me since she got back. ✗
   
   3. We’ve bought lots of souvenirs when we were in Guatemala. ✗

   4. I only got a few information from the tourist office. ✗

   5. Would you like a little sweets to take on the trip? ✗

   6. It doesn’t take very many time to get there by train. ✗

**Translation**

3. Translate the corrected sentences from exercise 2 into your language.
   
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

**Unit grammar check**

4. Read the text and circle the correct answers.

   I (1) ... to South America three times in my life. Last year, we (2) ... to Argentina. We (3) ... to dance the tango in Buenos Aires and bought (4) ... souvenirs at San Telmo. We (5) ... La Recoleta cemetery and found the tombs of (6) ... famous people. Then we (7) ... whales at the Valdez Peninsula. Mar del Plata was amazing, but we didn’t spend (8) ... time there. We only saw (9) ... seals there, but we’ll stay longer next time. What (10) ... when you went to Argentina?

   
   A
   1. went
   2. went
   3. were
   4. a lot
   5. have visited
   6. some
   7. watched
   8. a lot
   9. a few
   10. did you

   B
   1. were
   2. were
   3. learnt
   4. lot of
   5. visited
   6. any
   7. watching
   8. some
   9. a little
   10. did you do

   C
   1. have been
   2. have been
   3. have learnt
   4. a lot of
   5. were visiting
   6. much
   7. have watched
   8. much
   9. not much
   10. have you done

5. Listen and check your answers.
Extension

Grammar build up

1. Circle the correct words to complete the text.

Karl Bushby started / was starting walking around the world on 1st November 1998 and he is still walk / walking. He has already walked / already walked through South, Central and North America. He is the first person who has ever / never crossed the Bering Strait from Alaska to Russia on foot. Around the Bering Strait, he has become / became terrified of polar bears. They attack often / often attack humans when they are hungry. Luckily, they didn't tried / try to get into his tent at night when he was camping there.

However, according to Bushby, the Bering Strait wasn't more / as terrifying as the Darien Gap, the tropical jungle between Colombia and Panama. He says the Darien Gap was more frightening / the most frightening than any other place. While he was walked / walking through the jungle there, he became very frightened of the Colombian guerillas. At one point, he was more / too frightened to walk, so he swam down a river full of alligators for a few / a little days.

Busby gets / has got fitter since he started his walk. And he says walking has made him more ambitious / most ambitious and more responsible. He loves spending / spending time in the world's wildest places. But he has been lonely many / some of the time. So walking has taught him a lot / some of things about his most important friendships and relationships. Karl isn't / doesn't walking for a special reason. He doesn't want / wants to get rich from it or make money for charity. Apparently, every day people in cars offer him lifts, and every day he says / is saying 'no thank you'.

Listening

2. 1:30 Listen to Melissa talking about her trip and tick the things she still needs to do.

- book her flight
- pay for her ticket
- collect her ticket
- arrange travel insurance
- have her vaccinations
- decide which clothes to take
- buy a sunhat
- buy a new rucksack
- pack her rucksack
- order pesos and US dollars
- collect her money from the bank
- buy a mosquito net
- buy malaria pills

3. 1:30 Listen again and answer the questions.

1. What does Melissa have to get on Monday?

2. What did she buy when she paid for her ticket?

3. What did she do the day before yesterday?

4. What does she need to buy before she starts packing?

5. What has she ordered from the bank?

6. What cities is she staying in, in Mexico?

7. What isn't she going to buy for space reasons?
Vocabulary 1
Film vocabulary

1. Complete the words with the vowels.
   1. d__r__ect__or
   2. s_t__nt m__n
   3. s_c_r__n
   4. s_p__c__l __f__ct_s

2. Find five film words in the wordsnake and match them with the definitions.

3. Complete the phrases with the verbs in the box.

   star    win     release     film

   1. ________ a scene
   2. ________ a film
   3. ________ in a film
   4. ________ an award

4. What are they talking about? Match the words in the box with the sentences.

   soundtrack: special effects: plot
   film: star: stunt man: screen

   It's a really good story, with a twist at the end.
   __________

   1. I loved the song when they were standing at the front of the ship. It was very romantic.
   __________

   2. I think the biggest one in the world is 73 metres wide and 18 metres tall.
   __________

   3. It's amazing when the gorilla picks her up and carries her up that high building. How did they do that?
   __________

   4. She's amazingly rich and famous. She got $15 million dollars for her part in that film.
   __________

   5. The director made him jump out of the helicopter and ski down the mountain instead of the star.
   __________

5. Complete the sentences with the words in the box.

   award: director: release: scene: star

   Steven Spielberg is a well-known __________. Jurassic Park and E.T. are by him.
   1. They filmed the desert _________ in Morocco.

   2. An Oscar is another word for an Academy _________.


   4. When are they going to _________ the new Twilight film?
Grammar 1

**will**

1. Order the words to make sentences.
   - change / probably / film / life / This / will / your.
   - _This film will probably change your life._
   - and terrifying / brilliant / find / it / will / You / definitely.

2. a / be / bored / for / minute / won't / definitely / You.

3. probably / come out / DVD / film / for / months / on / six / The / won't.

4. after / become / teen actor / definitely / famous / film / The / this / will.

5. castle / ever / forget / in / Nobody / the scene / the / will.

2. Complete the sentences with will and the verbs in the box.

   pay  be  have  love  walk  wear
   make

   Don’t leave your DVD on the floor. Somebody ___________ on it.
   1. You ___________ this film. It’s amazing.
   2. It’s a great film, but it ___________ you cry.
   3. People ___________ more for cinema tickets in the future.
   4. In the future, there ___________ special air conditioning in cinemas to release different smells.
   5. One day, people ___________ headphones at the cinema, like on planes.
   6. They ___________ special controls on their seats to change the soundtracks and make their seats move.

3. Match the sentence beginnings with the endings. Write sentences using won’t and the verbs in brackets.

   1. We (be) late for the film, I
   2. You (enjoy) that film because you
   3. He’s an excellent stunt man, so
   4. We (understand) the film because it’s
   5. There’ll be advertisements first, so
   6. Don’t worry – the baddies (win) because

      a) all in Japanese.
      b) he (hurt) himself.
      c) they never do.
      d) don’t like romantic films.
      e) promise you.
      f) the film (start) at eight.

   1. We ___________ for the film, I promise you.
   2
   3
   4
   5
   6

4. Write questions with will. Then answer the questions with your opinions using will or won’t.

   In the year 2200...

   the world / be much hotter?
   _Will the world be much hotter?_
   Yes, it _will be much hotter._ / No, it _won’t be much hotter._

   1. people / take holidays on Mars?
   2. there / be deserts in Europe?
   3. the sea / cover half of England?
   4. we / travel everywhere by bicycle?
be going to

5 ★ Complete the sentences with the correct form of be going to and the verbs in brackets.

‘Have you seen that new Argentinian film yet?’
‘No, but I’m going to see (see) it soon. It sounds excellent.’

1 I __________ (train) as a cameraman when I leave school.
2 Why are you holding that camera? __________ (you / make) a film of us?

3 Angie and Colin want to go to the States next summer. They __________ (buy) a car when they get there, and they __________ (travel) from the East Coast to the West.
4 I don’t like Angelina Jolie, so I __________ (not see) her new film.
5 ‘I’m going to a party tonight.’ ‘What __________ (you / wear)?’
6 This film is rubbish! It __________ (not win) any awards.

6 ★ You have decided to change things in your life next year. What things are you going to change? Write four sentences.

I’m going to get up early every day.
I’m not going to eat too many sweets.

7 ★ Look at Andy’s diary and complete the questions and answers using the present continuous.

**Saturday**

- **morning:** Meet Rob at 11 to practise our new song.
- **afternoon:** Play tennis with Adam from 2 to 4.
- **evening:** Take Kate to the cinema – pick her up at 6.

**Sunday**

- **morning:** Go for a run in the park with Adam.
- **afternoon:** Finish science project
- **evening:** Meet Kate at Moonshine at 7 for a meal.

Who __________ Andy meeting __________ on Saturday morning?

He’s __________ Rob.

1 What time __________ tennis with Adam?
   - They __________ from two to four.
2 Who __________ to the cinema on Saturday evening?
   - He __________ Kate.
3 What __________ and Adam __________ on Sunday morning?
   - They __________ for a run.
4 What __________ on Sunday afternoon?
   - He __________ his science project.
5 Where __________ Andy and Kate __________ at seven on Sunday?
   - They __________ at Moonshine.

8 ★ What definite plans have you got for this weekend? Write three sentences about your plans using the present continuous.

On Saturday I’m meeting my friends for a meal at the Oasis.

1 __________
2 __________
3 __________
Vocabulary 2

Suffixes

1. Make nouns ending in -ion or -ment from these verbs.

<table>
<thead>
<tr>
<th>verbs</th>
<th>nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise</td>
<td>advertisement</td>
</tr>
<tr>
<td>1 decorate</td>
<td></td>
</tr>
<tr>
<td>2 enjoy</td>
<td></td>
</tr>
<tr>
<td>3 equip</td>
<td></td>
</tr>
<tr>
<td>4 possess</td>
<td></td>
</tr>
<tr>
<td>5 excite</td>
<td></td>
</tr>
<tr>
<td>6 suggest</td>
<td></td>
</tr>
</tbody>
</table>

2. Make verbs from these nouns.

<table>
<thead>
<tr>
<th>nouns</th>
<th>verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>education</td>
<td>educate</td>
</tr>
<tr>
<td>1 argument</td>
<td></td>
</tr>
<tr>
<td>2 competition</td>
<td></td>
</tr>
<tr>
<td>3 information</td>
<td></td>
</tr>
<tr>
<td>4 development</td>
<td></td>
</tr>
<tr>
<td>5 connection</td>
<td></td>
</tr>
<tr>
<td>6 prediction</td>
<td></td>
</tr>
</tbody>
</table>

3. Match two nouns from exercise 1 and two verbs from exercise 2 with the pictures.

1 2 3 4

4. Match the nouns in the box with the sentences.

<table>
<thead>
<tr>
<th>advertisement</th>
<th>development</th>
<th>argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>information</td>
<td>education</td>
<td>prediction</td>
</tr>
<tr>
<td>suggestion</td>
<td></td>
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</tr>
</tbody>
</table>

'The Government should ban cars in the centre of London.' 'No. That's a ridiculous idea. Some people live in the centre and they need a car if they have to bring heavy shopping home.' argument

1 Buy Meow! It's a new kind of cat food and cats LOVE it!
2 By the year 2080, there will be a holiday hotel on Mars.
3 Why don't we make some sandwiches and go for a picnic by the river?
4 When I leave school, I'd like to go to university. I want to get a degree in law.
5 Ten years ago, there wasn't any water in that African village. Now, they've got it and the people are much healthier.
6 Trains from Platform 2 are for London only.

5. Complete the sentences with the nouns in the box.

<table>
<thead>
<tr>
<th>competition</th>
<th>connection</th>
<th>decoration</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyment</td>
<td>equipment</td>
<td>excitement</td>
</tr>
<tr>
<td>possession</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can I borrow your camping equipment next week, please? I've got a sleeping bag, but I haven't got anything else.

1 I couldn't hear him when he phoned because the ________ was very bad.
2 I love this silver necklace. It is my favourite ________
3 This room needs some ________ for the party – maybe flowers, candles and balloons.
4 Your photo of the sunset is amazing. You should send it to the photo ________ in this magazine.
5 My aunt gets a lot of ________ from her garden. She's always happy when she is working in it.
6 There was a lot of ________ at school today because a film crew was filming in some of the classes.
Grammar 2
First conditional

1. Complete the sentence beginnings with the endings a–g. Use a comma (,) where necessary.
   1. If you make a suggestion, she won't listen.
   2. You won't get a good job ____________________________
   3. It will cost more ____________________________
   4. If you have a party ____________________________
   5. If you ask at that desk ____________________________
   6. If you have an argument with Ian ____________________________
   7. People will come to our sale ____________________________

   a) they will give you some information.
b) if we buy our camping equipment at that shop.
c) I'll help with the decoration.
d) she won't listen:
   e) if we make a funny advertisement for it.
f) if you don't get a good education.
g) you definitely won't win it!

2. Circle the correct words.
   If it rains / will rain tomorrow, we won't go for a picnic.
   1. Will you write to me if I give / will give you my email address?
   2. If we win / will win this match, we'll be in the finals.
   3. If the new Bond film comes / will come to our cinema, I go / 'll go and see it.
   4. How does / will Sandy get back tonight if she can't find a taxi?
   5. I am / will be surprised if this film gets / will get an award.
   6. Do you / Will you make dinner tonight if I do / will do the shopping?
   7. If I hear / will hear that song one more time, I scream / will scream!
   8. What do they / will they do if they don't / won't pass their exams?

3. Match the sentence beginnings with the endings. Write sentences using the first conditional. Use a comma where necessary.
   1. We (miss) the train
   2. (you / help) me with my physics
   3. If you (tell) me that secret
   4. She (fall off) her horse in a minute
   5. If you (lend) me £20
   6. (you / talk) to Alex
   7. How long (she / stay) in California
   8. If the police (not find) his bike soon

   a) he (probably buy) another one.
b) I (give) it back tomorrow.
c) I (not tell) anyone else.
d) if he (be) at the party?
e) if I (help) you with your French tomorrow?
f) if she (go) to the States this summer?
g) if she (not ride) more slowly.
h) if we (not leave) now.

   1. We'll miss the train if we don't leave now.
   2. ____________________________
   3. ____________________________
   4. ____________________________
   5. ____________________________
   6. ____________________________
   7. ____________________________
   8. ____________________________

4. Complete these sentences for you.
   If it rains tomorrow, I'll stay at home and make a cake / play computer games all day.
   1. In the summer, we'll ____________________________ if ____________________________.
   2. If my best friend doesn't ____________________________ I'll ____________________________.
   3. I won't be angry if ____________________________
   4. If I have time tomorrow, ____________________________
   5. If my friends are free tonight, ____________________________
A film review

Language focus: giving opinions

1 Match 1–6 with a–f.

1 For me, the end was _____________________________.
2 I have seen it three or _____________________________.
3 I think the special effects were _____________________________.
4 I would definitely recommend it because _____________________________.
5 In my opinion, the main character _____________________________.
6 One of my favourite films of all time is _____________________________.

a) all time is E.T.
b) four times.
c) the alien's voice was brilliant.
d) the saddest part of the film.
e) to everyone.
f) was the best thing about the film.

2 Complete the film review with the words in the box.

communication cry director government home recommend science-fiction stars story teenagers

One of my favourite films of all time is E.T., the Extra-Terrestrial. This (1) ____________ film came out in 1982. The (2) ____________ is Steven Spielberg. 30 years later, it still works because it is a timeless story of friendship. The film (3) ____________ Henry Thomas with Robert MacNaughton, Drew Barrymore and Dee Wallace.

It's the (4) ____________ of Elliott, a lonely boy who makes friends with a lovable alien, or extra-terrestrial, that he calls E.T. for short. E.T. is lost on Earth and wants to get (5) ____________ to his own planet. Elliott and his brother and sister help him get back and try to stop their mother and the (6) ____________ finding out.

I think the actors and the voice of E.T. are excellent. E.T.'s costume is unforgettable. The music, which won an Academy Award, is sensational. But for me, the best thing about the film is the powerful emotion. The film makes almost everyone (7) ____________!

In my opinion, E.T., the Extra-Terrestrial is a wonderful film about connection, (8) ____________ and understanding. The deep friendship between the child and the alien fills your heart with hope and happiness. I (9) ____________ this film to adults, (10) ____________ and children.

3 Listen and check your answers.

4 Answer the questions.

1 When did the film E.T. come out?
2 Who is the main actor in the film?
3 What are the letters E.T. short for?
4 What did the film get an Academy Award for?
5 Which of these things is the film about?
   a) wars in space  b) communication  c) the planets in our solar system
Writing guide: a film review

**Step 1 Plan**
Think of a film. Answer the questions. Make notes.

- What's the name of the film?
- When did it come out?
- What kind of film is it?
- Who is the director?
- Which actors star in the film?
- What is the plot of the film?
- Where does the story take place?
- Is there a love interest in the film?
- Is it an emotional / exciting / upsetting / funny film?
- What were the best things about the film: acting / music / special effects / photography / script and dialogue / screenplay?
- What were the bad things (if any) about the film?
- What didn't work in the film?
- Does the film make you laugh / cry / think?
- What age group is it most suitable for?
- Would you recommend this film?

Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

**Step 2 Write**
Write a first draft. Use the notes you made in Step 1. Use the model text on page 70 to help you.

**Step 3 Check**
Check your work. Check you use:

- phrases for giving opinion: one of my favourite, for me, I think, in my opinion

Check your:

- grammar
- vocabulary
- spelling

**Step 4 Write**
Now write your final copy in your notebook.
Culture

Famous films and film-makers

1 Read the text and tick (√) the things you find out about.

1. the titles of Spielberg’s most famous films
2. the reason his parents divorced
3. how he got a job as a TV director
4. how he likes to spend his money
5. Spielberg’s political ideas
6. Spielberg’s awards for films

Steven Spielberg is a world famous film-maker. He is most famous for his adventure and science-fiction movies with their incredible special effects. Many classics of 20th century cinema are Spielberg films, including Jaws, E.T. the Extra-Terrestrial, Raiders of the Lost Ark and Jurassic Park.

Spielberg was born in 1946 in Cincinnati, Ohio. He was a sensitive and imaginative child, and he loved watching films. He used his father’s movie camera to make short adventure films. He was just 13 years old when he won his first film prize for a war movie called Escape to Nowhere. When his parents divorced in 1955, he went with his mother to California. He was very disappointed when he failed to get into film school. Instead, he went to work unpaid in Universal Studios. In 1969, he won a prize at the Atlanta Film Festival. Universal were so impressed, they offered him a paid job as a TV film director.

In 1975, Spielberg had massive success with Jaws, a sensational story about a killer shark. Jaws made $260 million and won three Academy Awards (or ‘Oscars’ as they are called). Spielberg became one of America’s youngest multi-millionaires. He had another great commercial success with Raiders of the Lost Ark in 1981. Then in 1982, Spielberg charmed audiences of all ages with E.T. the Extra-Terrestrial. From that time, he became a Hollywood legend, making one successful film after another.

Audiences loved Spielberg’s films, but critics said they were too sentimental. He wanted to get a reputation as a serious film-maker and above all, he wanted to win an Oscar for Best Director. Eventually, in 1993, he achieved his ambition with Schindler’s List, a film about the Holocaust. Schindler’s List won seven Oscars including, at last, one for Best Director. Spielberg won Best Director again in 1998 with Saving Private Ryan, a serious war film. Spielberg is still making films today. He is without doubt the most influential director of all time.

2 Read the text again and listen. Circle T (true), F (false) or DK (don’t know).

T F DK
1. Spielberg is most famous for his romantic comedies.
2. He started making films at the age of seven.
3. He didn’t get a place to study at a film school.
4. He got an Oscar for Best Director for Jaws.
5. Audiences and critics have always agreed about Spielberg’s films.
6. Steven Spielberg only watches serious films nowadays.

3 Find these words in the text and match them with the definitions.

1. sensitive
2. disappointed
3. unpaid
4. impressed
5. massive
6. sentimental

a) without getting any money
b) huge, very big
c) emotional, designed to make you cry
d) getting upset or embarrassed easily
f) unhappy because something didn’t happen
Revision

Dictation

1 Listen and write the sentences.
1
2
3
4
5
6
7
8

Error correction

2 Correct the sentences.

We going to watch a DVD after supper. ✗
We're going to watch a DVD after supper.
1 I won't to tell you the ending of the film. ✗
2 They meeting for a drink after school today. ✗
3 Will Giles remembering the name of that actor? ✗
4 If Stella will go in for the film competition, she'll probably win. ✗
5 If I'm a bit late tomorrow, do you wait for me? ✗
6 Do you going to join the school film club? ✗

Translation

3 Translate the corrected sentences from exercise 2 into your language.
1
2
3
4
5
6

Unit grammar check

4 Read the text and circle the correct answers.

When I leave school, (1) ... probably go to university. I (2) ... to study modern languages. I think. Then if I (3) ... a good degree, (4) ... to get a job with a film or TV company for a few years. After that, when I've saved some money, I (5) ... apply for film school. If (6) ... possible, (7) ... go to the film school in Los Angeles. I love the States. (8) ... the whole of next month in California with my Aunt Melanie. My friend, Oliver, (9) ... with me. I can't wait. We (10) ... a lot of fun there!

A
1 I
2 I'm going
3 will get
4 I try
5 go to
6 it was
7 I'll
8 I'll spend
9 comes
10 're going to have

B
1 I'm
2 going
3 get
4 tried
5 going to
6 it will be
7 I
8 spend
9 is coming
10 're having

C
1 I'll
2 go
3 got
4 I'll try
5 'll go
6 it's
7 I'm going
8 I'm spending
9 will come
10 'll having

5 Listen and check your answers.
**Extension**

**Grammar build up 1 2 3 4 5 6 7 8 9**

1. Circle the correct words to complete the text.

(1) I've spent / was spending the last two years watching old movies when I get the chance. I love (2) watch / watching them. (3) I've done / I did this (4) since / from I was 13, when I was in bed for a week with a broken leg. During the winter, I (5) often stay / am often staying in all day on Sundays to watch DVDs of old classics. Recently, I (6) have seen / saw *Some Like It Hot*. Marilyn Monroe is (7) funnier / funniest in that movie than in any of her other films. Last Sunday, I (8) watched / have watched half of *Gone with the Wind*. It was (9) too / very long to watch it all, so (10) I'm going / I will to watch the rest of it next Sunday. My friend Renata (11) is coming / will come to stay next weekend so she'll probably (12) watching / watch it with me. If we (13) have / will have time, (14) we watch / we'll watch *Casablanca* afterwards. (15) I've already seen / I already saw it twice, but I think it's the (16) best / better film of all time. When I finish school and university, I'm going to get a job as a film reviewer. (17) I'll spend / I'm spending every day at the cinema and (18) I'll get / I'm getting paid for it. How (19) much / more fun will that be? Not (20) lot / many people in the world get paid to watch movies, do they?

**Listening**

2. Listen and circle T (true) or F (false).

1. Auguste and Louis Lumière were brothers. T / F
2. At their first public film show, the audience didn't have to pay. T / F
3. The cinematographe was a camera and a projector. T / F
4. People say *Baby's Breakfast* was the world's first comic film. T / F
5. *The Arrival Of A Train at a Station* was a very realistic film. T / F
6. The Lumière only filmed real-life situations. T / F
7. The Lumière never left France. T / F
8. Louis Lumière said the cinema was never going to become popular. T / F

3. Listen again and answer the questions.

1. In what year was the first public film show? __________
2. How long was it? __________
3. How much did the cinematographe weigh? __________
4. How many films were there in the show? __________
5. What did the first film show? __________
6. What was the first comic film called? __________
7. Which cities did they tour with their films? __________
8. How many Lumière films were there by 1900? __________
Vocabulary 1
Making friends

1 ★ Complete the phrases with the vowels.

interrupt a conversation
1 jump a q______
2 arrive ____rly
3 b e l t
4 kiss a str____ng r
5 b e r d
6 b e p____l t

2 ★ Match the phrases with the pictures.
1 bring a present  
2 click your fingers  
3 point at someone  
4 shake hands  
5 take off your shoes  
6 tell jokes

3 ★ Complete the phrases with the words in the box.

click jump polite rude shake take off

It's ________ to write a thank you letter after a meal at someone's house.
1 It's __________ to interrupt someone's conversation.
2 Everybody is waiting their turn. Go to the back and don't try to __________ the queue.
3 After a tennis match, we always __________ hands to show we are still friends!
4 Your house is very clean. Would you like us to __________ our shoes in the hall?
5 It's rude in Britain to __________ your fingers to get the waiter's attention.

4 ★ Match the phrases with the sentences.

arrive early be late bring a present interrupt a conversation point at someone tell jokes

Cam and I were chatting and suddenly a guy came up and started talking about his phone. __________
1 Do you like chocolates? These are for you. __________
2 Have you heard the one about two cats who had a swimming race? __________
3 'Look at that man, Mummy. He's walking in a funny way.' 'Don't point, Emma. It's rude.' __________
4 'I've been waiting an hour.' 'I'm really sorry. The traffic was terrible.' __________
5 My watch was wrong and we arrived at seven. The invitation was for eight. It was embarrassing. __________
Grammar 1
Obligation, prohibition and advice

1  Write pairs of sentences with must and mustn't.

Be here by six. Don't be late.
You must be here by six. You mustn't be late.

1 Go to bed early. Don't stay up late.

2 Be polite. Don't be rude.

3 Don't wear jeans. Wear smart clothes.

4 Put your mobile on silent. Don't disturb people on the train.

5 Take off your shoes. Don't make the carpet dirty.

6 Don't jump the queue. Wait for your turn.

2  Complete the sentences with has to / have to or doesn't have to / don't have to.

1 a) He ______ has to ______ be fit.
   b) He ______ doesn't have to ______ wear a suit and tie.
   c) He ________ train a lot.
   d) He ________ use a computer in their job.

2 a) She ________ be calm and reliable.
   b) She ________ wear a uniform.
   c) She ________ like children.
   d) She ________ travel in her job.

3 a) They ________ stand a lot.
   b) They ________ have a driving licence.
   c) They ________ be creative and good with their hands.
   d) They ________ sit at a desk.

In your country ...
How old / you / be / to drive a scooter?
You have to be 17 to drive a scooter.

1 you / pay / to see a dentist?

2 young people / do / military service?

3 how old / you / be / to get a job?

At your school ...

4 students / wear / a uniform?

5 How much homework / you / do?

6 students / go home / for lunch?

3  Write questions with have to. Then write answers for you.

You ________ tell anyone. It's our secret. OK?

1 Great! I ________ get up early.
   I can stay in bed until eleven!

2 It's a pyjama party, but you ________ wear pyjamas if you don't want to.

3 The bus leaves at seven. He ________ be late.

4 My grandfather ________ pay on the bus. He has a free pass.

5 We've got lots of time. We ________ run to the bus stop.

6 Your brother ________ park there. The police will take his car away.
5 What things do you have to do at home? What about your friend? Complete the sentences.

I have to ________ make my bed ________.
I don’t have to ________ cook ________.
1 I ________.
2 But I ________.
3 My friend ________.
4 He / She ________.

6 Give advice for each situation. Use should / shouldn’t and the verbs in the box.

do drink eat go have put on sit sleep smoke start

7 Write four tips for a happy life using should and shouldn’t.

You ________ be friendly and helpful.
You ________ worry too much.
1 You ________.
2 You shouldn’t ________.
3 You ________.
4 You shouldn’t ________.

8 Circle the correct words.

Go back and have a shower, please. At this pool, you ________ must / should have a shower before you go in the pool.
1 I’ve got a headache. Perhaps I ________ must / should take an aspirin.
2 The sign says NO SMOKING. That means you ________ must not / should not smoke here.
3 I don’t have to do my homework today, but I think I ________ must / should. Then I’ll be free all weekend.
4 People ________ mustn’t / shouldn’t drive if it isn’t necessary. It’s bad for the environment.
5 You ________ mustn’t / shouldn’t touch things in the museum. If you do, you will get into trouble.

9 Complete the summer camp rules with have to, has to, should, don’t have to or mustn’t.

CAMP RULES

You can play music, but you ________ make a noise after eleven at night.

You (1) ________ make fires. It’s very dangerous here in the forest.

You can swim in the lake but you (2) must not / shouldn’t dive. The water isn’t deep enough.

Every child (3) ________ pass a water safety test. If you can’t swim, you (4) ________ go out in the canoes.

You can do exercises before breakfast with Miss Mortimer, if you like. You (5) ________ do them but it’s a great way to start the day.

Group activities start at ten every morning. You (6) ________ be late. If you are late, we all (7) ________ wait for you and it is a waste of everyone’s time.

You (8) ________ help with the cooking, but it’s great if you do.

There are no cleaners so every camper (9) mustn’t help with the cleaning. If you don’t clean your room, you will be in serious trouble!

We do a concert at the end of your stay. You (10) ________ be in it if you don’t want to. But you (11) ________ because it’s a lot of fun!
Vocabulary 2
Verb and noun collocations

1. Find these nouns in the wordsquare.

```
advice  argument  fun  lies  money
presents  time  truth
```

```
P R E S E N T S O A
E I F B I X C Y J G
A R G U M E N T O Q
B N A F R X Y N Q P
A D V I C E Y T P A
Q S E U Z R O I S T
W N T Q V T I M Z R
A H N A T F U E F U
V W E E L I E S U T
O J K M O N E Y Y H
```

2. Complete the phrases with the nouns from the wordsquare.

1. give / receive __________
2. spend __________
3. have an __________
4. tell __________
5. tell the __________
6. have __________

3. Match the sentence beginnings with the endings.

1. At weekends I usually spend
2. Let's go now. You don't need to spend
3. She wanted my honest opinion so I had to tell
4. She had health problems but she didn't receive any
5. There's a page in this magazine where they give
   a) advice about teenagers' problems.
   b) her the truth.
   c) money on eating out or going to the cinema.
   d) time changing your clothes.
   e) useful advice from her doctor.

4. Complete the sentences with the words in the box.

```
argument  fun  lies  presents
receive
```

I never believe her stories. She always tells __________.
1. I didn't want to have an __________, so I just agreed with her.
2. We usually have __________ when we go to the beach.
3. The best thing about birthdays is that you __________ presents from all your friends.
4. How many people do you give __________ to at Christmas?

5. Answer the questions for you.

1. What's the best thing you did to have fun?

2. Do you always tell the truth?

3. What do you love spending money on?

4. What's the best advice you have given to a friend?
Grammar 2
Second conditional

1 Match the sentence beginnings with the endings.

1 If I had enough money,  
2 If we had a mobile with us,  
3 It would be fantastic  
4 I would tell you the answer  
5 If she didn't talk so much,  
6 I wouldn't ask her for advice  

a) If I had wings and could fly!  
b) she would be less annoying.  
c) I'd buy an electric guitar.  
d) if I were you.  
e) we could phone for help.  
f) if I knew it.

2 Write sentences using the second conditional. Don't forget the comma where necessary.

If I (be) the prime minister / I (build) more hospitals

**If I was the prime minister, I would build more hospitals.**

1 I (not ask) Bob for help / if I (be) you

2 He (have) more money / if he (not spend) all his time dreaming

3 If people (not drive) so much / this town (be) cleaner

4 If you (wear) a coat / you (not feel) cold

5 I (not have to) do the washing-up / if we (have) a dishwasher

3 Complete the questions. Then choose your answers and write sentences with I'd ...

**The Motivate! Personality Quiz**

What would you do if you  **can** (see) a shark swimming towards you in the sea?

a) scream and prepare to die  
b) stick your fingers in its eyes  
c) swim away fast

I'd scream and prepare to die.

What would you do if the headteacher  **ask** (ask) you to sing in front of the whole school?

a) pretend to be ill  
b) agree to do it in a month  
c) jump up and start singing

What would you do if you  **break** (break) your father's computer?

a) go and stay at a friend's house for a week  
b) tell him and say sorry  
c) start saving my pocket money

What would you do if you  **can** (can) choose a holiday anywhere in the world?

a) choose a beach holiday in Europe  
b) fly to New York and San Francisco  
c) go walking in the Andes

What would you do if you  **find** (find) a snake in your tent when you were camping?

a) die of fright  
b) get out of the tent fast  
c) take a photo of it

What would you do if you  **go** (go) to a restaurant with a very unusual menu?

a) leave immediately  
b) pretend to feel ill  
c) order the snails and frogs' legs

4 Complete the sentences with your own ideas using the second conditional.

If I won £1m, I'd give some of it to charity.

1 If I had a lot of money,  

2 My life would be better if  

3 I wouldn't be happy if
Writing
A formal letter

Language focus: linkers of addition and contrast

1 Rewrite the sentences using the words in brackets.

1 I am very interested in languages. I want to be a scientist. (although)

2 I am very happy at my school. I would like to experience school in another country. (however)

3 I am keen on drama. I have had big parts in two school plays. (furthermore)

4 I have studied some Japanese on my own at home. I am now going to a Japanese evening class. (in addition)

5 I am friendly and outgoing. I like meeting people from different cultures. (and)

2 Circle the correct words.

Every year, we invite students to apply for the exchange programme with secondary schools all over the world. (1) However / Furthermore / Although students will miss a year of study in this country, we are sure the experience of studying in a foreign country for a year will be very interesting and useful. (2) However / Furthermore / Although, it will give language students the opportunity to learn another language. We can give some help to students with travel costs. (3) However / Furthermore / Although, the selected students will have to pay all their living costs while they are away. (4) However / In addition / Although, they will have to pay for any sightseeing trips around the country at the end of the study period.

Are you interested? Would you like to go on an exchange? Tell us why. Write a letter of application to the Exchange Committee, Landmark House, 30 Queen Street, London W1 3XZ.

3 🎧 Listen and check your answers.

4 Answer the questions.

1 Is the exchange programme for primary schools, secondary schools or both?

2 How long will students be away from their country?

3 Which costs does the programme help students with?

4 Who will pay for trips at the end of the study year?
Writing guide: a formal letter

**Step 1 Plan**
You are going to write a letter of application to The Exchange Committee. Answer the questions. Make notes.

- Which country would you like to go to?
- Are you studying the language of that country?
- Which foreign language(s) are you studying?
- Are you interested in / good at languages?
- Are you interested in travelling?
- Have you ever lived in a foreign country?
- Which countries have you been to?
- What are your free-time interests and activities?
- Would you be able to do these in the foreign country if they chose you?
- What are you like? (Friendly and outgoing?)
- Good at making friends?
- Are you interested in different cultures?
- Why would it be good for you if they chose you?

Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

**Step 2 Write**
Write a first draft. Use the notes you made in Step 1. Write your address in the top right corner and the date. Write the address of the people you are writing to below that, on the left. Use some of the linkers Although, However, and, Furthermore, and In addition.

Dear Sir / Madam,

I am writing to apply for the exchange programme with secondary schools.

... (Your letter content goes here) ...

**Step 3 Check**
Check your work. Check you use:
- Although, However, and, Furthermore, and In addition

Check your:
- grammar
- vocabulary
- spelling

**Step 4 Write**
Now write your final copy in your notebook.
1 Read the text and number the events in the correct order 1–8.

   a) The Beatles split up.
   b) Paul McCartney was born.
   c) Paul's mother died.
   d) John's father ran off.
   e) John's mother died.
   f) Paul and John met for the first time.
   g) John Lennon was born.
   h) The Beatles released their first album.

John Lennon & Paul McCartney

John Lennon and Paul McCartney grew up in Liverpool. They formed their band The Beatles when they were teenagers. They became one of the most successful songwriting partnerships in the history of pop music. Although they couldn't read or write music, they composed all their songs.

John Lennon was born on 9th October 1940. He had a difficult childhood. His father left the family when he was five and his mother, Julia, was not very good at looking after him. She made him live with his aunt, although Julia sometimes came to visit him and taught him to play the banjo. John was a difficult child. He was clever but lazy, so he failed his exams. Luckily, he was good at art and got a place at Liverpool Art College, where he started a band.

Paul McCartney was born on 18th June 1942. His father played the piano in a jazz band and encouraged Paul to play the guitar. In 1956, his mother died. Paul was very unhappy. He stopped working hard at school and dedicated himself to music. He spent all his time practising the guitar and writing songs.

In 1957, Paul and John met at a festival and Paul joined John's band. It was a strange friendship. Lennon was an angry rebel with a cruel sense of humour. McCartney was calmer and more positive. But they both loved rock and roll music. Then, in 1958, John's mother died in a car accident and John was devastated. Paul understood his feelings. The death of both the boys' mothers brought them closer. Together they formed a new band, The Beatles, and composed songs. That was in 1960. And in 1963, The Beatles released their first album Please Please Me with eight out of fourteen songs by Lennon and McCartney.

After seven very successful years, John and Paul started having arguments and The Beatles split up in 1970. Tragically, a mentally ill fan shot John Lennon dead in New York on 8th December 1980. Paul McCartney has continued with his musical career and is the most successful songwriter in the history of popular music.

2 Read the text again and listen. Answer the questions.

1 Where did John and Paul live when they were young?

2 Who was Julia?

3 Who played the piano in a jazz band?

4 Who was the angrier of the two, John or Paul?

5 How long did the Beatles last?

6 Where and when did John Lennon die?

3 Find these words in the text and match them with the definitions.

   1 grow up           □           a) create music
   2 compose          □           b) help, be supportive
   3 look after        □           c) extremely upset
   4 encourage         □           d) separate
   5 devastated        □           e) spend your time as a child
   6 split up          □           f) take care of
### Dictation

1. Listen and write the sentences.

   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 

### Error correction

2. Correct the sentences.

   Everybody have to bring some food to the picnic. $\times$
   
   Everyone has to bring some food to the picnic.

   1. If I know the answer, I would tell you. $\times$
   2. You shouldn’t telling lies to your best friend. $\times$
   3. People mustn’t to use their mobile in lessons. $\times$
   4. You aren’t have to take them flowers, but it’s a nice idea. $\times$
   5. They mustn’t dress up for the party, but they can if they want. $\times$
   6. You don’t like it if someone pointed at you. $\times$

### Translation

3. Translate the corrected sentences from exercise 2 into your language.

   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

### Unit grammar check

4. Read the text and circle the correct answers.

   **Welcome to Oakwood Summer School.** We (1) ... it if we didn’t need to have rules! That’s why we don’t have very many. Please take the time to read them.

   **Rooms**
   Students (2) ... pay a £20 deposit for their room key. If you lose your key, you will lose your deposit.
   For security reasons, you (3) ... lock your room when you go out.
   It’s OK to make hot drinks in your rooms, but you (4) ... cook in them.

   **Classes**
   Every student (5) ... sign the register before morning classes. No student (6) ... ever sign in for another student. It is strictly forbidden.
   Classes start at 9.30 in the morning. You (7) ... be late.

   **Excursions**
   Life wouldn’t be much fun for our students if we (8) ... offer a wide range of excursions. We really recommend them. Of course, you (9) ... go on them, but we think you (10) ... try them.

   **A**
   1. would prefer
   2. should
   3. mustn’t
   4. must
   5. doesn’t have to
   6. has to
   7. mustn’t
   8. don’t
   9. don’t have to
   10. must

   **B**
   preferred
   must
   should
   have to
   mustn’t
   shouldn’t
   wouldn’t
   shouldn’t
   have to
   should

   **C**
   prefer
   don’t have to
   shouldn’t
   mustn’t
   must
   don’t have to
   didn’t
   mustn’t
   should

5. Listen and check your answers.
Grammar build up

1. Circle the correct words to complete the text.

Amanda and I have known each other (1) **since** / **for** nearly ten years. We (2) **met** / **have met** at primary school, so we (3) **were** / **have been** friends since we were six years old. We are both very keen (4) **for** / **on** acting, dancing and music. Amanda is a better musician (5) **than** / **by** me. In fact, she's the (6) **best** / **better** singer I know. She (7) **must** / **should** be a professional singer right now, really. Anyway, I know she'll be famous one day. At the moment, we both (8) **playing** / **play** in a band called Infinity and she also (9) **is singing** / **sings**. I play the drums, but I've (10) **never** **sung** / **never sang** in public. Last summer, we (11) **played** / **were playing** at a school concert when there was a power cut. The lights went out and the microphone didn't (12) **work** / **worked**. Amanda was as (13) **cooler** / **cool** as a professional singer. She said (14) **a little** / **a few** words and apologized about the problem. She said something like, 'If it's light enough for you to (15) **see** / **saw** me, (16) **I would** / **I'll** sing.' And everybody clapped and she sang (17) **some** / **much** songs without a microphone and without her electric guitar. I wouldn't sing in public if you (18) **pay** / **paid** me a million pounds! Luckily, I (19) **don't have to** / **mustn't** sing because I'm just the drummer. But next year, (20) **I'll** / **I'm** going to learn to play the guitar as well.

Listening

2. **Listen and complete.**

1. All Francesca's friends are ____________.
2. Eugenie can keep a ____________.
3. Eugenie and Francesca both wanted the main ____________ in a ____________ at school.
4. Francesca often sees Bryony at the ____________.
5. Francesca goes to a ____________ ____________ after school.

3. **Listen again and circle the correct answers.**

1. Francesca ...
   a) met Bryony at a sports club.
   b) doesn't have a brother.
   c) goes to a school for boys and girls.

2. Her friend Eugenie ...
   a) doesn't like the other girls in the group.
   b) is not at Francesca's school.
   c) is in a group of six friends.

3. Francesca ... 
   a) sometimes asks Eugenie for advice.
   b) doesn't like telling Eugenie her secrets.
   c) usually tells the whole group her problems.

4. Eugenie ... 
   a) was jealous of Francesca’s role in the play.
   b) didn't get a part in the play.
   c) and Francesca think the same things are funny.

5. Bryony ... 
   a) has never met Francesca's new friends.
   b) and Francesca are at different schools.
   c) and Francesca usually meet in the week.

6. Hannah ... 
   a) and Francesca are going to their sports club this weekend.
   b) is at Francesca's school.
   c) and Francesca are doing something together this weekend.
Vocabulary 1
Music

1 Match 1–6 with a–f to make phrases.
1 go to
2 go on
3 form
4 play
5 release
6 record
a) a band
b) a song
c) an album
d) live at a concert
e) number one
f) tour

2 Complete the compound nouns with the words in the box.

cover festival list lyrics studio
recording studio
1 album
2 song
3 music
4 play

3 Match the words in the box with the definitions.

a playlist a record a hit a-band a single
a group of musicians a band
1 a list of songs chosen by someone
2 a recording of just one song
3 a very successful song
4 a vinyl disc, not a CD

The Killers formed their band / record in 2002.
1 To begin with, they played single / live at small clubs in Las Vegas, Nevada.

2 They released their first album / playlist, Hot Fuss, in June 2004.

3 Hot Fuss went to / released number one in the UK and Australia.

4 Their lyrics / single Mr Brightside was a big hit in the UK and the USA.

5 In November 2006, they used the famous recording / releasing studio in Abbey Road to record Live from Abbey Road.

6 In June 2007, they were the top players at Glastonbury, the famous music festival / concert.

7 They went on concert / tour in the UK and Ireland in 2009.

8 They formed / recorded their album Live from the Albert Hall in 2009.

9 Some people don’t understand the hit / lyrics of the Killers’ song Human.
Grammar 1
The passive: present simple

1 Complete the sentences with the present simple passive form of the verbs in brackets.

These jeans are made (make) in Turkey.
1 The best chocolate .......................... (make) in Belgium.
2 You .............. (invite) to my sister's birthday party.
3 I ................... (expect) to help with the housework.
4 Rice .................. (grow) in India.
5 Those doors ......................... (not lock) at night.
6 Our cats ...................... (not leave) outside at night.
7 We .................. (not allow) to use our mobiles in class.
8 Music .................. (not teach) at our school.

2 Rewrite the sentences using the present simple passive.

They grow a lot of orange trees in Spain.
A lot of orange trees are grown in Spain.
1 They produce coffee in Brazil.
   Coffee ..........................
2 They don't allow children in this club.
   Children ..................
3 They speak French in Belgium.
   French ..........................
4 They don't lock these doors until ten.
   These doors ..................
5 Where do they keep the animals?
   Where .................. the animals ...........
6 When do they take the rubbish?
   When ..................
7 How do they make paper?
   How ..................
8 Which music festivals do they hold in your country?
   Which ..................?
The passive: past simple

4 ★ Complete the text with the past simple passive form of the verbs in brackets.

When we were in London, we
(1) ____________ (take) to see Abbey Road Studios. We
(2) ____________ (not allow) to go inside the studios because it isn’t open to the public. We (3) ____________ (show) the famous crossing on Abbey Road which (4) ____________ (photograph) for the cover of a Beatles album. Most of the Beatles songs (5) ____________ (record) there. We (6) ____________ (tell) about the film score of Avatar which (7) ____________ (mix) and recorded by an Abbey Road sound engineer. It (8) ____________ (not record) at the Abbey Road Studios. The engineer, Simon Rhodes, (9) ____________ (fly) to Los Angeles to do the work. As you know, Avatar (10) ____________ (award) two Golden Globe Awards.

5 ★ Match 1–8 with a–h. Then write questions and answers using the verbs in the box.

act       build       create       direct       discover
invent    paint       write       

1 the World Wide Web — a) Alexander Fleming
2 The Mona Lisa — b) Daniel Radcliffe
3 Jurassic Park — c) Tim Berners-Lee
4 The Eiffel Tower — d) Walt Disney
5 Don Quixote — e) Leonardo Da Vinci
6 Donald Duck — f) Steven Spielberg
7 penicillin — g) Gustav Eiffel
8 Harry Potter — h) Miguel de Cervantes

1 Who was the World Wide Web invented by?
   It was invented by Tim Berners-Lee.

6 ★ Rewrite the questions using the past simple passive. Leave out the words in brackets.

Did (anybody) meet you at the station?
Were you met

1 Did (they) take your passport?
   ____________ your passport ____________?
2 Where did (they) take these photos?
   Where ____________ these photos ____________?
3 When did (they) invent paper money?
   When ____________ paper money ____________?
4 What did (they) steal from your bag?
   What ____________ from your bag?
5 Where did (they) grow this tea?
   Where ____________ tea ____________?
6 How did (they) make these CDs?
   How ____________ CDs ____________?

7 ★ Write about your favourite film using the past simple passive to answer questions 1–4.

My favourite film is ____________ (write the title)

1 Who was it directed by?
   ____________
2 When was it released?
   ____________
3 Where was it filmed?
   ____________
4 Who was he/she acted by?
   ____________
Vocabulary 2
Negative prefixes

1 ★ Complete the adjectives in the crossword with the vowels.

```
1  U N R L A B L E
   N  F  R  M
4  M P T N T
   H
5  N R G N L
   D F P
6  Y C L A L P
   T
```

2 ★ Write the opposites of the adjectives using negative prefixes.

<table>
<thead>
<tr>
<th>positive (+)</th>
<th>negative (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>trustworthy</td>
<td>untrustworthy</td>
</tr>
<tr>
<td>possible</td>
<td></td>
</tr>
<tr>
<td>logical</td>
<td></td>
</tr>
<tr>
<td>practical</td>
<td></td>
</tr>
<tr>
<td>supportive</td>
<td></td>
</tr>
<tr>
<td>necessary</td>
<td></td>
</tr>
<tr>
<td>adventurous</td>
<td></td>
</tr>
<tr>
<td>imaginative</td>
<td></td>
</tr>
</tbody>
</table>

3 ★ Complete the sentences with the opposite of the correct adjectives.

- He promised to help with the party, but he arrived too late to do anything. He's **unreliable**. (logical / reliable / practical)
- People think she is ____________ because she never smiles. (supportive / perfect / friendly)
- Don't lend him money. He is ____________ and he will never give it back. (trustworthy / logical / legal)
- I've got a raincoat. I don't need an umbrella as well. It's _____________. (reliable / necessary / perfect)
- He loves reading and thinking, but he can't fix a bike or a computer. He's a bit ____________. (imaginative / logical / practical)
- She never wants to spend time with me when I have a problem. She is very ____________. (supportive / perfect / trustworthy)

4 ★ Complete the sentences with the opposite of the adjectives in the box.

- I was only three minutes late, but he didn't wait for me. He's a bit _____________.
- She prefers staying at home to travelling. She's ____________.
- You aren't allowed to download these songs without paying. It's ____________.
- She hasn't stopped crying since he died. She's very ____________.
- You saw a pig flying? That's ____________.
- Why do you always copy my ideas? You are so ____________.

5 ★ Write sentences about you, your family and your friends.

- I am impatient. I don't like waiting for a long time at the bus stop.
- ______________________
- ______________________
- ______________________
Grammar 2
Active and passive

1. Are the sentences active (A) or passive (P)?
   1. Human was released in 2008.  
   2. Robbie Williams has made a cover version of it.  
   3. It was voted the best song of 2008 by the magazine Rolling Stone.  
   4. It reached number one in Norway.  
   5. Music styles of the 1980s have influenced The Killers.  
   6. Various animals are shown on the music video of Human.  

2. Rewrite the sentences using the correct form of the passive. Leave out the words in brackets.
   (Some) people often illegally download music.
   - Music is often illegally downloaded.
   1. (They) didn't release this song in 2008.
   2. (They) wrote the lyrics three years ago.
   3. (They) record their albums at Abbey Road Studios.
   4. (They) used African drums for these songs.
   5. (They) create the unusual sound effects with a computer.

Tense revision

3. Write the correct tense for the underlined verbs. Choose from the tenses in the box.
   - present simple  - present continuous
   - past continuous  - past simple
   - present perfect  - future with will

Marsha works for Gold FM. **present simple**

---

For his eleventh birthday Elvis Presley (1) gave / was given a guitar, which cost $7.75. The guitar (2) bought / was bought at the Tupelo Hardware Company, which still (3) exists / existed today. In fact, Elvis fans still often (4) go /went there to read a famous letter. The letter (5) wrote / was written by Forest L Bobbo who (6) sold / was sold the guitar to Elvis. If you (7) will go / go to the shop one day, you will see the letter. According to the letter, Elvis wanted to buy a gun! Luckily, he (8) didn't have / hasn't enough money, so he got the guitar.

When he was 13, the Presley family moved to Memphis. While the family (9) were living / are living there, he was influenced by blues and gospel music. At 14, Elvis played his guitar in a high school concert and all the girls (10) are going / went crazy.

He left school at 18 and got a job. While he (11) was working / worked as a driver, he recorded That's All Right Mama. It (12) played / was played on the radio and became a massive hit. That song put him on the road to fame.

Elvis (13) is called / calls The King of Rock and Roll by his fans, or just The King. His song It's Now Or Never (14) has sold / was selling 25 million copies so far. Since Elvis's death in 1977, his home, Graceland, (15) has become / became a museum. And more than 600,000 people (16) visit / are visiting it every year. At the moment, the managers of Graceland (17) are planning / plan some new exhibitions. Perhaps you (18) visit / will visit Graceland one day!
**Writing**

**A musical hero**

**Language focus: time expressions**

1. Circle the correct time expressions.
   1. Elvis Presley got his first guitar at the age of / just 11.
   2. Lady Gaga performed at Glastonbury Festival later / last year.
   3. Last year / Recently, songs by the sixties band The Beach Boys have been in the top 20.
   4. The Rolling Stones formed their band more than 40 years since then / ago.
   5. Since / In 1991, Bryan Adams's hit single *Everything I do I do it for you* stayed at number one now / for 16 weeks.

2. Complete the text with the time expressions in the box.

<table>
<thead>
<tr>
<th>ago</th>
<th>At the age of</th>
<th>for</th>
<th>in</th>
<th>just</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td>later</td>
<td>now</td>
<td>Recently</td>
<td>Since</td>
<td>then</td>
<td>x2</td>
</tr>
</tbody>
</table>


1. [1] ______ 17, Madonna gave up her dance studies in Michigan and moved to New York with a pair of dance shoes, a photo of her mother and $35. A few years [2] ______, she was singing with her first rock band, The Breakfast Club.


   In 1984, Madonna also started acting in films like *Vision Quest* and *Desperately Seeking Susan*. [6] __________, she has been in 22 films including *Evita*, for which she won a Golden Globe Award.

   Madonna and her husband Guy Ritchie divorced a few years [7] ______. Madonna has two of her own children. [8] __________, she has adopted two children from the African country, Malawi.


3. **Listen and check your answers.**

4. **Answer the questions.**

   1. How old was Madonna when she moved to New York?
   2. What was her first rock band called?
   3. How long did her first big hit stay at number one?
   4. Which film did she act in and win a Golden Globe Award?
   5. From which country are her two adopted children?
Writing guide: writing about a musical hero

Step 1 Plan
Use books or the internet to find out about the opera singer, Plácido Domingo. Look for information to answer some of these questions. Make notes.

- When and where was he born?
- Where and what did he study?
- At what age did he start singing in public?
- Which opera did he first perform in?
- What have been his most famous roles?
- What have been his biggest hits?
- Where has he performed?
- When did he get famous?
- When did he marry?
- How many children does he have?
- What charity work does he do?

Then decide on the order you want to use for the information in your notes. Write numbers to remind you of the order.

Step 2 Write
Write a first draft. Use the notes you made in Step 1. Use the model text on page 90 to help you.

Step 3 Check
Check your work. Check you use:
- time expressions
- Check your:
- grammar
- vocabulary
- spelling

Step 4 Write
Now write your final copy in your notebook.
1 Read the text and match the questions with the paragraphs.

1 What are the Proms?
2 What is the Royal Albert Hall used for?
3 Where and what is the Royal Albert Hall?
4 What's it like inside the Royal Albert Hall?
5 Who built the Royal Albert Hall and why?

A The Royal Albert Hall in London is one of the most famous public venues in the world. It is a familiar London landmark and a major tourist attraction. The huge red-brick building is oval, with a domed roof made of glass and steel.

B The Royal Albert Hall has a romantic history. It was built because of Queen Victoria's love for her husband Prince Albert. The Prince wanted to create a cultural quarter in London for ordinary people to enjoy. He built a lot of museums and colleges, but he died without finishing his project. Queen Victoria built the Royal Albert Hall as a public memorial to him because she wanted the nation to remember him forever. When she opened it to the public in 1871, she was very emotional and she could not speak.

C Inside, the auditorium is decorated with gold pillars and wine-red curtains and carpets, and there is an enormous golden organ behind the stage. However, the Victorians did not know much about acoustics. The auditorium echoes, and in bad weather you can hear the rain on the glass roof.

D The auditorium can hold more than 5,000 people. It is used for many different cultural events: classical and pop concerts, opera, ballet, circus, poetry recitals, award ceremonies, and even tennis matches and boxing contests. Leading artists from all over the world have performed here, including José Carreras and Plácido Domingo, Elton John and Tina Turner, Bob Dylan, and of course the Beatles and the Rolling Stones.

E Every summer since 1941, the famous Promenade Concerts or 'Proms' have taken place at the Royal Albert Hall. The tickets are cheap so anyone can afford to go. Over 70 concerts are performed in eight weeks. A lot of seats are removed from the auditorium and 'Prommers' stand while they listen to the music. The First Night and the Last Night of the Proms are especially popular. Before these concerts, classical music enthusiasts sleep in the street outside the Royal Albert Hall, then queue all day to get a place at the front of the auditorium.

2 2.03 Read the text again and listen. Answer the questions.

1 What is the Royal Albert Hall made of?

2 Why did Queen Victoria build it?

3 When was it opened?

4 What is one problem with the Albert Hall's acoustics?

5 What is it used for? (three things)

6 What are the Proms and when do they take place?

3 Find these words in the text and match them with the definitions.

1 venue 4 Victorians
2 landmark 5 to echo
3 domed 6 to afford
a) a building that everybody recognizes
b) a place where people go for concerts or other events
c) to manage to pay for something
d) people who lived in Britain when Victoria was the queen
e) to resonate
f) rounded, hemispherical
Revision

Dictation
1 Listen and write the sentences.

1 _____________________________
2 _____________________________
3 _____________________________
4 _____________________________
5 _____________________________
6 _____________________________
7 _____________________________
8 _____________________________

Error correction
2 Correct the sentences.

This song was write by my friend. X

This song was written by my friend.

1 Do these shoes made of plastic? X

2 This album didn’t released last year. X

3 How long was you been in this band? X

4 These photos are taken last year by my sister. X

5 This music were downloaded illegally. X

6 They have formed the band last year. X

Translation
3 Translate the corrected sentences from exercise 2 into your language.

1 _____________________________
2 _____________________________
3 _____________________________
4 _____________________________
5 _____________________________
6 _____________________________

Unit grammar check
4 Read the text and circle the correct answers.

The pop artist, actress and fashion model Beyoncé Knowles (1) ... as Beyoncé. Her name (2) ... pronounced bee-yon-say. Beyoncé (3) ... famous in the 1990s when she (4) ... in the band Destiny’s Child. Then, in 2003, her solo album Dangerously in Love (5) ... released. It (6) ... one of the most successful albums of that year. It (7) ... in 2006 by the very successful album B’Day.

Knowles (8) ... in a lot of films. Her acting career (9) ... when she starred in the film Carmen: A Hip Hopera.

Beyoncé (10) ... also collected money for many children’s charities and for the victims of the Haiti earthquake.

A is usually known

B usually knows

C is known

1 is usually known

2 was

3 became

4 was singing

5 was

6 has become

7 was followed

8 was

9 has begun

10 has

is

has become

was sung

has

was becoming

has followed

has been

was beginning

was

Listen and check your answers.
The Beatles and The Rolling Stones were the two (1) more / most famous bands that came out of the sixties. The Beatles (2) have disappeared / are disappearing now. They (3) gave / have given their last real concert in 1966. But the Rolling Stones (4) are still playing / were still playing music. In fact, they have played rock 'n' roll music (5) since / for five decades now and (6) much / a lot of people think / thinks they are (8) the greater / the greatest rock 'n' roll band in the world.

When the Beatles and the Stones (9) were playing / have played music in the sixties, people were fans of one band more than the other. The Beatles (10) had / were having matching clothes and haircuts. Their beautiful songs (11) have been / were about all kinds of topics. The Stones (12) weren't / didn't as clean and polite (13) like / as the Beatles. They were tougher and (14) too / more rebellious and they only played real rock and blues.

Which band was better? People (15) are still arguing / have still argued today about that. More Beatles records (16) have bought / are bought than Stones records. But the Stones's style (17) copied / was copied by lots of later rock bands like AC/DC and Guns n Roses. Perhaps you (18) must / have to ask yourself this question: If you (19) would / could go back in time to the sixties, which band (20) would / did you prefer to see live?

### Grammar build up 1 2 3 4 5 6 7 8 9

1. Circle the correct words to complete the text.

### Listening

#### 2 Listen and circle T (true) or F (false).

1. Maddy has never been to the O2 Arena. 
   - T/F
2. The O2 Arena is in north-west London. 
   - T/F
3. It's only used for concerts. 
   - T/F
4. Concert tickets cost around £50. 
   - T/F
5. Claudia went there once on a school trip. 
   - T/F
6. She tried learning to play the guitar at the British Music Experience. 
   - T/F
7. At Dance Attic you can learn lots of different dances. 
   - T/F

#### 3 Listen and circle the correct answers.

1. The O2 Arena is ...
   - a) an ice rink
   - b) a sports stadium
   - c) a huge London venue
2. Claudia has been to ... there.
   - a) a basketball match
   - b) a Beyoncé concert
   - c) a Kylie Minogue concert
3. She would go to more events there if she ...
   - a) had the money
   - b) had the time
   - c) lived nearer
4. The British Music Experience is ...
   - a) a concert
   - b) an exhibition
   - c) a film
5. At the British Music Experience you can also ...
   - a) try on rock stars' clothes
   - b) learn old dances
   - c) go to a concert
6. Maddy doesn't like ...
   - a) going to concerts
   - b) going to exhibitions
   - c) learning from videos
Unit 1

CLIL activities: History

1 Read the text in your Student’s Book (page 15). Complete the text about the origins of the marathon.
   In (1) ________ BC there was a battle between the armies of Greece and (2) __________. The battle was in Greece in the town of (3) _________. Greece had a smaller army than Persia, but (4) __________ won the battle! A messenger called (5) __________ ran from the town of Marathon to (6) __________, to tell the people of Athens about the victory. It was a distance of (7) __________. When he reached the city the messenger said 'We have won.' and then he died.

2 Match the questions and answers about the early Olympic Games.
   1 Where were the first modern Olympic Games? □
   2 How long was the first marathon race? □
   3 Where were the Olympic Games in 1908? □
   4 Who changed the distance of the marathon race? □
   5 How long have marathon races been since the London Olympics in 1908? □

   a All marathon races have been 42.195 km since the London Olympics in 1908.
   b The organizers of the London Olympics games changed the distance of the marathon race to 42.195 km.
   c The first modern Olympic Games were in Athens in 1896.
   d The first Olympic marathon race was 40 km at the Athens Olympic Games.
   e In 1908 the Olympic Games were in London.

Unit 2

CLIL activities: Science

Match the instructions to the labels on the diagram.

a Microwaves make the water molecules vibrate
b Microwaves travel through the food
c A magnetron generates microwaves

Diagram:

1 ________
2 ________
3 ________

95
1 Read this sonnet and find words in bold which rhyme with these words.

1 day
2 temperate
3 shines
4 dimm'd
5 fade
6 owest
7 see

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest.

So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.

2 Read the text in your Student's Book (page 39) and choose the correct answers.

1 A 'sonnet' is a story / poem.
2 A 'rhyme' is when two words sound the same e.g. mat / day and may.
3 A 'quatrain' is four / six lines of poetry.
4 A 'couplet' is two / four lines of poetry where the last two words of each line rhyme.

Unit 4

CLIL activities: Geography

1 Look at the picture and complete the labels to show how a waterfall is created.

- soft rock
- river
- plunge pool
- hard rock
- waterfall

2 Match the waterfalls to the countries.

1 Niagara Falls       a New Zealand
2 Angel Falls         b Zambia
3 Victoria Falls      c Venezuela
4 Huka Falls          d Canada
Unit 5

CLIL activities: History

Read the text in your Student’s Book (page 67). Match the questions and answers.

1. Where was Edward Jenner from? □
2. How did people catch cowpox? □
3. What did Jenner use to make the first vaccination? □
4. Which disease protects you from smallpox? □
5. Who did Jenner use a sample of cowpox from? □

a. Jenner made the first vaccination using a knife.
b. He used a sample of cowpox from the dairy maid, Sarah Nelmes.
c. He was from Gloucestershire in England.
d. In the 18th century people caught cowpox from cows.
e. Cowpox protects you from smallpox.

Unit 6

CLIL activities: Science

Read the text in your Student’s Book (page 79). Are the sentences (T) true or (F) false?

1. The Sun contains 99.8% of all the material in the solar system. T/F
2. All the planets in our solar system orbit the Sun. T/F
3. It takes 365 days for Earth to orbit the Sun. T/F
4. The Earth takes one day to turn on its axis. T/F
5. The solar system formed 4.6 million years ago. T/F
6. The Earth is at the centre of our solar system. T/F

Unit 7

CLIL activities: Art

Read the text in your Student’s Book (page 95). Complete these sentences about animation with the words in the box.

quickly one moving drawings long different

1. A cartoon is a series of __________.
2. Each drawing is __________ in a very small way.
3. The drawings are shown one after the other very __________.
4. This gives the illusion that the drawing is __________.
5. You need 24 drawings to film __________ second of a film.
6. It takes a __________ time to make a full-length animated film.
CLIL activities: e-Commerce

1 Tick (√) the things you use when you shop online.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Computer" /></td>
<td><img src="image" alt="Camera" /></td>
<td><img src="image" alt="Payment" /></td>
</tr>
</tbody>
</table>

2 Are the sentences (T) true or (F) false?

1 Shopping online is easy and quick.  T / F
2 You have to shop online between 9.00am and 5.00pm.  T / F
3 You can’t pay for things online with money.  T / F
4 You can’t return goods if you don’t like them.  T / F
5 Hackers can take money from your account illegally.  T / F
6 Some shops only exist online.  T / F

CLIL activities: Music

1 Order the letters and write the names of the four groups of musical instruments. Then write the instruments from the word box in the correct column.

<table>
<thead>
<tr>
<th>drums</th>
<th>double bass</th>
<th>saxophone</th>
<th>trumpet</th>
<th>clarinet</th>
<th>trombone</th>
<th>piano</th>
</tr>
</thead>
<tbody>
<tr>
<td>sbasr</td>
<td>wdiwnodo</td>
<td>sruenpcsoi</td>
<td>tsgirn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Match the questions and answers.

1 What do you use to play a double bass?  a. The saxophone and the clarinet both have reeds in the mouthpiece.
2 Which instrument do you play with drumsticks?  b. You use a bow or your fingers to play the double bass.
3 Which two instruments have a reed in the mouthpiece?  c. The piano has black and white keys you press with your fingers.
4 What colour keys has a piano got?  d. You play the drums with your hands or drumsticks.
1 Label the picture with the words in the box. Then listen and check.

- sauna
- changing room
- football pitch
- exercise bike
- showers
- tennis court
- swimming pool
- personal trainer
- water fountain
- running machine

2 Write the words.

- A place where you swim.  **swimming pool**
- A place where you wash yourself.
- A thing that you drink from.
- A place that is very hot.
- A person who trains you.
- A place where you get changed.

3 The words in bold are incorrect. Write the correct words.

   Two teams are playing a match on the exercise **bike**.  **football pitch**
   1 I can’t stand swimming so I never go in the water **fountain**. ______
   2 My brother works in a gym as a running **machine**. ______
   3 You can’t stay in the showers for long. It’s about 85°C in there. ______
   4 How many kilometres did you cycle on the running **machine**? ______
   5 Is there a changing **room**? I’m really thirsty. ______
1 Complete the table with the words above. Then listen and check.

<table>
<thead>
<tr>
<th>head</th>
<th>eyes/face</th>
<th>ears</th>
<th>hands</th>
<th>body</th>
</tr>
</thead>
<tbody>
<tr>
<td>cap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Circle the correct words.

An artist usually wears overalls / a bulletproof vest.
1 A fireman usually wears a safety helmet / ear defenders.
2 A scientist often wears a high visibility jacket / safety glasses.
3 A security guard usually wears a bulletproof vest / face mask.
4 A doctor often wears disposable gloves / a cap.
5 A builder often wears a visor / high visibility jacket.

3 Read the definitions and write the words.

These are plastic and they come in pairs.
disposable gloves
1 This is made of paper and it covers your mouth.
   
2 This is always a bright colour like yellow or orange.
   
3 This is a hat, but it isn’t hard.
   
4 This is plastic and it covers your face.
   
5 These are plastic and they cover your eyes.
1 Label the photographs with the words in the box. Then listen and check.

cyclone  drought  avalanche
 tsunami  blizzard  wildfire
 thunderstorm  heatwave  landslide
 hailstorm

2 Circle the correct words.

There is often a drought / an avalanche in hot countries in summer.
1 It was snowing and then it became a blizzard / landslide.
2 The tsunami / wildfire started in the forest.
3 The drought / cyclone destroyed everything in its path.
4 The dark clouds were followed by a hailstorm / wildfire.
5 Thunderstorms / Blizzards often occur in very hot weather.

3 Complete the definitions with the correct words.

A tsunami is an enormous wave in the sea.
1 An __________ is when a lot of snow moves down a mountain.
2 A __________ is an extremely strong rotating wind.
3 A __________ is when it is unusually hot for several days or weeks.
4 A __________ is when there isn’t any rain for months.
5 A __________ is when a lot of earth moves down a mountain.

4 Complete these sentences for you. Try to use words from exercise 1.

1 In my country, there are sometimes __________
2 I have never seen __________
3 I am scared of __________.
1 Label the picture with the words in the box. Then listen and check.

beach towel parasol cliff deckchair
jellyfish lifeguard pebbles sand
sandcastle waves

2 Read the definitions and write the correct words.

Someone who works on the beach. lifeguard
1 A geographical feature. __________
2 Something to protect you from the sun. _________
3 A sea creature. __________
4 Something you use after swimming. _________
5 Something you build on the beach. _________

3 Choose the correct answers.

We aren't going swimming. There are jellyfish in the water.
a) towels b) jellyfish c) waves
1 The _________ says it isn't safe to swim today.
a) cliff b) lifeguard c) jellyfish
2 The _________ is so hot that you can't walk on it.
a) waves b) deckchair c) sand
3 There are _________ on that beach, but there isn't any sand.
a) jellyfish b) sand c) pebbles
4 There weren't any _________ so they sat on their beach towels.
a) deckchairs b) lifeguards c) sandcastles
5 You need good _________ to go surfing.
a) cliffs b) parasols c) waves
1 Label the photographs with the words in the box. Then listen and check.
- tip
- notes
- pay in cash
- bill
- wallet
- PIN
- coins
- pay by credit card
- purse
- cash machine

2 Circle the correct words.
1 'Waiter! Can we have the bill / tip, please?'
   'Certainly.'
2 Someone stole my dad's purse / wallet yesterday.
3 I haven't got enough notes. I'll pay by credit card / in cash.
4 You shouldn't show anyone your purse / PIN.
5 You can't get coins / notes from a cash machine.

3 Read the definitions and write the correct words.
   Men usually keep their money in this. **wallet**
   1 Women usually keep their money in this. __________
   2 You can get money from here 24 hours a day. __________
   3 You leave this if you're happy with the service in a restaurant. __________
   4 If you pay with notes and coins, you do this. __________
   5 A piece of paper that shows you how much to pay in a restaurant. __________

4 Answer the questions for you. Write in full sentences. Use words from exercise 1.
   1 Where do you keep your money?
      __________
   2 How do you usually pay in a shop?
      __________
Health problems and cures

1 Label the picture with the words in the box.
   Then listen and check.

   an aspirin  sunburn  a migraine
   after sun lotion  a plaster  a cut
   travel sickness  an insect bite
   antiseptic cream  a travel sickness pill

2 Match the treatments a–d with the health problems in exercise 1.

   antiseptic cream  
   a) a travel sickness pill  
   b) after sun lotion  
   c) a plaster  
   d) an aspirin

3 Circle the correct words.

   Turn the music down! I've got a terrible insect bite / migraine.
   1 If you spend a long time in the sun, you'll get a cut / sunburn.
   2 I take a travel sickness pill / aspirin because I always feel sick on planes.
   3 He woke up and he had four insect bites / travel sickness on his face.
   4 Take some antiseptic cream / aspirin and you'll feel better!
   5 Have you got any after sun lotion / plasters? I've got a cut on my finger.
1 Label the pictures with the words in the box. Then listen and check.

autograph  box office  film premiere
Hollywood blockbuster  multiplex cinema
popcorn  seat  soft drink  ticket  trailer

2 Complete the definitions with the correct words.

A **Hollywood blockbuster** is an American film that is extremely popular.

1 A ___________________ is a cinema that has a lot of different screens.
2 A ___________________ is an extract from a film that will be released soon.
3 The ___________________ is the place where you buy your cinema ticket from.
4 A ___________________ is the first time a film is shown in a country.
5 ___________________ is a popular snack that people eat in the cinema.

3 The words in bold are wrong. Write the correct words.

I love watching the **box offices** before the main film starts. ______ trailers

1 ‘Would you like a **seat**?’ ‘Yes, please. A lemonade.’

2 ‘Two **trailers** for Avatar, please.’ ‘That’s £11.00 please.’

3 We don’t like sitting in the film **premieres** directly below the screen.

4 The film **premier** was fantastic. I’m sure it’ll be a **soft drink**.

5 I asked a film star for his **popcorn** and he signed my t-shirt! ___________
Friendship

1 to meet a new person
2 to get on with someone
3 to arrange to meet someone
4 to become friends with someone
5 to go off someone
6 to fight with someone
7 to make up with someone
8 to finish with someone

1 Write the phrasal verbs in the correct box. Then listen and check.

<table>
<thead>
<tr>
<th>become friends with someone</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
</tr>
<tr>
<td>off</td>
</tr>
<tr>
<td>on</td>
</tr>
<tr>
<td>out</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>with</td>
</tr>
</tbody>
</table>

Have you heard? Emma is going **out** of town.
1 We're good friends. We really get **on** with each other.
2 I don't want to be Paul's friend anymore. I'm going to **finish with** him.
3 Lydia and Caroline are friends again. They made **up** with each other last night.
4 'Have you ever been **off** a fight with anyone? 'No, never!'”
5 I've gone **off** Martin. I won't be friends with him anymore.

2 Match the verbs and the definitions.

1 make friends with
2 to get to know
3 to go off
4 to make up
5 to arrange to meet someone
6 to fall out with

a) to invite someone to a place
b) to stop liking someone
c) to have an argument with
d) to learn more about a person
e) enjoy someone's company
f) to become friends again after an argument

3 Complete the sentences with the correct preposition.

```
Have you heard? Emma is going **out** of town.
1 We're good friends. We really get **on** with each other.
2 I don't want to be Paul's friend anymore. I'm going to **finish with** him.
3 Lydia and Caroline are friends again. They made **up** with each other last night.
4 'Have you ever been **off** a fight with anyone? 'No, never!'”
5 I've gone **off** Martin. I won't be friends with him anymore.
```

4 Answer the questions for you. Write in full sentences. Use phrasal verbs from exercise 1.

1 Do you sometimes fall out with your family?

2 Do you always make up with your friends after arguing?

3 Have you ever gone off someone?
1 Label the pictures with the words in the box. Then listen and check.

- boy band
- brass band
- buskers
- choir conductor
- duo
- soloist
- string quartet
- symphony orchestra
- tribute band

2 Write the correct word.

Two people who play music or sing together. **duo**

1 A group of people who sing together. **choir**

2 Someone who stands in front of an orchestra and directs it. **conductor**

3 Four people who play string instruments together. **string quartet**

4 Someone who plays a piece of music or sings alone. **soloist**

5 People who play music in the street to get money. **buskers**

3 Choose the correct word to complete the sentences.

There aren't any girls in a ... .

a) boy band b) choir c) tribute band

1 My brother plays the trumpet in a ... at school.

a) string quartet b) brass band c) choir

2 There are four sections in a ... - woodwind, brass, percussion and strings.

a) tribute band b) string quartet c) symphony orchestra

3 Jacob is the orchestra's ... He doesn't play an instrument.

a) soloist b) conductor c) duo

4 I heard some great ... in the park yesterday so I gave them €2.

a) buskers b) boy bands c) string quartet

5 The four people in that ... sound like the Beatles, but they don't look like them!

a) symphony orchestra b) tribute band c) duo
**Grammar reference**

**Present simple**
- we use the present simple for habits and routines
- we form the present simple with the base form (eg play, watch) of the verb. We add -s or -es to the verb with he, she or it
  
  *They play football.*
  
  *She plays tennis.*

- we form the negative with do not (don’t) + the verb. We use does not (doesn’t) + the verb (without -s or -es) with he, she or it
  
  *They do not (don’t) play football.*
  
  *She does not (doesn’t) play tennis.*

- we put do / does before the subject in questions. In short answers, we use do / don’t or does / doesn’t without the verb
  
  *Do you play football?*
  
  *Yes, I do. No, I don’t.*

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>0%</th>
<th>hardly ever</th>
<th>sometimes</th>
<th>often</th>
<th>usually</th>
<th>always</th>
<th>100%</th>
</tr>
</thead>
</table>

- adverbs of frequency go before the verb, but after the verb to be
  
  *I always drive a car.*
  
  *They are sometimes happy.*

**Present continuous**

<table>
<thead>
<tr>
<th>affirmative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am playing</td>
<td>'m playing</td>
</tr>
<tr>
<td>You are playing</td>
<td>'re playing</td>
</tr>
<tr>
<td>He / She / It is playing</td>
<td>'s playing</td>
</tr>
<tr>
<td>We / You / They are playing</td>
<td>'re playing</td>
</tr>
</tbody>
</table>

- we use the present continuous to describe what is happening at the moment
  
  *Karen is learning French.*

- we form the present continuous with be + verb + -ing
  
  *I am watching TV now.*

<table>
<thead>
<tr>
<th>negative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not listening</td>
<td>'m not listening</td>
</tr>
<tr>
<td>You are not listening</td>
<td>aren’t listening</td>
</tr>
<tr>
<td>He / She / It is not listening</td>
<td>isn’t listening</td>
</tr>
<tr>
<td>We / You / They are not listening</td>
<td>aren’t listening</td>
</tr>
</tbody>
</table>

- we form the negative with not
  
  *They aren’t relaxing.*

**Questions and short answers**

<table>
<thead>
<tr>
<th>Am I listening?</th>
<th>Yes, I am.</th>
<th>No, I’m not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you listening?</td>
<td>Yes, you are.</td>
<td>No, you aren’t.</td>
</tr>
<tr>
<td>Is he / she / it listening?</td>
<td>Yes, he / she / it is.</td>
<td>No, he / she / it isn’t.</td>
</tr>
<tr>
<td>Are we / you / they listening?</td>
<td>Yes, we / you / they are.</td>
<td>No, we / you / they aren’t.</td>
</tr>
</tbody>
</table>

- we form questions with be + subject + verb -ing, in short answers we use to be, not -ing
  
  *Is she playing tennis?*
  
  *Yes, she is. No, she isn’t.*

**Time expressions**

- with the present and the present continuous time expressions (eg once a week, every day, now) usually go at the end of the phrase, but they can go at the beginning
  
  *He plays tennis twice a week.*
  
  *On Mondays I do voluntary work.*
  
  *I’m watching TV at the moment.*

**Gerunds**

- we use the gerund (-ing form) after verbs for like or dislike, and after prepositions
  
  *I love playing football.*
  
  *She’s good at learning languages.*
Grammar exercises

Present simple

1 Complete the sentences with the present simple form of the verbs in brackets.
   Leo ______ (watch) the news at 10pm.
   I ______ (not eat) meat.
   My father ______ (relax) at the weekend.
   Her friend ______ (not speak) English.
   Emma ______ (do) voluntary work.

2 Write questions using the present simple.
   Sara's parents / work / in a school?
   Do Sara's parents work in a school?
   1 you and Tom / like / football?
   2 Eduardo / eat / curry?
   3 your grandparents / play / computer games?
   4 your mum / speak / French?

3 Write short answers for the questions in exercise 2.
   (√) Yes, they do.
   1 (√)
   2 (X)
   3 (X)
   4 (√)

Adverbs of frequency

4 Rewrite the sentences using the adverbs of frequency in brackets.
   You play tennis after school. (often)
   You often play tennis after school.
   1 I walk to school. (always)
   2 They go to a youth group. (on Fridays)
   3 Clara is unsociable. (sometimes)
   4 We chat online. (every day)

Present continuous and time expressions

5 Circle the correct words.
   They is / are driving to the cinema.
   1 She's / 'm listening to music now.
   2 You are / am playing an old violin.
   3 Ben am / is sleeping at the moment.
   4 It's / 'm having lunch right now.
   5 Max and I am / are doing our homework.

6 Rewrite the sentences in exercise 5 using the negative.
   They aren't driving to the cinema.
   1
   2
   3
   4
   5

7 Write the missing words.
   'Are you having a good time?'
   'Yes, I am.'
   1 'Is he watching a DVD?'
   'No, he ________ .'
   2 'Are your parents chatting?'
   'Yes, ________ are.'
   3 ' ________ Tanya swimming?'
   'Yes, she is.'
   4 'Are you enjoying the film?'
   'No, I'm ________ .'
   5 ' ________ you and Dan relaxing?'
   'Yes, we are.'

Gerunds

8 Write the gerund (-ing form) of the verbs.
   play ________
   a) make ________
   b) draw ________
   c) chat ________
   d) learn ________
   e) go ________
was / were

- was and were are the past forms of the verb to be
- we use was with I / he / she / it and were with you / we / you / they
- we form the negative with was not (wasn’t) or were not (weren’t)

He was not (wasn’t) excited.

- we put was / were before the subject in questions and in short answers we use was / wasn’t or were / weren’t

Were your parents at home yesterday?

Yes, they were. No, they weren’t.

Past simple regular and irregular verbs

affirmative

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

negative

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>did not learn (didn’t learn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

questions and short answers

Did I / you go?
Yes, I / you did.
No, I / you didn’t.

Did he / she / it go?
Yes, he / she / it did.
No, he / she / it didn’t.

Did we / you / they go?
Yes, we / you / they did.
No, we / you / they didn’t.

- we use the past simple to talk about events in the past

Spelling: past simple regular verbs

- for most verbs, add -ed in the past simple
- for verbs that end in -e, add -ed

arrive → arrived

carry → carried

- for verbs that end in consonant + vowel + consonant, double the final consonant and add -ed

travel → travelled

- see the irregular verbs list on pages 143-144

Past continuous

affirmative

<table>
<thead>
<tr>
<th>I was writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>You were writing</td>
</tr>
<tr>
<td>He / She / It was writing</td>
</tr>
<tr>
<td>We / You / They were writing</td>
</tr>
</tbody>
</table>

contraction form

<table>
<thead>
<tr>
<th>I wasn’t listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>You weren’t listening</td>
</tr>
<tr>
<td>He / She / It wasnt listening</td>
</tr>
<tr>
<td>We / You / They weren’t listening</td>
</tr>
</tbody>
</table>

questions and short answers

Was I reading?
Yes, I was.
No, I wasn’t.

Were you reading?
Yes, you were.
No, you weren’t.

Was he / she / it reading?
Yes, he / she / it was.
No, he / she / it wasn’t.

Were we / you / they reading?
Yes, we / you / they were.
No, we / you / they weren’t.

- we use was not (wasn’t) or were not (weren’t) to form the negative

They weren’t working.

questions and short answers

<table>
<thead>
<tr>
<th>Was I reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I was.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were you reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you were.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was he / she / it reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, he / she / it was.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were we / you / they reading?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, we / you / they were.</td>
</tr>
</tbody>
</table>

- we form questions with was / were + subject + -ing, in short answers we use the subject + was / wasn’t or were / weren’t
was / were

1 Complete with was / were / wasn’t or weren’t.

It ( ) _was_ my parents’ 25th wedding anniversary yesterday. My mum (1) ___________ excited; it was just another normal day. There (2) _______ many letters in the post that morning, but there (3) _______ a card from my dad. When my mum opened it, there (4) _______ two air tickets to New York in it. (5) _______ she excited then? Yes, she (6) _______. Very excited!

Past simple regular and irregular verbs

2 Are the verbs regular or irregular? Write R (regular) or I (irregular) and the past simple form of the verbs.

play R _played_
1 take ______________ 4 go __ __ __________
2 read ____________ 5 work __ __ __________
3 send __ __ __________ 6 do __ __ __________

3 Complete the sentences with the past simple verbs in exercise 2.

I _sent_ you an email at 11 o’clock last night.
1 Marc __________ a photo with his mobile phone.
2 He __________ the blog and posted a comment.
3 My mum __________ at the school.
4 I __________ my homework on my new laptop.
5 They __________ online to find a website.

4 Rewrite the sentences using the negative.

You charged your mobile phone. X

You didn’t charge your mobile phone.

1 They scanned the document. X

2 I wrote a letter to the politician. X

3 He met Elena online. X

4 The computer stored the data. X

5 Complete the past simple questions with the verbs in the box. Then write the correct short answers.

<table>
<thead>
<tr>
<th>make</th>
<th>send</th>
<th>take</th>
<th>work</th>
<th>want</th>
</tr>
</thead>
</table>
| Did he _send_ ten emails yesterday?

(x) No, he didn’t.

1 ___________ you ___________ to be an actor?
(✓) __________

2 ___________ they ___________ any good photos?
(✓) __________

3 ___________ your sister ___________ as an artist?
(✓) __________

4 ___________ you ___________ a phone call to Jo?
(✓) __________

Past continuous

6 Complete the sentences with the past continuous form of the verbs in brackets.

I _was_ _choosing_ (choose) a new book in the library yesterday morning.
1 A school boy ___________ ___________ (use) a computer near me.
2 He ___________ ___________ (not do) his homework on the computer.
3 He ___________ ___________ (play) a game.
4 A man ___________ ___________ (wait) to use it.

7 Write questions in the past continuous. Then circle the correct words in the short answers.

you / live / in Paris / last year?

 Were you living in Paris last year?

No, I _was _/wasn’t._

1 it / rain / at 6 o’clock?

Yes, he / it was.

2 Simon and Jen / work / as researchers?

Yes, they _was / were._

3 the students / download / documents?

No, they _were / weren’t._
## Grammar reference

### Past tenses
- We often use the past continuous and the past simple in the same sentence. *When she was falling, her parachute didn’t open.*
- We use the past continuous for actions in progress in the past and the past simple for events which interrupt the action in progress. *John was watching TV when Beth arrived.*
- We also use the past simple for a sequence of actions in the past. *Joan crashed and her heart stopped.*

### When and while

<table>
<thead>
<tr>
<th>When and while</th>
<th>He was running away when the bear attacked.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>While he was running away, the bear attacked.</td>
</tr>
</tbody>
</table>

- We use the past simple after *when*
- We use the past continuous after *while*

### Present and past tenses

#### Present

<table>
<thead>
<tr>
<th></th>
<th>Simple</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>walk</td>
<td>I’m walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>walks</td>
<td>You’re walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>walk</td>
<td>He / She / It’s walking</td>
</tr>
<tr>
<td>I / You</td>
<td>don’t walk</td>
<td>I’m not walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>doesn’t walk</td>
<td>You’re not walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>don’t walk</td>
<td>He / She / It’s not walking</td>
</tr>
<tr>
<td>Do</td>
<td>I / you</td>
<td>walk?</td>
</tr>
<tr>
<td>Does</td>
<td>he / she / it</td>
<td>walk?</td>
</tr>
<tr>
<td>Do</td>
<td>we / you / they</td>
<td>walk?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>walked</td>
<td>I was walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>walked</td>
<td>You were walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>walked</td>
<td>He / She / It was walking</td>
</tr>
<tr>
<td>I / You</td>
<td>didn’t walk</td>
<td>I wasn’t walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>didn’t walk</td>
<td>You weren’t walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>didn’t walk</td>
<td>He / She / It weren’t walking</td>
</tr>
<tr>
<td>?</td>
<td>I / you</td>
<td>walking?</td>
</tr>
<tr>
<td>?</td>
<td>he / she / it</td>
<td>walking?</td>
</tr>
<tr>
<td>?</td>
<td>we / you / they</td>
<td>walking?</td>
</tr>
</tbody>
</table>

- We use the present simple for habits and daily routines. *She brushes her teeth before she goes to bed.*
- We use the present continuous for an action that is happening at the moment of speaking. *What are you doing now?*

### Past

<table>
<thead>
<tr>
<th></th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>walked</td>
<td>I was walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>walked</td>
<td>You were walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>walked</td>
<td>He / She / It was walking</td>
</tr>
<tr>
<td>I / You</td>
<td>didn’t walk</td>
<td>I wasn’t walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>didn’t walk</td>
<td>You weren’t walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>didn’t walk</td>
<td>He / She / It weren’t walking</td>
</tr>
<tr>
<td>?</td>
<td>I / you</td>
<td>walking?</td>
</tr>
<tr>
<td>?</td>
<td>he / she / it</td>
<td>walking?</td>
</tr>
<tr>
<td>?</td>
<td>we / you / they</td>
<td>walking?</td>
</tr>
</tbody>
</table>

- We use the past simple for a completed action or a completed sequence of actions in the past. *Last night I had dinner, read a book and went to bed.*
- We use the past continuous for an action that was in progress in the past. *I was watching TV at 10 o’clock last night.*
Grammar exercises

Past tenses

1 Circle the correct words.

I saw the accident while I walked / was walking to school.
1 A bus was coming along the road when a dog ran / was running in front of it.
2 The driver saw / was seeing the dog and tried to avoid it.
3 While the driver tried / was trying to avoid the dog, he drove into a tree.
4 Some birds sat / were sitting in the tree and they suddenly flew away.
5 I quickly got my mobile and phoned / was phoning the emergency services.

2 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

Someone went into their room while they were sleeping (go / sleep).
1 While Lucas skied, he broke his leg (ski / break).
2 I ran home when I found a £50 note (run / find).
3 We came in (chat / come).
4 Dad took a photo of us while we dived (take / dive).
5 They had a barbecue when it started to rain (have / start).

Present and past tenses

4 Complete the sentences with the present simple or the present continuous form of the verbs in brackets.

My dad gets (get) emails every day.
1 We go out for a meal twice a week.
2 I make (make) a curry right now.
3 What do your mum do? (do)
  ‘She’s a doctor.’
4 Every night they stay up late.
5 She eats (eat) an apple now.
6 ‘Where’s Frank?’ ‘He watches (watch) a DVD.’
7 Julia has (not have) breakfast today.
8 What do you write (write) at the moment? ‘My blog.’

5 Complete the text with the correct form of the verbs in the box. Use the past simple or the past continuous.

I was doing my homework at 9 o’clock last night. I had to write a blog, but I
(1) needed (do) what to write about. Then, while I (2) was looking onto computer, I heard a noise outside.
I (3) turned off (not know) my light and looked out of the window. Three foxes (4) came in
in our garden. I (5) fed (watch) them for ten minutes and then started writing my blog!

when and while

3 Complete the sentences with when or while.

I was surprised when I heard the news.
1 They saw dolphins while they were sailing.
2 We stayed inside while it was raining.
3 While he saw the bear, he was walking in the forest.
4 The dog was running towards me while it suddenly stopped.
5 I felt bored while I was watching that TV programme.

6 Look at the list of tenses and read the sentences. Write the correct letter next to each sentence.

a) present simple
b) present continuous
c) past simple (completed action)
d) past simple (sequence of actions)
e) past continuous (action in progress)
f) past simple and past continuous

I slept badly last night.
1 We were sleeping at 11 o’clock last night.
2 Shhh! The baby’s sleeping.
3 The phone rang while I was sleeping.
4 I sleep 8 hours a night.
5 I got into bed and went to sleep.
Grammar reference

Comparative and superlative adjectives

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big old large</td>
<td>bigger than older than larger than</td>
<td>the biggest the oldest the largest</td>
</tr>
<tr>
<td>2 syllables ending -y</td>
<td>lovelier than</td>
<td>the loveliest</td>
</tr>
<tr>
<td>famous</td>
<td>more famous than</td>
<td>the most famous</td>
</tr>
<tr>
<td>irregular</td>
<td>better than worse than further than</td>
<td>the best the worst the furthest</td>
</tr>
</tbody>
</table>

- we use comparative adjectives to compare two things, people or places
  
  *Paris is bigger than Malaga.*

- we form comparatives by adding -er to adjectives with one syllable or adjectives with two syllables ending in -y
  
  *John is older than Deborah.*
  
  *She is happier than him.*

- for adjectives with more than one syllable, we use more + adjective
  
  *New York is more famous than Bristol.*

- we use than after comparative adjectives
  
  *The caves at Lascaux are older than Paris.*
  
  *St Petersburg is more beautiful than Moscow.*

- we use superlative adjectives to compare three or more things, people or places
  
  *The Taj Mahal is the loveliest palace in the world.*

- we form superlatives by adding -est to adjectives with only one syllable and adjectives with two syllables ending in -y
  
  *I am the youngest person in my class.*

- for adjectives with more than one syllable, we use most + adjective
  
  *The Alhambra is the most beautiful building in Spain.*

- we use the before superlative adjectives
  
  *What is the most interesting place you know?*

- *good, bad and far* are irregular adjectives and they have a different comparative and superlative form
  
  *Toy Story 3 is better than ‘Shrek 3’.*
  
  *New York is the best city in the world.*

(not) as ... as

- we use as + adjective + as to show that two things are similar
  
  *New York is as famous as London.*

- we use not as + adjective + as to show that two things are different
  
  *The Taj Mahal is not as old as the Great Pyramid.*

too, enough and not enough

- we use too + adjective to say that something is excessive
  
  *We were too tired to visit the caves.*

- we use adjective + enough to say that something is sufficient
  
  *The car was big enough for us all.*

- we use not + adjective + enough to say that something is insufficient
  
  *The holiday wasn’t exciting enough for me.*
Unit 4

Grammar exercises

Comparative and superlative adjectives

1. Complete the word sets with the correct words.
   adjective: ________
   comparative: ________ than
   superlative: the ________
   1 adjective: ________
   comparative: ________ than
   superlative: the ________
   2 adjective: ________
   comparative: ________ than
   superlative: ________
   3 adjective: ________
   comparative: ________ than
   superlative: ________

2. Complete the sentences with the comparative or superlative form of the adjectives in brackets.
   I think history is ________ than geography. (interesting)
   1 Paul and Robert are ________ people in our class. (noisy)
   2 I’m ________ at football than you. (bad)
   3 Climbing up a mountain is ________ than walking down a mountain. (tiring)
   4 They live in ________ house in the village. (large)

3. Correct the sentences.
   My mum’s older that my dad. X
   My mum’s ________ than my dad.
   1 I’m bigger than you. X
   2 It’s the excitement ________ city in the world. X
   3 Is David most famous than Victoria? X
   4 You’re happyer than me. X

4. Write sentences comparing the hotels in the table. Use the prompts and (not) as ... as

<table>
<thead>
<tr>
<th>Hotel</th>
<th>The Vista</th>
<th>The Court</th>
<th>The Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>luxury</td>
<td>3***</td>
<td>4****</td>
<td>5****</td>
</tr>
<tr>
<td>size</td>
<td>42 rooms</td>
<td>42 rooms</td>
<td>75 rooms</td>
</tr>
<tr>
<td>€ (night)</td>
<td>£120</td>
<td>£200</td>
<td>£175</td>
</tr>
<tr>
<td>from sea</td>
<td>500m</td>
<td>250m</td>
<td>100m</td>
</tr>
</tbody>
</table>

(The Court / The Beach – luxurious)
The Court is as luxurious as The Beach.

1 (The Vista / The Court – luxurious)

2 (The Vista and The Court / The Beach – large)

3 (The Beach / The Court – expensive)

4 (The Vista / The Beach – close to the sea)

too, enough and not enough

5. Rewrite the sentences so they have the same meaning. Use too, enough or not enough and the adjectives in brackets.

   This town is too small.
   (big) This town isn’t big enough.
   1 These exercises aren’t easy enough.
   (difficult) ________
   2 The Formula 1 car isn’t fast enough.
   (slow) ________
   3 Ted is the right height to join the army.
   (tall) ________
   4 It wasn’t the right temperature to snow.
   (cold) ________
Present perfect

<table>
<thead>
<tr>
<th>affirmative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You have been</td>
<td>'ve been</td>
</tr>
<tr>
<td>He / She / It has been</td>
<td>'s been</td>
</tr>
<tr>
<td>We / You / They have been</td>
<td>'ve been</td>
</tr>
</tbody>
</table>

- we use the present perfect to talk about experiences or actions in the past when we don’t mention (or we don’t know) the exact time
  - He has bought a raffle ticket.
- we form the affirmative of the present perfect with have / has + the past participle of the verb
  - My dad has built a swimming pool.

<table>
<thead>
<tr>
<th>negative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You have not done</td>
<td>haven’t done</td>
</tr>
<tr>
<td>He / She / It has not done</td>
<td>hasn’t done</td>
</tr>
<tr>
<td>We / You / They have not done</td>
<td>haven’t done</td>
</tr>
</tbody>
</table>

- we form the negative with haven’t / hasn’t + the past participle of the verb
  - We haven’t collected any money for an animal charity.

For and since

- we use How long with present perfect questions to ask about the duration of an activity or situation
  - How long has she been a doctor?
- we use for with durations of time
  - She’s been a doctor for more than a year.
- we use since with starting points in time (when the activity commenced)
  - She’s been a doctor since August 2009.

<table>
<thead>
<tr>
<th>for</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td>ten minutes</td>
<td>2010</td>
</tr>
<tr>
<td>two hours</td>
<td>2pm</td>
</tr>
<tr>
<td>four days</td>
<td>April</td>
</tr>
<tr>
<td>three weeks</td>
<td>this morning</td>
</tr>
<tr>
<td>a month</td>
<td>I was born</td>
</tr>
<tr>
<td>a year</td>
<td>Saturday</td>
</tr>
<tr>
<td>a long time</td>
<td>last night</td>
</tr>
</tbody>
</table>

Questions and short answers

<table>
<thead>
<tr>
<th>Have I / you (ever) seen ...?</th>
<th>Yes, I / you have.</th>
<th>No, I / you haven’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has he / she / it (ever) seen ...?</td>
<td>Yes, he / she / it has.</td>
<td>No, he / she / it hasn’t.</td>
</tr>
<tr>
<td>Have we / you / they (ever) seen ...?</td>
<td>Yes, we / you / they have.</td>
<td>No, we / you / they haven’t.</td>
</tr>
</tbody>
</table>

- we form questions with have / has + subject + past participle
  - What have you done?
- we often use ever with the present perfect to ask questions about experiences in the past
  - Have you ever sold raffle tickets for charity?
- we use present perfect + never to talk about experiences we haven’t had
  - I’ve never been to Rome.
- for regular verbs, the past participle is the same as the past simple
- use the irregular verb list on pages 143–144 to learn irregular past participles
Grammar exercises

Present perfect

1 Write the past participles of these irregular verbs.
   do __________
   make __________
   have __________
   see __________
   build __________
   buy __________

2 Complete the sentences with have or has and a past participle from exercise 1.
   They __________ a new library.
   1 I __________ a mistake.
   2 Gemma __________ a new bag.
   3 The students __________ voluntary work.
   4 We __________ a good time today.
   5 My brother __________ the Tower of London

3 Rewrite the sentences in exercise 2 using the negative.
   They haven't built a new library.
   1 __________
   2 __________
   3 __________
   4 __________
   5 __________

4 Write questions in the present perfect.
   you / ever / meet / a scientist?
   Have you ever met a scientist?
   your parents / sell / their house?
   2 Miss Martinez / give / you any homework?
   3 you / ever / eat / shark?
   4 Charlie / wash / his dad's car?

5 Write short answers for the questions in exercise 4.
   (X) No, I haven't.
   1 (✓) __________
   2 (X) __________
   3 (X) __________
   4 (✓) __________

for and since

6 Complete the table with the time expressions in the box.

<table>
<thead>
<tr>
<th>last year</th>
<th>a year ago</th>
<th>eight months</th>
<th>the beginning of the century</th>
<th>a few minutes</th>
<th>9 o'clock</th>
<th>February</th>
<th>a long time</th>
<th>hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>for</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
</tbody>
</table>

7 Complete the sentences with for or since.
   My mum hasn't worked __________ ten years.
   1 ‘How long has there been a cathedral here?’
      ‘_________ more than five centuries.’
   2 We've known each other __________ Christmas.
   3 Henry has wanted to be an actor __________ he was young.
   4 They haven't seen Katy __________ two weeks.
   5 ‘How long have you had a headache?’
      ‘_________ I got up this morning.’
Present perfect and past simple

- we use the present perfect to talk about continuing situations when the time period is not finished
  *He has had that mp3 player for six months.*
- we also use the present perfect for things that have happened once or a number of times in a certain time period
  *I've been to the gym twice this week.*
- we use the present perfect to talk about experiences in the past when we don't know or don't mention the exact time
  *They have been to the USA.*
- we never use the present perfect for something that happened at a specific time in the past, we use the past simple in this case
  *We went to the cinema last Saturday.*
- we use the past simple to talk about completed actions at a definite time in the past
  *They went to the USA in 2009.*
- we use the present perfect to ask questions about experiences in the past
  *Have you ever been to the USA?*
- we use past simple questions to ask for more information about the experience
  *When did you go to the USA?*

<table>
<thead>
<tr>
<th>present perfect</th>
<th>past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>this week</td>
<td>yesterday</td>
</tr>
<tr>
<td>in the last week</td>
<td>last year</td>
</tr>
<tr>
<td>never</td>
<td>when I was young</td>
</tr>
<tr>
<td>recently</td>
<td>in 2009</td>
</tr>
</tbody>
</table>

Quantity

- we use *some, any, a lot of, a few, a little, much and many* to talk about quantities of things
  *They eat a lot of fruit and vegetables.*
- we use *a lot of* with plural countable nouns and uncountable nouns to talk about a large quantity
  *All students will need to bring some warm clothes.*
- we use *a few* in affirmative sentences with plural countable nouns to talk about a small quantity
  *Please pack a few extra socks as the camp is cold at night.*
- we use *a little* in affirmative sentences with uncountable nouns to talk about a small quantity
  *You can bring a little money.*
- we use *many* in negative sentences with plural countable nouns to talk about a small quantity
  *I don't have many friends.*
- we use *much* in negative sentences with uncountable nouns to talk about a small quantity
  *She doesn't have much time.*
- we use *any* in negative sentences with plural countable nouns and uncountable nouns to talk about zero quantity
  *Students don't need to bring any food.*
- we use *How many ...?* with plural countable nouns and *How much ...?* with uncountable nouns to ask questions about quantity
  *How many friends have you got? How much fruit have you eaten today?*
Present perfect and past simple

1 Circle the correct words.

My parents love having adventures, so every year we go travelling. We (ve seen) / saw some amazing places so far. We (1) ‘ve been / went to Africa, Australia and South America, and last summer we (2) ‘ve stayed / stayed in the Arctic for three weeks! We (3) haven’t stayed / didn’t stay in a hotel; we went camping! Over the last five years, we (4) ‘ve met / met some really interesting people and my mum (5) has bought / bought some unusual souvenirs!

2 Complete the sentences with the present perfect or the past simple form of the verbs in brackets.

We __bought___ (buy) a guidebook when we were in the museum.
1 That man ___________ (get) on the train ten minutes ago.
2 We _______________ (be) on the coach for six hours now.
3 ‘How ___________ you _______________ (feel) when you were at the top of the mountain?’ ‘Exhausted!’
4 James _______________ (work) in Australia since 2010.
5 I _______________ (not travel) much.

3 Complete the dialogue with the present perfect or the past simple form of the verbs in brackets.

A __________ you ever __________ seen (see) one of the natural wonders of the world?
B Yes, I have. I (1) ___________ (visit) the Grand Canyon in the USA.
A Really? When (2) ___________ you ___________. (go) there?
B I (3) ___________ (go) last year when I was visiting my aunt and uncle in Las Vegas. They (4) ___________ (live) there for two years.
A What was it like?
B It was amazing. It’s the best experience I (5) ___________ ever ___________ (have). I (6) ___________ (take) hundreds of photos when I was there!

Quantity

4 Complete the sentences with some, any, much or many.

How _____many_____ different countries have you been to?
1 He didn’t send ________ postcards from New York – not one!
2 I’ve got ________ amazing photos from my trip.
3 We didn’t buy ________ souvenirs – just one or two.
4 How ________ food have you got in the suitcase?
5 They haven’t got ________ money – only a few euros each.
6 ‘Are there ________ seats near the window?’ ‘Yes, there are two.’

5 Complete the pairs of sentences with the correct words.

much / many
There isn’t ________ much ________ to do in the evenings.
1 There aren’t ________ things to do in the town.
   a few / a little
2 I’ve got ________ money.
3 I’ve got ________ £10 notes in my purse.
   a lot of / many
4 There aren’t ________ new teachers at the school.
5 There are ________ new students.

6 Correct the sentences.

How much people go there every year? X
How many people go there every year?
1 She drinks a few water every 30 minutes. X
   ___________________________________________________________________
2 I’ve got a lot friends in the USA. X
   ___________________________________________________________________
3 It’s empty – there aren’t some books in it. X
   ___________________________________________________________________
4 There’s a little food, but not many. X
Grammar reference

**will**

<table>
<thead>
<tr>
<th>affirmative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / He / She / It</td>
<td>will go</td>
</tr>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / He / She / It</td>
<td>will not go</td>
</tr>
<tr>
<td>We / You / They</td>
<td>(won’t)</td>
</tr>
</tbody>
</table>

**questions and short answers**

Will I / you / he / she / it / we / you / they go?
Yes, he will. No, he won't.

- we use will / won’t + the infinitive without to to make predictions for the future
  *I think that film will win a lot of awards.*

- we can use *definitely* when we are certain about something in the future and *probably* when we think something is likely
  *That film definitely won’t win any awards!*
  *Most films will probably be in 3D in future.*

**be going to**

<table>
<thead>
<tr>
<th>affirmative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to make</td>
<td>'m going to make</td>
</tr>
<tr>
<td>You are going to make</td>
<td>'re going to make</td>
</tr>
<tr>
<td>He / She / It is going to make</td>
<td>'s going to make</td>
</tr>
<tr>
<td>We / You / They are going to make</td>
<td>'re going to make</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not going to win</td>
<td>'m not going to win</td>
</tr>
<tr>
<td>You are not going to win</td>
<td>aren't going to win</td>
</tr>
<tr>
<td>He / She / It is not going to win</td>
<td>isn't going to win</td>
</tr>
<tr>
<td>We / You / They are not going to win</td>
<td>aren't going to win</td>
</tr>
</tbody>
</table>

**questions and short answers**

<table>
<thead>
<tr>
<th>Am I going to go?</th>
<th>Yes, I am.</th>
<th>No, I’m not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you going to go?</td>
<td>Yes, you are.</td>
<td>No, you aren’t.</td>
</tr>
<tr>
<td>Is he / she / it going to go?</td>
<td>Yes, he / she / it is.</td>
<td>No, he / she / it isn’t.</td>
</tr>
<tr>
<td>Are we / you / they going to go?</td>
<td>Yes, we / you / they are.</td>
<td>No, we / you / they aren’t.</td>
</tr>
</tbody>
</table>

- we use *be going to* to talk about future intentions
- we also use *be going to* when there is evidence in the present that something is very likely to happen
- we form sentences with *be + (not) + going to + infinitive without to* 
  *They aren’t going to watch a film.*

**Present continuous for future**

- we use the present continuous to talk about fixed plans and arrangements in the future
  *I’m meeting my friends on Saturday.*
- see page 106 for how to form the present continuous

**First conditional**

<table>
<thead>
<tr>
<th>situation</th>
<th>consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I don’t win,</td>
<td>I won’t give up.</td>
</tr>
</tbody>
</table>

**consequence**

<table>
<thead>
<tr>
<th>situation</th>
<th>We'll win some money</th>
</tr>
</thead>
<tbody>
<tr>
<td>if our predictions are correct.</td>
<td></td>
</tr>
</tbody>
</table>

- we use the first conditional to talk about possible situations and their consequences
- to form first conditional sentences we use *if + subject + present simple (for the situation), subject + will / won’t + infinitive without to (for the consequence)*
- if the situation comes first, we need a comma
  *If the weather is good, I’ll go to the beach.*
- we don’t put a comma if the consequence comes first
  *She’ll get wet if she doesn’t take an umbrella.*
Unit 7

Grammar exercises

**will**

1 Write predictions for the future with will or won’t. Include the words in brackets.
   - people / live / on the moon (probably)
     - People will probably live on the moon.
   - my brother / be / a film star (definitely)
   - 2 that film / not win / an award (definitely)
   - 3 schoolchildren / not use / books (probably)

2 Write questions with will. Then write true short answers.
   - (your dad) be Prime Minister
   - (you and your friends) make a charity CD
   - (you) go out for a meal on Saturday
   - (your school) be open tomorrow
   - Will your dad be Prime Minister?
     No, he won’t.
   - 1
   - 2
   - 3
   - 4

**be going to**

3 Complete the sentences with the correct form of be going to and the verbs in brackets.
   - They’re going to build a new cinema. (build)
   - 1 I ________________ any more DVDs. (not buy)
   - 2 Look out! Your book ___________________ on the floor. (fall)
   - 3 ______________ Sara ___________________ as a stuntwoman? (work)
   - 4 Matt ___________________ maths at university. (not study)

**Present continuous for future**

4 Look at Kate’s diary and complete the sentences about her weekend. Use the present continuous.

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 am</td>
<td>11 am</td>
</tr>
<tr>
<td>play tennis with Dan</td>
<td>Grandma &amp; Grandpa come</td>
</tr>
<tr>
<td>2 pm</td>
<td>3 pm</td>
</tr>
<tr>
<td>meet friends in town</td>
<td>do a sponsored swim</td>
</tr>
<tr>
<td>7 pm</td>
<td>6 pm</td>
</tr>
<tr>
<td>go out for a pizza with Emma</td>
<td>watch a DVD at Joe’s house</td>
</tr>
</tbody>
</table>

Kate’s got a lot of arrangements this weekend. She’s **playing tennis with Dan** at 10 o’clock on Saturday. In the afternoon, she (1) ___________________.

Then, in the evening, Emma and Kate (2) ___________________.

On Sunday morning, Kate’s grandparents (3) ___________________.

Kate (4) ___________________ at 3 o’clock that afternoon, and then at 6 o’clock she (5) ___________________ at Joe’s house.

**First conditional**

5 Circle the correct words.

I am **/’ll be** surprised if you **enjoy**. I’ll enjoy that film.

1 If Helen comes / will come, there aren’t / won’t be enough seats.
2 If they work / ‘ll work hard, they pass / ‘ll pass their exams.
3 We have / ‘ll have a barbecue if it doesn’t rain / won’t rain.
4 If I go / ‘ll go to London, I send / ‘ll send you a postcard.
**Grammar reference**

**Obligation**

**affirmative**

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>must stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td>have to stop</td>
</tr>
</tbody>
</table>

- we use *must* and *have to* to show obligation
- in questions about obligation we only use *have to*

*Do I have to do my homework?*

**No obligation**

**negative**

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>don't have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>He / She / It does not have to</td>
<td>doesn't have to</td>
</tr>
<tr>
<td>We / You / They do not have to</td>
<td>don't have to</td>
</tr>
</tbody>
</table>

- we use *don't have to* to show there is no obligation or that something isn't necessary
  *She doesn't have to prepare dinner tonight.*

**Prohibition**

**negative**

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>must not stop (mustn't stop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

- we use *mustn't* to show prohibition. It does not mean the same as *don't have to*
  *You mustn't be late for school.*

**Questions**

**questions and short answers**

<table>
<thead>
<tr>
<th>Do I / you have to arrive early?</th>
<th>No, I don't.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do.</td>
<td></td>
</tr>
<tr>
<td>Does he / she / it have to arrive early?</td>
<td>No, he / she / it doesn't.</td>
</tr>
<tr>
<td>Yes, he / she / it does.</td>
<td></td>
</tr>
<tr>
<td>Do we / you / they have to arrive early?</td>
<td>No, we / you / they don't.</td>
</tr>
<tr>
<td>Yes, we / you / they do.</td>
<td></td>
</tr>
</tbody>
</table>

**Advice**

**affirmative**

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>should come</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

**negative**

<table>
<thead>
<tr>
<th>I / You / He / She / It</th>
<th>should not come (shouldn't come)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We / You / They</td>
<td></td>
</tr>
</tbody>
</table>

**questions and short answers**

Should I / you / he / she / it / we / you / they invite Bob?
Yes, I / you / he / she / it / we / you / they should.
No, I / you / he / she / it / we / you / they shouldn't.

- we use *should / shouldn't* to give advice
  *You should eat more fruit.*

**Second conditional**

**situation**

<table>
<thead>
<tr>
<th>If I bought her a present,</th>
</tr>
</thead>
<tbody>
<tr>
<td>she would be happy.</td>
</tr>
</tbody>
</table>

**consequence**

<table>
<thead>
<tr>
<th>She would buy some shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>if she had some money.</td>
</tr>
</tbody>
</table>

- we use the second conditional to talk about events in the present and future that are unlikely to happen
- to form second conditional sentences we use *if + subject + past simple* (for the situation), *subject + would / wouldn't + infinitive without to* (for the consequence)
- when the situation comes first, we use a comma
  *If I was famous, I'd buy a big house.*
- we don't use a comma if the consequence comes first.
  *Len would be sad if I didn't tell the truth.*
- we form questions with (question word) + *would + subject + infinitive without to + *if + subject + past simple

*What would you do if you had an argument with your best friend?*
Grammar exercises

Obligation

1 Read the sentences and tick the correct meaning.

Lessons must start at 9 o'clock.

a) obligation ✓

b) no obligation □

1 We have to stand up when the teacher arrives.

a) obligation □

b) no obligation □

2 Do you have to wear school uniform?

a) obligation □

b) no obligation □

3 Students don't have to have lunch in school.

a) obligation □

b) no obligation □

4 Sara doesn't have to walk to school.

a) obligation □

b) no obligation □

5 My brother must wear glasses in class.

a) obligation □

b) no obligation □

2 Circle the correct words.

I'm exhausted. I must / don't have to go to bed.

1 We haven't got much time. We must / don't have
to hurry.

2 The guidebook isn't free. You have to / don't have
to pay for it.

3 He can bring a present, but he doesn't / don't have
to.

4 They haven't got any plans for tomorrow so they
must / don't have to get up early.

5 'Must we / Do we have to take off our shoes?'

'No, we don't.'

Prohibition

3 Complete the sentences with mustn't and the verbs in the box.

forget interrupt play point tell

'Have you seen that tall man over there?' 'Anna,
you mustn't point at him. It's rude!'

1 It's Patrick's birthday next week. We

__________ to send him a card.

2 Jack is only six so he

__________ that video game. It's too violent.

3 'I didn't break the window.' 'Alice, I know you

broke it. You

__________ lies.'

4 'Mum! Mum!' 'Sssh! I'm on the phone and it's

important. You

__________ me.'

Advice

4 Read the advice about going to the cinema.

Complete the sentences with should or shouldn't and
the verbs in the box.

<table>
<thead>
<tr>
<th>eat</th>
<th>talk</th>
<th>arrive</th>
<th>switch off</th>
<th>put</th>
</tr>
</thead>
</table>

You

should arrive

ten minutes before

the film starts. It's annoying when people are late.

1 You

__________ your mobile phone, or it'll annoy people.

2 You

__________ food quietly.

3 You

__________ loudly to your

friends during the film.

4 You

__________ your feet on the

seat in front of you.

Second conditional

5 Circle the correct words.

If I didn't / wouldn't work hard, I didn't / wouldn't

pass my exams.

1 If he played / 'd play a musical instrument, he

chose / 'd choose the saxophone.

2 Where did / would you live if you moved / 'd move
to another country?

3 My parents were / would be delighted if I went /

'd go to university.

4 If you had / 'd have £10,000, what did / would you

spend it on?

6 Complete the first half of the sentences with the past
simple or would / wouldn't + infinitive. Then match
the sentence halves.

1 I'd be _______ extremely rich.

2 What ________ you ________ (say).

3 If we _________ (have) an argument,

4 If I ________ (not know) where I was,

5 My parents _________ (complain)

a) if someone jumped the queue you were in?

b) if they didn't like the food in a restaurant.

c) we wouldn't be happy.

d) if I won the lottery.

e) I'd ask for directions.
# Grammar reference

## The passive: present simple

<table>
<thead>
<tr>
<th>affirmative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am invited</td>
<td>'m invited</td>
</tr>
<tr>
<td>You are invited</td>
<td>'re invited</td>
</tr>
<tr>
<td>He / She / It is invited</td>
<td>'s invited</td>
</tr>
<tr>
<td>We / You / They are invited</td>
<td>'re invited</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative</th>
<th>contracted form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not paid</td>
<td>'m not paid</td>
</tr>
<tr>
<td>You are not paid</td>
<td>aren't paid</td>
</tr>
<tr>
<td>He / She / It is not paid</td>
<td>isn't paid</td>
</tr>
<tr>
<td>We / You / They are not paid</td>
<td>aren't paid</td>
</tr>
</tbody>
</table>

### Questions and short answers

- **Am I invited?**  
  Yes, I am.  
  **No, I'm not.**

- **Are you invited?**  
  Yes, you are.  
  **No, you aren't.**

- **Is he / she / it invited?**  
  Yes, he / she / it is.  
  **No, he / she / it isn't.**

- **Are we / you / they invited?**  
  Yes, we / you / they are.  
  **No, we / you / they aren't.**

- The present simple passive is formed with the present of *be* + the past participle of the verb.
- For past participles of irregular verbs, see the irregular verb list on pages 143–144.

## The passive: past simple

<table>
<thead>
<tr>
<th>affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was invited</td>
</tr>
<tr>
<td>You were invited</td>
</tr>
<tr>
<td>He / She / It was invited</td>
</tr>
<tr>
<td>We / You / They were invited</td>
</tr>
</tbody>
</table>

### Negative forms

- **Was I invited?**  
  Yes, I was.  
  **No, I wasn't.**

- **Were you invited?**  
  Yes, you were.  
  **No, you weren't.**

- **Was he / she / it invited?**  
  Yes, he / she / it was.  
  **No, he / she / it wasn't.**

- **Were we / you / they invited?**  
  Yes, we / you / they were.  
  **No, we / you / they weren't.**

### Active and passive

- Active sentences start with the subject; the subject is the person or thing that does the action.  
  **The Beatles wrote the song.**

- We use the passive when the action of a sentence is important, not the person who does it.  
  **Active:** They make CDs from plastic.  
  **Passive:** CDs are made from plastic.

- We also use the passive when we do not know who does the action.  
  **Active:** Somebody writes the lyrics.  
  **Passive:** The lyrics are written.

- We use the passive in writing more than in speaking.  
  We often use the passive in writing to describe a process.  
  **Active:** The song is recorded.  
  **Passive:** The song is recorded.

- We use by in passive sentences if we want to talk about who or what does an action.  
  **Active:** Millions of people use YouTube.  
  **Passive:** YouTube is used by millions of people.
The passive: present simple

1. Complete the sentences with the present simple passive form of the verbs in brackets.

   That hall **is used** (use) for concerts.
   1. Records **are sold** (not sold) here any more.
   2. Music **is downloaded** (download) from the internet.
   3. Chinese **is not spoken** (not speak) on the CD.
   4. Two thousand songs **are stored** (store) on my mp3 player.

2. Write questions in the present simple passive. Then write the correct short answer.

   **his blog / read / by thousands?**
   *Is his blog read by thousands?*
   **(✓) Yes, it is.**

   1. the song lyrics / write / in Spanish?
   2. saxophones / play / on the soundtrack?
   3. CDs / produce / in that building?

   **The passive: past simple**

3. Complete the text with the past simple passive form of the verbs in brackets.

   Abbey Road studios are in a house that **was built** (build) in London in 1813. The building **was bought** (buy) by a record company in 1931, and the rooms **were converted** (convert) into recording studios. At first, pop music **was not recorded** (not record) there. It was classical music. However, in 1958, the first rock ‘n’ roll single outside the USA **was made** (make) there. It was called *Move It*. It **was not sung** (not sing) by the *Beatles*. It was by Cliff Richard and the *Drifters*, who later became the *Shadows*.

4. Write questions using the past simple passive.

   **when / 1, Abbey Road / build?**
   *When was 1, Abbey Road built?*
   **1**

   2. what kind of music / play / there / at first?
   **3**

   3. other kinds of music / record / there / later?
   **4**

   4. who / *Move It* / sing / by?
   **5**

   **5. Read the text in exercise 3 again and answer the questions in exercise 4.**

   *It was built in 1813.*

   1.
   2.
   3.
   4.
   5.

Active and passive

6. Rewrite the sentences using the correct active or passive form. Use *by* when necessary.

   A teenager designed the cover. The cover **was designed by a teenager**.

   1. Tickets to the music festival are sold online. They **are sold by the ticket company**.
   2. Millions of people watch the concert. The concert **is watched by millions of people**.
   3. The band’s first album was released last year. The band **released the band’s first album**.
   4. They still record albums at Abbey Road. Albums **are recorded at Abbey Road by the band**.
Unit 1  Speaking

Making suggestions

1. Complete the dialogue with the words in the box.

boring  let's  playing want  idea  get

A Do you fancy  playing  this computer game?
B No, that's (1) _________.
A Do you (2) ________ to watch a DVD instead?
B OK, good (3) _________. There's a new film out.
A Great, (4) ________ go to the DVD shop and get it.
B Let's (5) ________ some sweets, too.

2. Listen and check.

3. Circle the correct words.

Hi John, how are you?
That sounds great. (2) Fancy / Let's go out for a meal on Friday night.
Do you (3) want / fancy going to that new restaurant in town?
OK. Do you (6) want / wanting to invite Tom and Sarah, too?
Yeah, (7) good idea / that's boring. I'll phone them.
Thanks. (8) I'll see / I see you on Friday at 7pm.
I'm OK, thanks. Do you want to (1) meet up / go this weekend?
OK, cool.
(4) Maybe / No, that looks really expensive. Let's go to Danilo's and have a pizza (5) idea / instead.

6. You and your friend are making plans for Saturday. Write a dialogue similar to the one in exercise 3.

You  What shall we do on Saturday?
Friend  __________ library?
You  No, _________.
Friend  Let's _________.
You  OK, _________.
Friend  Louise?
You  __________
Friend  OK. What time _________.
You  ________ o'clock? I'll meet you _________.
Friend  Bye.

4. Listen and check.

5. Listen again and repeat the dialogue.
Requests and offers

1 Circle the correct words.

Assistant Can I help **you** / it?
Customer (1) Yes, I look / 'm looking for a new printer.
Assistant (2) This one's / was on special offer. It's only £50.
Customer (3) Has it got / Has it a scanner?
Assistant (4) No, but that / it one's got a good scanner.
Customer (5) How many /much is that one?
Assistant (6) It's / Is £70.
Customer (7) OK, I take / 'll take that one, please.
Assistant (8) It's / That's £70 then, please.
Customer (9) Here you are / are you.

2 Listen and check.

3 Complete the dialogue with the words in the box.

<table>
<thead>
<tr>
<th>you are</th>
<th>good graphics</th>
<th>that one</th>
</tr>
</thead>
<tbody>
<tr>
<td>video-game</td>
<td>That's £29</td>
<td>new one</td>
</tr>
</tbody>
</table>

Can I help you?

Yes, I'm looking for a good **video game**.

That's expensive! What about (2) ________?

Has it got (4) ________?

OK, I'll take that one.

Here (6) ________.

(5) ________ then, please.

4 Listen and check.

5 Listen again and repeat the dialogue.

6 You want to buy a new mp3 player. Write a similar dialogue to the one in exercise 3.

Assistant Hello, how can I help you?
You I ___________ mp3 player.
Assistant This one ___________?
You Has it got ___________?
Assistant ___________
You OK. How ___________
Assistant It's £_______
You Great, ___________
Assistant That's £_______
You Bye.
**Unit 3**

**Speaking**

**Telling anecdotes**

1. Complete the anecdote with the phrases in the box.

   - In fact, I’m always forgetting things.
   - For one thing, my mum can contact me.
   - Like the time my brother was driving me.
   - As you can imagine, I was relieved.
   - Thanks to my phone, we found.

   I always make sure I’ve got my mobile phone with me. **For one thing, my mum can contact me** at all times. That’s very useful, as I discovered two weeks ago when I was walking to school. I was feeling nervous because I was playing the violin in a concert that afternoon. Then my mum phoned to tell me that my violin was in my bedroom. (1) ________________ to find out then and *not* in the afternoon. You can’t play in a concert without your instrument! (2) ________________ , so my phone is incredibly useful. My phone’s also great for navigating – (3) ________________ to a party at someone’s house. We were completely lost until I used the satellite navigation system on my phone. (4) ________________ the house! One thing’s for sure, I must never forget my phone!

2. Listen and check.

3. Number the paragraphs in the correct order.

   - **[**
     As you can imagine, we didn’t know what to do. My sister phoned the owner in Malaga and explained the problem in Spanish. Then the owner sent an electrician to sort out the problem. Thanks to my sister we had electricity and water again, and a fantastic holiday!
   
   - **[**
     She’s also good in restaurants – like the time we were staying in Llafranc and we went out for a meal. We didn’t understand the menu so Julia chatted to the waiter and he explained what was in the dishes. In fact, he brought some of the food to the table to show us!
   
   - **[**
     My sister Julia is a great person to go on holiday to Spain with. For one thing, she’s learning Spanish at school. She’s really good at it and she can ask for directions to beaches or places of interest.
   
   - **[**
     But the time when Julia was most useful was when we rented a house in Ronda two years ago. There was a storm on our first night and in the morning we didn’t have any electricity or water.
   
4. Listen and check.

5. Listen again and repeat.

6. Imagine you lost your mobile phone last week. Tell your friend what happened.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Unit 4 Speaking

Describing a place

1 Order the words to make questions.
   A 's / What / like / Edinburgh?
   What's Edinburgh like?
   B It's a beautiful city.

1 A there / do / there / is / What / to?
   B Well, you can explore the old town and visit the castle.

2 A the / What / old town / 's / like?
   B Really interesting! We went on a ghost tour there.

3 A fun / it / Was?
   B Yeah, we had a great time!

4 A What / weather / like / the / was?
   B It was warm and sunny.

2 Listen and check.

3 Complete the dialogue with the words in the box.

really What was like What's can Sounds

What's York like?
It's great.

(1) __________ is there to do there?

Well, you (2) __________ visit a museum called the Jorvik Centre.

What's the museum (3) __________?

It's (4) __________ interesting. It's all about York in Viking times.

Viking times? (5) __________ boring!

Was it fun?

Yeah, it was great. We travelled round the museum in a special car.

That sounds good. What (6) __________ the weather like?

It was cold and wet.

4 Listen and check.

5 Listen again and repeat the dialogue.

MANCHESTER: A MODERN CITY

Why visit? Because Manchester is...
- FUN
- EXCITING

What can you see and do?
- Old Trafford, Manchester United's stadium
- Museum of Science and Industry
- shopping in the city centre

6 Your friend is asking you about your visit to Manchester. Use the information from the poster to write a dialogue similar to the one in exercise 3.

Friend What's Manchester like?
You  

Friend What ______________ do there?
You  

Friend ________________?
You  

Friend Was it fun?
You  

Friend ______________ weather like?
You  

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Unit 5

Speaking

Requests and offers (2)

1 Circle the correct words.
   I'm washing cars / for / in charity on Sunday.
   1 I organize / I'm organizing a cake sale.
   2 Do / Would you like to buy any raffle tickets?
   3 Could / Do you donate some money, please?
   4 Would you like sponsor / to sponsor me?
   5 We have / 're having a coffee morning on Friday.

2 Listen and check.

3 Complete the dialogue with the words in the box.

Tomorrow charity difficult sponsored
luck 10 pence sponsor

6 Imagine you are doing a sponsored swim on Saturday. Write a similar dialogue to the one in exercise 3.

   You
   Friend
   You
   Friend
   You
   Friend
   You
   Friend

   I'm
   That sounds
   Would you like
   Of course
   Oxfam.
   Great! Thanks very much.
   On
   On

   __________
   __________
   __________
   __________
   __________
   __________
Unit 6
Speaking

Describing a journey

1 Complete the dialogue with the words in the box.

anything window change was seat
had sandwich

How _____ was _____ the journey?
A Did you get a good (1) ________?
B Yes, I did. I was next to the (2) ________
A Did you have to (3) ________ coaches?
B Yes, I (4) ________ to change at Birmingham.
A Did you have (5) ________ to eat?
B Yeah, I had a (6) ________ and some crisps.

2 Listen and check.

3 Circle the correct words.

So, how was the journey/trains?
Oh, it was awful. The train left 45 minutes (1) early / late.

Oh no! Did you (2) have get / get a good seat?
No, I didn't. I had to (3) sit / sat next to a really annoying boy.

That sounds terrible. Did you have anything (4) to eat / eat?
Yes, I did. (5) A / Some crisps and an apple.

Did you (6) change / take trains at Manchester?
No, I didn't. It was (7) straight / direct.

4 Listen and check.

5 Listen again and repeat the dialogue.

6 Imagine you have just met your friend at the train station. Write a similar dialogue to exercise 3.

Friend: So, how was the journey?
You: _______________________
Friend: ___________________ change trains in ________?
You: No, ___________________
Friend: Did you ___________________?
You: ___________________
Friend: _____________________?
You: Yes, I had __________ and some crisps.
Unit 7  Speaking

Asking for and giving opinions

1 Order the words to make sentences.
   A you / think / did / What / the / DVD / of ?
   What did you think of the DVD?
   B I thought it was terrible.
   A (1) special / But / brilliant / effects / were / the .
   B No, they weren’t. They were rubbish.
   A (2) you / think / did / What / the / plot / of ?
   B I thought it was really boring.
   A (3) exciting / I / was / thought / it .
   B Did you like the actors too?
   A (4) they / Yes, / all / were / great .
   B Tom Cruise was great, and the other actors were OK.

2 Listen and check.

3 Complete the dialogue with the words in the box.
   character      What        did      thought      Did      actors
   quite          about

   That was a terrible film. What ______ did you think of it?
   I (1) ________ it was a bit boring, but it was OK.
   But the (2) ______ were awful!
   Well, I thought Leonardo DiCaprio was (3) ________ good.
   Me too. I really liked his (4) ______.
   (5) ______ you like the other main character?
   No, I didn’t. What (6) ______ you?
   I thought she was great.

4 Listen and check.

5 Listen again and repeat the dialogue.

6 You have just seen a new film with your friend. Use the ideas below to write a dialogue similar to the one in exercise 3.
   • actors
   • plot
   • special effects
   • soundtrack
   You     What did you think of the film?
   Friend
   You
   Friend
   You
Describing people

1 Complete the dialogue with the words in the box.

kind playing like met brown
How does living from

A _______________ was the study group?
B It was great! I (1) ___________ a really cool new student named Laura.
A What (2) ___________ she look like?
B She's got curly, (3) ___________ hair and green eyes.
A What's she like?
B She's (4) ___________ and funny.
A Where's she (5) ___________?
B She's from London, but now she's (6) ___________ in Leeds.
A What does she (7) ___________ doing?
B She loves (8) ___________ the piano.

2 Listen and check.

3 Circle the words to complete the dialogue.

It wasn't very good, but I (1) made / met friends with a new student called Brad.

He's from France, but he's (3) travelling / visiting in England for six months.

Cool! So, what (4) does / is he like doing?

And what does he (6) sound / look like?

What's he like?

He's really (8) friendly / brown hair.

4 Listen and check.

5 Listen again and repeat the dialogue.

6 You went to the youth club on Saturday. Write a dialogue similar to the one in exercise 3.

Friend What was the youth club like?
You It was ___________.

Friend What's she like?
You She's ___________.

Friend ________________?
You She's tall and _________________.

Friend like doing?
You She ___________ and _________________.

Friend ________________ from?
You _________________.

Friend What was the class like last night?
Really? (2) Where he's / Where's he from?

Cool! So, what (4) does / is he like doing?

And what does he (6) sound / look like?
Unit 9  Speaking

Agreeing and disagreeing

1. Complete the sentences with the words in the box.
   sure    too    disagree    neither    agree

A. I love Rihanna's music.
   B. Me _________.

A. I think her new album is the best one ever.
   B. I (1) __________. Her last one was better.

A. I don't think her new single will be a hit.
   B. I'm not (2) __________. I think it might be.

A. I think the JLS song will go to number one.
   B. I totally (3) __________. It's great!

A. I'm not going to go to their concert.
   B. Me (4) __________. The tickets are too expensive.

2. Listen and check.

3. Circle the correct words.

   Have you heard Frankie's new single?
   I / I'm not sure. What's it called?
   (Rap Star.)

   Me (1) too / neither.
   I definitely won't buy the album.

   (3) I / I'm totally agree. I think his music was better a few years ago.

   I (5) agree / disagree.
   I'm definitely not going to go to his concert next month.

   Me (2) too / neither.
   I preferred it when he sang rock music.

   Oh, yeah, I have.
   I thought it was rubbish.

   I think so / (4) neither / too.
   It's rap music now and you can't dance to it.

   You are discussing the new Kings of Leon album
   Come Around Sundown with your friend. Write a dialogue similar to the one in exercise 3.

   You   What do you think of the new Kings of Leon album?
   Friend I think _________.
   You   (agree / disagree)
   Friend I preferred their album Only by the Night.
   You   (agree / disagree)
   Friend I think their music is _________.
   You   (agree / disagree)

   Friend   _________.
   You   (agree / disagree)

   Friend   tickets for their concert.
   You   (agree / disagree)
Wordlist

Vowels and diphthongs
/a/ bit /ə/ screen /ə/ bad /ə/ cartoon /ə/ education
/æ/ early /æ/ body /æ/ always /æ/ good /æ/ room
/ɑ/ actor /ɑ/ money /ɑ/ April /ɑ/ bite /ɑ/ annoy
/ɔ/ down /ɔ/ home /ɔ/ serious /ɔ/ careful
/ʌ/ tour

A ability (n) /əˈbɪləti/
accurate (adj) /əˈkjuːrət/
across (prep) /əˈkrɒss/
action figure (n) /eɪˈkʃən fɪˈɡə(r)/
actor (n) /eɪˈktoʊ(r)/
adopt (v) /əˈdɔpt/ 
adventurer (n) /ədˈventʃərər/ 
adventurous (adj) /ədˈventʃərəs/ 
advertise (v) /ədˈvɜːtɪz/ 
advertisement (n) /ədˈvɜːtɪzən/ 
after sun lotion (n) /ɑˈfɜːtə(ə)ˈlɔn/ 
age (n) /eɪdʒ/
album cover (n) /ˈælbəm ˈkevə(r)/ 
along (prep) /əˈlɒŋ/
always (adv) /əˈweɪz/
amazing (adj) /əˈmeɪzɪŋ/
ammbassador (n) /ˈæməˌbæsədər/
angle (n) /ˈæŋɡəl/
angrily (adv) /ˈæŋgrɪli/ 
angry (adj) /ˈæŋɡri/ 
amimation (n) /ˈænɪˈmeɪʃən/ 
amoony (adj) /ˈænəməni/ 
amnual (adj) /ˈænjʊəl/ 
antiseptic cream (n) /ˌæntɪˈsɛptɪk krɛm/ 
any (det) /ˈæni/ 
apologize (v) /ˈɒpələdʒaɪz/ 
appear (v) /əˈpɪə(r)/ 

apple (n) /ˈæpl/ 
apply (v) /ˈæplaɪ/ 
April (n) /ˈeɪprɪl/ 
argue (v) /ˈɑrɡjuː/ 
argument (n) /ˈɑrɡjʊmənt/ 
 aristocratic (adj) /ˌærɪstəˈkrætɪk/ 
arm (n) /ɑrm/ 
army (n) /ˈɑrmi/ 
arrive (v) /əˈraɪv/ 
arrive early /əˈraɪv ˈeərli/ 
atist (n) /əˈrɪst/ 
ask out (phr v) /ɑsk ˈaʊt/ 
aspirin (n) /ˈæsprɪn/ 
asoid (n) /ˈæsteɪəd/ 
at the moment /ɑt əˈmaʊntmənt/ 
athelete (n) /ˈæθliːt/ 
atletic (adj) /æθˈletɪk/ 
atmosphere (n) /ætˈmosfər/ 
attack (v) /ˈætək/ 
audience (n) /ˈɔdɪəns/ 
autobiography (n) /ˌɔutəˈbɒɡrafi/ 
autograph (n) /ˌɔtəˈɡrafi/ 
avalanche (n) /ˈævəlɑːnʃ/ 
avard (n) /ˈɔvərd/ 
avay from /əˈweɪ frəm/ 
avrful (adj) /ˈɔːfəl/ 
avis (n) /ˈeɪkəs/ 

B bad (adj) /bæd/ 
bady (adv) /ˈbædli/ 
bank account (n) /ˈbæŋk ˈəˈkaʊnt/ 
basket (n) /ˈbæskɪt/ 
ball boy (n) /ˈbɔl bɔɪ/ 
ball girl (n) /ˈbɔl ˈɡɜrl/ 
battle (n) /ˈbætl/ 
battlefield (n) /ˈbætlflɪd/ 
be (v) /b/ 
be late /biː lɛt/ 
be polite /biː pəˈlɪt/ 
be rude /biː rʌd/ 
beach (n) /ˈbiːtʃ/ 
beautiful (adj) /ˈbjuːtəfl/ 
big (adj) /bɪɡ/ 
bill (n) /bɪl/ 
bite (v) /baɪt/ 
blizzard (n) /ˈblɪzərd/ 
blog (n) /ˈblɒɡ/ 
blow (v) /bliʊ/ 
body board (n) /ˈbɒdi ˈbɔːrd/ 
boiling (adj) /ˈbɔlɪŋ/ 
bored (adj) /ˈbɔːrd/ 
boring (adj) /ˈbɔːrɪŋ/ 
bow (v) /bəʊ/ 
box office (n) /bɒks ˈɒfɪs/ 
boy band (n) /ˈbɔɪ bænd/ 
brass (n) /ˈbræs/ 
brass band (n) /ˈbræs bænd/ 
bravery (n) /ˈbrævəri/ 
bread (n) /bred/
brilliant (adj) /ˈbrɪljənt/  
bring (v) /briŋ/  
bring a present /ˈbrɪŋ əˈprez(ə)nt/  
broadband (n) /ˈbroʊd,baʊnd/  
broadcast (v) /ˈbroʊd,kraʊst/  
builder (n) /ˈbɪldər/  
buidling (n) /ˈbɪldɪŋ/  
bulletproof vest (n) /ˈbʊlt.prəuf ˈvest/  
busker (n) /ˈbʌskər/  
buy (v) /bʌɪ/  
buy a guidebook /bai əˈgaɪd,bʊk/  
buy something /bai ˈsʌmθɪŋ/  
buy souvenirs /ˈbəʊvənərɪz/  
C can (n) /kɛn/  
candle (n) /ˈkænd(ə)l/  
canyon (n) /ˈkænjən/  
cap (n) /kæp/  
capital (n) /ˈkæpɪtəl/  
cap rock (n) /ˈkæp ˈrɒk/  
career (n) /ˈkærɪər/  
careful (adj) /ˈkɛrfl/  
carefully (adv) /ˈkɛrflɪ/  
cartoon (n) /ˈkɑrtən/  
cash machine (n) /kæʃ 'mæʃɪn/  
cassette (n) /ˈkæset/  
cassette player (n) /ˈkæset 'pleɪər/  
castle (n) /ˈkæst(ə)l/  
cautious (adj) /ˈkɔtʃəs/  
cave (n) /kev/  
CD player (n) /siːˈdiː ˈplɛə(r)/  
celebrate (v) /sɛləˈbreɪt/  
celebrity (n) /səˈlebriəti/  
century (n) /ˈsenjəri/  
chain store (n) /ˈtʃeɪn stɔr(r)/  
championship (n) /ˌtʃɛmpɪənʃɪp/  
change (v) /tʃeɪndʒ/  
changing room (n) /ˈtʃeɪnmɪŋ ˈrʊm/  
character (n) /ˈkærɪkətər/  
charging (v) /ˈtʃərɪŋ/  
charge a mobile phone /ˈtʃərɪ ŋəˈmoʊbɪl fəʊn/  
charity (n) /ˈtʃærəti/  
chat online /tʃeɪt ˈɒnlən/  
cheap (adj) /tʃeɪp/  
cheer (v) /tʃɪp/  
chemist (n) /ˈkɛmɪst/  
children (n) /ˈtʃɪldrən/  
chocolate (n) /ˌtʃɔkələt/  
choir (n) /ˈkwaɪər/  
clarinet (n) /ˈklærənɪt/  
clique your fingers /klɪk ˈfɪŋz(r)ɪz/  
clip (n) /klɪp/  
climate (n) /ˈklɪmæt/  
clip (n) /klɪp/  
climate (n) /ˈklɪmət/  
coin (n) /kɔɪn/  
cold (adj) /kəʊld/  
collapse (v) /koʊˈlæps/  
collect money /kəˈlekt ˈmʌni/  
come (v) /kʌm/  
come back home /kʌm bæk həʊm/  
comet (n) /ˈkəmət/  
commemorate (v) /ˌkəməˈmɔrət/  
comment (v) /kəˈment/  
community (n) /ˈkəmənjuəti/  
compete (v) /kəmpəˈtit/  
competition (n) /ˌkʌmpəˈtɪʃən/  
competitor (n) /kəmˈpɛtər(r)/  
computer (n) /kəmˈpjuːtər(r)/  
computer-generated (adj) /ˌkɑmˈpjuːtərəd /dʒəˈnɛrətɪd/  
conductor (n) /ˈkɒnˌdʌktər/  
confident (adj) /ˈkɒnfɪd(ə)nt/  
connect (v) /ˈkənˈnekt/  
connection (n) /kənˈnekt(ə)n/  
convenient (adj) /kənˈvɪniənt/  
copy (v) /ˈkɒpi/  
couple (n) /ˈkʌpl/  
costume (n) /ˈkɒstjʊm/  
cowpox (n) /ˈkɔʊpɒks/  
crew (n) /kruː/  
crime (n) /ˈkraɪm/  
culture (n) /ˈkʌltʃə(r)/  
cut (n) /kæt/  
D   daughter (n) /ˈdɑːtər/  
death (n) /deθ/  
deal (n) /deil/  
debbit card (n) /ˈdebɪt ˈkɑrd/  
decide (v) /dɪˈsaɪd/  
derchair (n) /ˈdɛkər/  
decorate (v) /dɪˈkærɪt/  
decoration (n) /dɪˈkærəʃ(ə)n/  
depth (adj) /dɪpθ/  
definitely (adv) /ˈdefɪnətli/  
delicate(n) /ˈdelɪkət/  
delighted (adj) /ˈdɛlɪgtɪd/  
dentist (n) /ˈdentɪst/  
desert (n) /ˈdezərt/  
designer (n) /ˈdɪziːnər/  
develop (v) /dɪˈvɛlp/  
development (n) /dɪˈvɛlpmənt/  
digital (adj) /dɪˈdʒɪtl/  
digital camera (n) /ˌdɪdʒɪˈteɪl ˈkæməra/  
direct (v) /dɪˈrekt/  
director (n) /dɪˈrektər/  
discovery (n) /dɪˈskʌvəri/  
disease (n) /dɪˈziːz/  
dishonest (adj) /dɪˈhɒnɪst/  
disposable gloves (n) /dɪˈspəʊzəb(ə)l ˈɡluvz/
K  karaoke (n) /ˈkærəkəʊki/  karaoke
kernel (n) /ˈkɜːrl/  kernel
king (n) /kɪŋ/  king
kiss a stranger /kɪs əˈstrɛmdʒə(r)/  kiss a stranger

L  laborious (adj) /ˈləbəriəs/  laborious
lake (n) /leɪk/  lake
landmark (n) /ˈlændmɑrk(ə)r/  landmark
landscape (n) /ˈlændskep/  landscape
landslide (n) /ˈlændslaɪd/  landslide
laptop (n) /ˈleɪptɑp/  laptop
last night /lɑst nɑt/  last night
lawyer (n) /ˈlɔːjə(r)/  lawyer
lazy (adj) /ˈleizi/  lazy
learning (v) /ˈlɜːnɪŋ/  learning
learn a language /lɜːn(ə)n əˈleŋgwɪdʒ/  learn a language
leg (n) /leg/  leg
legal (adj) /ˈleɡəl/  legal
lens (n) /lenz/  lens
leukaemia (n) /ˈluːkəˌmiə/  leukaemia
lie (n) /lai/  lie
lifeguard (n) /ˈlaɪfɡɑrd/  lifeguard
lighthouse (n) /ˈlaɪtˌhaʊs/  lighthouse
line (n) /laɪn/  line
listen to music /ˈlɪstən tə ˈmjʊzɪk/  listen to music
little (det) /ˈlɪtl/  little
lizard (n) /ˈlɪza(r)d/  lizard
logical (adj) /ˈlɔːgɪk(ə)r/  logical
long time /lɔŋ taim/  long time
(a) lot of (det) /ə lɑt ərv/  (a) lot of (det)
love (n) /ˈlʌv/  love
luxury (n) /ˈlʌkʃəri/  luxury

M  magic (n) /ˈmædʒɪk/  magic
magician (n) /ˌmædʒɪʃən/  magician
make a charity CD /meɪk ə ˈtʃærəti ˈsɪtɪ ˈdɪdɪ/  make a charity CD
make a decision /meɪk ə dɪˈsɪʒən/  make a decision
make a mistake /meɪk ə ˈmɪstrəki/  make a mistake
make a phone call /meɪk ə fəʊn kɔl/  make a phone call
make friends /meɪk frɛndz/  make friends
make models /meɪk ˈmɒdəlz/  make models
make money /meɪk ˈmʌnɪ/  make money
make someone happy /meɪk ˈsʌmwʌn ˈhæpi/  make someone happy
make someone laugh /meɪk ˈsʌmwʌn lɔːf/  make someone laugh
make up with (phr v) /meɪk ap wɪð/  make up with
males (adj) /meɪlz/  males
manager (n) /ˈmeɪnədʒə(r)/  manager
many (det) /meɪni/  many
marathon (n) /ˈmærəθən/  marathon
marmalade (n) /ˈmɑrməlɑd/  marmalade
medal (n) /ˈmedəl/  medal
medicine (n) /ˈmed斯ən/  medicine
meet friends /mɪt frɛndz/  meet friends
meet people /mɪt ˈpiːpl/  meet people
melt (v) /melt/  melt
metal (n) /ˈmetəl/  metal
Mexican wave (n) /ˈmeksɪkən wɜːv/  Mexican wave
microphone (n) /ˈmaɪkrəˌfaʊn/  microphone
microwave (n) /ˈmaɪkwɑːrəˈvaɪv/  microwave
microwave oven (n) /ˈmaɪkwɑːrəˌɔrvən/  microwave oven
migraine (n) /ˈmɪgrəneɪn/  migraine
milk (n) /milk/  milk
mobile phone (n) /ˈməʊbaɪl fəʊn/  mobile phone
molecule (n) /ˈmɔlkjəl/  molecule
money (n) /ˈmʌni/  money
month (n) /mʌnθ/  month
moon (n) /mʊn/  moon
mound (n) /mɔund/  mound
mountain (n) /ˈmaʊntən/  mountain
mouthpiece (n) /ˈmaʊθpiːs/  mouthpiece
mp3 player (n) /ˈem piː ˈθriː pləˈpiːr/  mp3 player
much (det) /mʌtʃ/  much
multiplex cinema (n) /ˌmʌlɪplɛks ˈsɪnəmə/  multiplex cinema
music festival (n) /ˈmjuzɪk ˈfɛstɪv(ə)l/  music festival
musician (n) /ˈmjuzɪən/  musician
myth (n) /mɪθ/  myth

N  necessary (adj) /ˈnesəsəri/  necessary
never (adv) /ˈnevə/  never
nickname (n) /ˈnɪkˌnɪm/  nickname
noisily (adv) /ˈnəʊzɪli/  noisily
noisy (adj) /ˈnəʊzi/  noisy
nominate (v) /ˈnɒmɪneɪt/  nominate
note (n) /nəʊt/  note
novel (n) /ˈnɒvl/  novel
now (adv) /nau/  now
nowadays (adv) /ˈnauəˌdeɪz/  nowadays
nurse (n) /nɜːs/  nurse

O  obligation (n) /ˈɒblɪˈgeɪʃən/  obligation
obstacle (n) /ˈɒbstəkəl/  obstacle
often (adv) /ˈɒfθ/  often
OK (adj) /əʊ/  OK
old (adj) /əʊld/  old
open air (adj) /ˈʌpən əə/  open air
opera house (n) /ˈɒpəra ˈhɑːs/  opera house
opportunity (n) /ˌɒpəˈθɪdʒəti/  opportunity
optical illusion (n) /ˈɔptɪkl ɪˈluːʒən/  optical illusion
orbit (v) /ˈɔrɪt/  orbit
organize a jumble sale /ˈɔrɡənaɪza ə ˈdʒʌmbl ˈseɪl/  organize a jumble sale
organizer (n) /ˈɔrɡənaɪza(r)/  organizer
original (adj) /ɒˈrɪdʒənəl/  original
out of (prep) /aʊt əv/  out of
over (prep) /əv/  over
overalls (n) /ˌəʊvərəlz/  overalls

P  pack (v) /pæk/  pack
pack a suitcase /ˈpæk ə ˈsjuːtˌkɛs/  pack a suitcase
parasol (n) /ˈpærəsəl/  parasol
parent (n) /ˈpiərənt/  parent
patient (n) /ˈpeɪʃ(ə)nt/
patient (adj) /ˈpeɪʃ(ə)nt/
pay by credit card /ˌpeɪ bə kredɪt kɑːrd/ pay for /ˌpeɪ fɔːr/ pay in cash /ˌpeɪ in kæʃ/ pebble (n) /ˈpɛb(ə)l/ peninsula (n) /ˈpæsəˌnɪsəl/ percussion (n) /ˈpɜrˌsɛkʃən/ perfect (adj) /ˈpɜrˈfɛkt/ perform (v) /ˈpɜrˌfɔːm/ performance (n) /ˌpɜrˈfɔːrməns/ permission (n) /ˌpɜrˈmɪʃən/ Persian (n) /ˌpɜrˈsɪən/ persist (v) /ˈpɜrˈsɪst/ personal trainer (n) /ˈpɜrsonəl ˈtreɪnər/ phonograph (n) /ˌfɒnəˈɡrɑːf/ physicist (n) /ˈfɪzɪsɪst/ piano (n) /ˈpɪənɔʊ/ PIN number (n) /ˈpɪn ˈnæmbə(r)/ pitch (n) /ˈpɪtʃ/ place (n) /ˈpleɪs/ plan a journey /ˈplæn ə ˈdʒɜːni/ plane (n) /ˈpleɪn/ planet (n) /ˈplænt/ plaster (n) /ˈplɑːstə(r)/ play (n) /pleɪ/ play a sport (v) /pleɪ/ play a video game /pleɪ ə ˈvɪdiəʊ ɡeɪm/ play an instrument /pleɪ ən ɪnˈstrəʊmənt/ play basketball /pleɪ ˈbæskɪtˈbɔːl/ play computer games /pleɪ kəmˈpjuːtə(r)/ geɪmz/ play football /pleɪ ˈfʊtˌbɔːl/ play live at a concert /pleɪ laɪv æt ə ˈkɔnˈsərnt/ play tennis /pleɪ ˈtenɪs/
playground (n) /ˈpleɪɡraʊnd/ playlist (n) /ˈpleɪliːst/ plot (n) /ˈplɔt/ plug in a memory stick /plaɡ ɪn ə ˈmɛməri ˈstɪk/ plunge pool (n) /ˈplʌŋg pʊl/ poem (n) /ˈpəʊm/ point at someone /pɔɪnt ət ˈsʌmən/ policewoman (n) /ˈpɒlɪˌwʊmən/ politician (n) /ˈpɒlɪˈtɪʃən/ popcorn (n) /ˈpɑːrkərn/ possess (v) /pəˈzɛs/ possessions (n) /pəˈzɛʃənz/ possible (adj) /ˈpɒsəb(ə)l/ post (v) /pɔːst/ post a comment /pəʊst əˈkɒment/ postman (n) /ˈpɔʊstmən/ practical (adj) /ˈpræktɪk(ə)l/ predict (v) /prɪˈdɪkt/ prediction (n) /prɪˈdɪkʃən/ prejudice (n) /prɪˈdʒuːsɪs/ press (v) /preʃ/ pressure (n) /ˈpreʃə(r)/ price (n) /prɑːs/ print a document /prɪnt ə ˈdɒkɪmənt/ probably (adv) /ˈprɒbəli/ produce (v) /prəˈdjuːs/ producer (n) /prəˈdʒʊsə(r)/ prohibition (n) /prəˈbæʃən/ project (n) /prəˈdʒekt/ protect (v) /prəˈtekt/ provision (n) /prəˈvɪʒən/ publish (v) /ˈpʌblɪʃ/ purse (n) /pɜːz/ pyramid (n) /ˈpaɪrəmɪd/
Q quality (n) /ˈkwɒləti/ quickly (adv) /ˈkwɪkli/
quiet (adj) /ˈkwɪət/ quietly (adv) /ˈkwɪətli/
R race (n) /reɪs/ rainforest (n) /ˈreɪnˌfɔːrst/ rapids (n) /ˈræpidz/ rarely (adv) /ˈrɛəri/ read (v) /rɪd/ read an e-book /rɪd ən ɪˈbʊk/ realize (v) /ˈrɪəlaɪz/ receive advice /rɪˈsaɪv ədˈvaɪs/ receive presents /rɪˈsɛz ə ˈprɛzənts/ record (n) /rɛkərd/ record a song /rɪˈkɔːrdɪŋ ə ˈsɒŋ/ record player (n) /rɛkərd ˈpleɪər/ recording studio (n) /rɪˈkɔːdɪŋ ˈstjuːdɪəʊ/ recover (v) /rɪˈkʌvər/ reed (n) /rɪd/ reef (n) /rɪf/ reel-to-reel player (n) /rɪl tu rɪl ˈpleɪər/ reflect (v) /rɪˈflekt/ reject (v) /rɪˈdʒekt/ relax (v) /rɪˈlæks/ release a film /rɪˈleɪs ə fɪlm/ release an album /rɪˈleɪs ən ˈælboʊm/ reliable (adj) /rɪˈleɪbl/ remarkable (adj) /rɪˈmɑrkəb(ə)l/ repair (v) /rɪˈpɛr/ reporter (n) /ˈrɪpər/ researcher (n) /rɪˈzɜːr̩kər/ restaurant (n) /ˈrestərɒnt/ return (v) /rɪˈtɜːrn/ rhyme (n) /rɪm/ rhythm (n) /rɪˈθʌm/ rich (adj) /rɪʃ/ river (n) /ˈrɪvər/
send postcards /send ‘pons(t),koz(t)dz/
space rock (n) /spers r0k/
special effects (n) /spaʃ(ə)l ˈɛfɪkts/
spectator (n) /spektətə(r)/
speed (n) /spid/
spend money /spend ˈməni/
spend time /spend taim/
spring (n) /sprent/
stand up (phr v) /ˈstænd ʌp/
star (n) /ˈstɑːr(r)/
star in a film /ˈstɑːr(t) ɪn ə fɪlm/
steal (v) /stiːl/
steep (adj) /sti ip/
# Irregular verbs

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<thead>
<tr>
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<th>Past Participle</th>
<th>Translation</th>
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