

**New Level**

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# Laser

**A2**

**Student's Book**  
includes material for KET

with CD-ROM



MACMILLAN



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**Listening****Speaking****SoundSpot****Grammar 2****Writing**

listening for gist / specific information (identify topics, choose correct words)

daily life (introductions)

syllables

present simple and present continuous

profile (social networking site)

listening for gist / specific information (T/F, sentence completion)

hobbies and leisure (expressing preferences)

stress within words

past simple: further irregular forms

informal email

listening for gist / specific information (identify topic, multiple-choice – sentence completion)

favourite story (expressing purpose)

stress in two- or three-word phrases

imperative, infinitives, -ing form

story

listening for gist / specific information (T/F, note completion)

planning a party (making offers and suggestions)

stress in addresses

present perfect simple 2 (*ever / never*)

note to a friend

listening for gist / specific information (multiple-choice questions, sentence completion)

future holidays (talking about future plans and intentions)

stress in sentences

present simple and present continuous to talk about the future

postcard

listening for gist / specific information (identify speakers, multiple-choice – pictures)

school (expressing obligation, lack of obligation, giving advice)

pronunciation of *have*

modals 2

letter giving advice

listening for gist / specific information (identify topics, sentence completion)

technology (expressing agreement, disagreement, contradiction)

stress in two-word phrases

the passive 2: using *by*

advert

Unit	 Reading	 Wordpower! (1)	 Grammar 1	 Wordpower! (2)
<b>8</b> <b>Weird World!</b> PAGE 68	reading for gist / specific information (multiple matching, right, wrong, doesn't say)	topic vocabulary	articles 1	word formation
<b>9</b> <b>Want any more?</b> PAGE 78	reading for gist / specific information (identify text types, summary statements)	topic vocabulary	countable and uncountable nouns 2 ( <i>lots of, not many / much, a little, a few</i> )	prepositions
<b>10</b> <b>All Sorts of People!</b> PAGE 86	reading for gist / specific information (multiple matching, word analysis)	topic vocabulary	articles 2	word formation
<b>11</b> <b>Looking Good!</b> PAGE 96	reading for gist / specific information (multiple-choice questions, table completion)	topic vocabulary	comparatives	phrasal verbs
<b>12</b> <b>It's a Goal!</b> PAGE 104	reading for gist / specific information (sentence completion, multiple matching)	topic vocabulary	zero and first conditional	collocations
<b>13</b> <b>Right Time, Right Place!</b> PAGE 114	reading for gist / specific information (multiple-choice questions, text completion)	topic vocabulary	prepositions of time and place	collocations
<b>14</b> <b>Words and Pictures!</b> PAGE 122	reading for gist / specific information (choose a summary, multiple-choice questions)	topic vocabulary	relative clauses	negative prefixes

**Listening****Speaking****SoundSpot****Grammar 2****Writing**

listening for gist / specific information (multiple matching, sentence completion)

the natural world (expressing degrees of certainty and doubt)

pronunciation of *a, an, the*

countable and uncountable nouns 1

description of a place

listening for gist / specific information (choose the correct words, multiple-choice – pictures)

food and drink (talking about places to eat)

syllables

clauses and connectives recipe

listening for gist / specific information (multiple matching, multiple-choice questions)

people (describing people and appearance)

pronunciation of the suffix *-ful*

adjectives and adverbs

description of a person

listening for gist / specific information (multiple matching, multiple-choice questions)

fashion and clothes (talking about clothes and paying compliments)

stress within words

comparatives and superlatives

poster (fashion show)

listening for gist / specific information (identify winners, sentence completion)

sport (identifying and describing objects)

stress in two-word phrases

second conditional

description of a sport

listening for gist / specific information (identify true statements, multiple matching – pictures)

meeting people (making and responding to offers / suggestions)

saying times and dates

present perfect simple 3 (*for / since*)

informal email

listening for gist / specific information (check details, note completion)

the media (asking for repetition / clarification)

pronunciation of *do you* in questions

question tags

article (young people's magazine)

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Speaking database

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Songs and Webquests

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# The Youth of Today!

## »» Get ready!

Look and choose the correct word.



1 get up / out of bed



4 ride / drive a bike



2 have / do a shower



5 look / check your email



3 brush / clear your teeth



6 do / play football



## Lizzie's Blog!

13th October

### A typical school day!

Here's a typical day in my life on a school day.

My alarm clock rings at 7.30am. I get out of bed, and go to the bathroom. I have a quick shower and then I get dressed. We wear a school uniform at my school, so I don't have to choose what to wear! I go downstairs and have breakfast – usually juice, cereal and toast – with my mum and dad.

After breakfast, I brush my teeth, quickly check my email and then put my books in my bag. I usually ride my bike to school, but if the weather's bad, my mum drives me. I get to school at 8.45.

The first lesson starts at nine o'clock. Lessons last for 40 minutes. We have a twenty-minute break from 11 to 11.20. During the break, my friends and I usually play in the playground, and we sometimes buy snacks from the vending machine.

At 12.40, we have lunch in the school canteen. Some kids bring their own sandwiches, but I buy a hot meal.

We have three more lessons in the afternoon, and then at half past three we either do sport or activities. On Mondays, Wednesdays and Fridays we play football, and on Tuesdays and Thursdays we have clubs. I'm in the photography club. It's great fun!

I go home at half past four. I do my homework first, then I write my blog and check my email. I spend about an hour or two online most days. Sometimes I send text messages to my friends too.


I have supper with my mum and dad at about half past six. After supper, I chat with my friends online, or play with my neighbours outside, or watch TV, or read a book. On Thursdays, I go to a dance class from 7.30 to 9.30.

I go to bed at about 9.45 most nights, but I read in bed – or send text messages – before I go to sleep.


★ Hi! My name's Lizzie and I'm twelve years old. I live in a village near Oxford, in the UK.

★ Welcome to my blog!


That's my typical day! Is your day different? In what ways? Post your comments below!

 Hi, Lizzie! Here in Greece, we don't eat lunch at school. We have lunch when we get home, at about half past two. Great blog!


Alex  
Thessaloniki, Greece

 What's your school uniform like, Lizzie? I live in the States, and we don't have a school uniform. I usually wear jeans and a t-shirt to school.

Linda  
Charlottesville, Virginia, USA

 Lizzie, I love your blog! I read it every day after school. I'm in the local swimming team, so I get up at 5.30am and go swimming before school. That's really early, isn't it?!

Yuri  
Novosibirsk, Russia

 Hello from Australia, Lizzie! What kinds of dance do you learn at dance class? I also have a dance class on Thursday evenings. We do modern dance, jazz, hip hop and tap.

Helen  
Adelaide, Australia

**1** Read the text and write a word from the box in each gap. You will only use seven of the words.

alarm • home • school • blog • painting • times  
countries • photo • watch • diary • read • week

- This is Lizzie's \_\_\_\_\_ entry for 13th October.
- There's a \_\_\_\_\_ of Lizzie at the top.
- The blog is about a normal day during the \_\_\_\_\_.
- Lizzie spends most of the morning and afternoon at \_\_\_\_\_.
- She usually spends the evening at \_\_\_\_\_.
- The comments are from kids who \_\_\_\_\_ what Lizzie writes.
- They all live in different \_\_\_\_\_.

**2** **OKET** Decide if the statements are true (T) or false (F).

- Lizzie lives in Britain. T/F
- Alex has lunch at school every day. T/F
- Linda wears a school uniform. T/F
- Yuri gets up two hours before Lizzie. T/F
- Helen has a dance class on Tuesday evenings. T/F
- Linda and Helen ask Lizzie a question in their comments. T/F

**3** Write a word, number or short phrase to answer each question.

- What time does Lizzie's alarm clock ring? \_\_\_\_\_
- What time does Lizzie get to school in the morning? \_\_\_\_\_
- How long does each lesson last? \_\_\_\_\_
- What time does the morning break finish? \_\_\_\_\_
- When is lunch? \_\_\_\_\_
- What time does the photography club start? \_\_\_\_\_
- How many times a week does Lizzie play football? \_\_\_\_\_
- What time does Lizzie go home? \_\_\_\_\_
- On which day does Lizzie have a dance class in the evening? \_\_\_\_\_
- What time does Lizzie go to bed? \_\_\_\_\_

## Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- What time does your alarm clock r\_\_\_\_\_?
- Does Lizzie c\_\_\_\_\_ what to wear in the morning?
- Do you wear a school u\_\_\_\_\_ at your school?
- Does Lizzie's dad d\_\_\_\_\_ her to school?
- Do you write your b\_\_\_\_\_ every day?
- How long do you s\_\_\_\_\_ online every day?
- Do you sometimes c\_\_\_\_\_ with your friends online?
- How many times a day do you c\_\_\_\_\_ your email?
- How many text messages does he s\_\_\_\_\_ every day?
- Do you d\_\_\_\_\_ homework after school every day?



## HOMWORK!

Do exercises 1–3 on pages 4 and 5 of your Workbook.

# Grammar 1



## Present simple

### Look!

My alarm clock **rings** at 7.30am.  
 I **have** a quick shower and then I **get** dressed.  
 Lessons **last** for 55 minutes.  
 ... we **don't eat** lunch at school.  
 What kinds of dance **do you learn** at dance class?

### Use

We use the present simple to talk about situations that always or never happen, or happen generally, every day, regularly, usually, often or sometimes.

Words and phrases we often use with the present simple:



100%

0%

always every day/week, etc usually often regularly sometimes never

For more information, see Grammar database 1 on page 146.

### 1 Put the **verbs** into the present simple to complete the sentences.

- I \_\_\_\_\_ in the UK but Helen \_\_\_\_\_ in Australia. **live**
- Lizzie \_\_\_\_\_ a school uniform to school. **wear**
- Lizzie and Linda \_\_\_\_\_ up at half past seven but Yuri \_\_\_\_\_ up at half past five. **get**
- I \_\_\_\_\_ lunch at school but Alex \_\_\_\_\_ lunch at home. **have**
- I often \_\_\_\_\_ TV in the evening but my sister never \_\_\_\_\_ TV. **watch**
- We \_\_\_\_\_ home at half past four but Alex \_\_\_\_\_ home at half past two. **go**

### 2 Write **don't** or **doesn't** in each gap to complete the sentences.

- I \_\_\_\_\_ get up at half past five.
- They \_\_\_\_\_ play football on Thursdays.
- She \_\_\_\_\_ have a dance class on Wednesdays.
- Yuri \_\_\_\_\_ live in the USA.
- The maths lesson \_\_\_\_\_ start at half past ten.
- We \_\_\_\_\_ wear a uniform at my school.

### 3 Write questions and short answers. Use the blog entry on pages 6 and 7 to help you.

- Lizzie's alarm clock rings at 5.30am.  
Does Lizzie's alarm clock ring at 5.30am? No, it doesn't.
- Lizzie usually has juice, cereal and toast for breakfast.  
 \_\_\_\_\_
- Lizzie sometimes buys snacks from the vending machine.  
 \_\_\_\_\_
- At Lizzie's school, they eat lunch in the school canteen.  
 \_\_\_\_\_
- Alex takes his lunch to school.  
 \_\_\_\_\_
- Linda and Yuri live in Australia.  
 \_\_\_\_\_
- Alex, Linda, Yuri and Helen read Lizzie's blog.  
 \_\_\_\_\_



## HOMWORK!

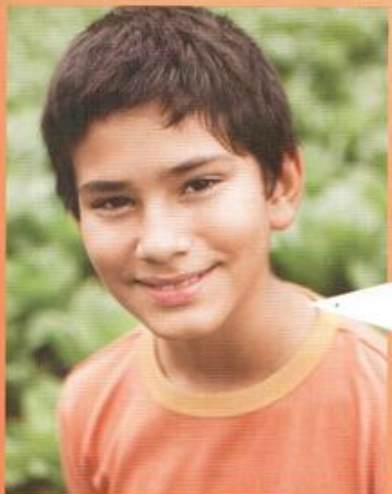
Do exercises 1–4 on page 6 of your Workbook.

## ⚡ Wordpower!

**1** Match each definition with a phrasal verb.

- |                                      |            |
|--------------------------------------|------------|
| 1 stop sleeping _____                | a go out   |
| 2 leave your bed _____               | b turn on  |
| 3 leave your house _____             | c wake up  |
| 4 return home _____                  | d turn off |
| 5 start a computer, light, etc _____ | e get up   |
| 6 stop a computer, light, etc _____  | f get back |

**2** Write a phrasal verb from exercise 1 in each gap.



### HOMWORK!

Do exercises 1 and 2 on page 7 of your Workbook.

Sunday is my favourite day because I don't have lessons and I don't have any homework! I usually (1) \_\_\_\_\_ early, but I stay in bed and have a lie in for about an hour! I (2) \_\_\_\_\_ my laptop and check my email. I sometimes send text messages to my friends in bed, or chat to them online. I (3) \_\_\_\_\_ when I get hungry and want breakfast! After breakfast, I (4) \_\_\_\_\_ to meet my friends. We usually take our bikes to the park. We ride around and have lots of fun! Sometimes we play football or other games. Often, we forget to have lunch! I (5) \_\_\_\_\_ in the early evening. We have a big supper, and then I watch TV with my family. I go to bed at about 10 o'clock, but I read in bed for half an hour before I (6) \_\_\_\_\_ my light and go to sleep.



## Listening

**1** Listen to someone calling a radio station. As you listen, tick (✓) the things he talks about.

- |                        |                          |
|------------------------|--------------------------|
| 1 where he lives       | <input type="checkbox"/> |
| 2 his family           | <input type="checkbox"/> |
| 3 his life at school   | <input type="checkbox"/> |
| 4 his favourite day    | <input type="checkbox"/> |
| 5 his mobile phone     | <input type="checkbox"/> |
| 6 his computer         | <input type="checkbox"/> |
| 7 afternoon activities | <input type="checkbox"/> |
| 8 watching TV          | <input type="checkbox"/> |
| 9 checking email       | <input type="checkbox"/> |
| 10 going to bed        | <input type="checkbox"/> |

**2** Listen again and choose the correct word or phrase to complete each sentence.

- Adam is **thirteen** / **thirty** years old.
- He has a **cat** / **dog**.
- He doesn't get up **early** / **late** on Saturdays.
- He and his friends **sometimes** / **usually** go to the cinema.
- He returns home at about **six** / **seven** o'clock in the evening.
- He **plays computer games** / **watches TV** in the evening.
- He goes to bed at about **10 o'clock** / **midnight** on Saturdays.
- He usually wakes up **early** / **late** on Sunday mornings.



### HOMWORK!

Do exercise 1 on page 7 of your Workbook.

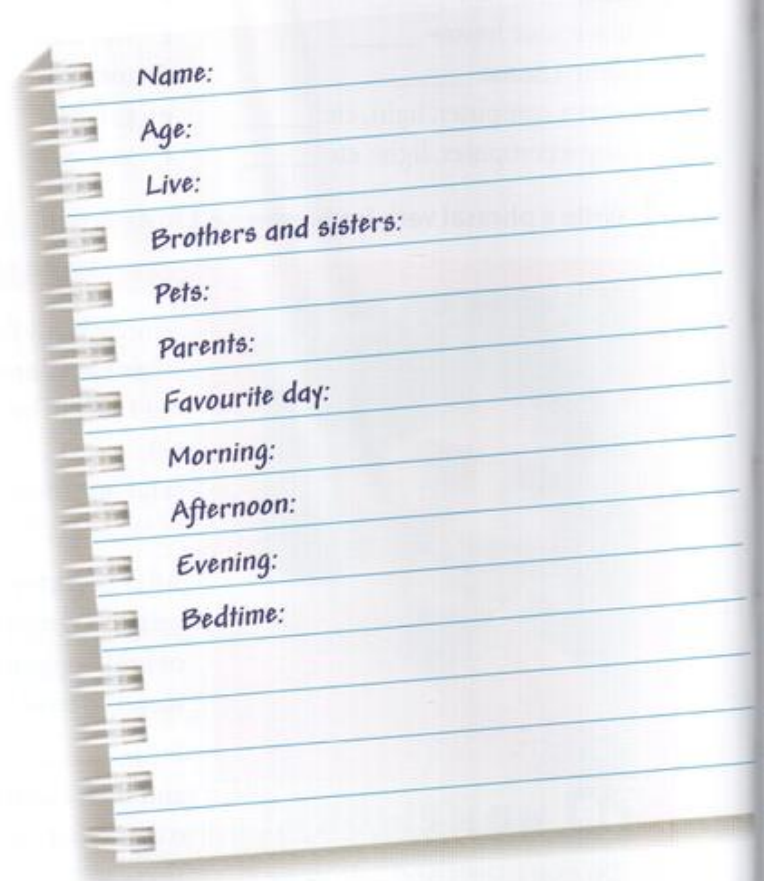


## Speaking

**1** **KET** Reorder the words to make questions.

- 1 name – your – what's  
*What's your name?*
- 2 how – you – old – are
- 3 do – where – you – live
- 4 brothers – do – have – you – any – sisters – and
- 5 any – pets – do – have – you
- 6 parents – what – do – do – your
- 7 your – what's – favourite – week – of – the – day
- 8 morning – what – you – do – do – in – the
- 9 you – do – what – do – in – afternoon – the
- 10 what – evening – do – you – do – the – in
- 11 what – bed – you – do – time – to – go

**2** **KET** In pairs, ask and answer the questions in exercise 1. Note down your partner's answers.



## Phrase Bank!

### Introducing and describing other people

*This is Giorgi.  
He's 11 years old./He's 11.  
He lives in Tbilisi.  
He's got two brothers./He hasn't got a sister.  
His mum is a doctor and his dad is an actor.*



**3** Use your notes from exercise 2 to tell the class about your partner.



## SoundSpot

**1** **2** How many syllables do these words usually have when we say them? Guess, then listen and check.

- 1 evening    two/three
- 2 different    two/three
- 3 favourite    two/three
- 4 generally    three/four

**2** **3** Listen again and repeat. Be careful how you say the words from exercise 1!

## Grammar 2



### Present simple and present continuous

#### Look!

I usually **read** in bed before I go to sleep.  
At the moment, I'm **reading** a really good book.

#### Use

We use the present simple to talk about situations that always or never happen, or happen generally, every day, regularly, usually, often or sometimes.

We use the present continuous to talk about situations happening now, at the moment, or around now.

Words and phrases we often use with the present continuous:  
*now, right now, at the moment.*

For more information, see *Grammar database 2* on page 146.

### 1 Write 'G' for generally, or 'N' for now.

- 1 I live in a small flat in the centre of town. \_\_\_\_\_
- 2 We're staying with my uncle and aunt. \_\_\_\_\_
- 3 Hi Rachel! What are you doing? \_\_\_\_\_
- 4 What do your parents do? \_\_\_\_\_
- 5 Do you wear a school uniform? \_\_\_\_\_
- 6 She isn't wearing her school uniform. \_\_\_\_\_

### 2 Tick (✓) the words or phrases that are correct. Rewrite the ones that are incorrect.

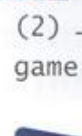
- 1 On Saturdays, Sarah **goes** to bed at midnight.  
\_\_\_\_\_
- 2 Gary **is usually getting up** at seven o'clock.  
\_\_\_\_\_
- 3 Laura **brushes** her teeth at the moment.  
\_\_\_\_\_
- 4 **Do you always play** football on Saturday afternoons?  
\_\_\_\_\_
- 5 What book **do you read**, Simon?  
\_\_\_\_\_
- 6 They **don't play** computer games right now.  
\_\_\_\_\_

### 3 Put the verbs into the correct form (present simple or present continuous) to complete the text messages.

Hi, Eva! What are you doing right now? **you/do**



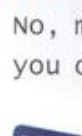
Hi Jim! (1) \_\_\_\_\_ TV.  
You? **I/watch**



(2) \_\_\_\_\_ a computer game with my brother. **I/play**



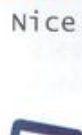
Cool! (3) \_\_\_\_\_ at the moment? **you/win**



No, my (4) \_\_\_\_\_. ☹️ Are you on your own? **brother/win**



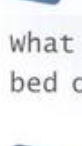
No, my (5) \_\_\_\_\_ TV too. **parents/watch**



Nice!



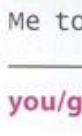
Yeah, (6) \_\_\_\_\_ TV together on Saturday evening. **we/always/watch**



What time (7) \_\_\_\_\_ to bed on Saturdays? **you/go**



About midnight. You?



Me too. What time (8) \_\_\_\_\_ on Sunday mornings? **you/get up**



About nine.



## HOMWORK!

Do exercises 1–4 on page 8 of your Workbook.

## Writing

### Project: writing a profile

**1** **OPEN** Read the profile and answer the questions.

- Where do you see profiles like this?
  - in a book
  - on a website
  - in a newspaper
- Who is Colin?
  - Bandhu's father
  - one of Bandhu's friends
  - Bandhu's cat
- The profile says that, right now, Bandhu is playing...
  - the guitar.
  - basketball.
  - chess.

www.MyTeenSite.org/bandhu-india



### Welcome to Bandhu's page!

**About me**  
My name's Bandhu and I'm 11 years old. I live in Mumbai in India.

**My family**  
My mum's called Gitanjali. She's a doctor. My dad's called Lav and he's a pilot. I've got two sisters, called Eta and Ela. They're twins, and they're nine years old. I've also got a kitten called Colin. He's black and white and very funny!

**My interests**  
I play the violin in the school orchestra. I also play the piano, and at the moment I'm learning to play the guitar! I also love playing chess and backgammon.

**My best friends**



**Anek is**  
watching TV.



**Phani is**  
online.



**Malina is**  
having lunch.

**My photos**



**me**



**Colin**

**At the moment, I'm**  
playing basketball with friends.

**2** Read the profile again and match each part of the profile with a statement.

- |                               |   |
|-------------------------------|---|
| 1 About me ____               | a This tells us what you're doing right now.                        |
| 2 My family ____              | b This tells us your name, age and where you live.                  |
| 3 My interests ____           | c This tells us about your parents, brothers and sisters, and pets. |
| 4 My best friends ____        | d This tells us what other people are doing right now.              |
| 5 My photos ____              | e This shows us your pictures.                                      |
| 6 At the moment, I'm ... ____ | f This tells us what you like doing.                                |

## Language Lab

Read these statements. Find and underline examples in the profile.

- We often use short forms in informal writing like this.
- We use present simple for general situations.
- We use present continuous for things happening now or around now.
- We use exclamation marks to make what we say exciting.



### HOMEWORK!

Do exercises 1 and 2 on page 9 of your Workbook.

## Plan your project!

- 1** You are going to write a profile for a website. First of all, decide who you are going to write about.

Me: \_\_\_\_\_

One of my friends: \_\_\_\_\_

A famous person: \_\_\_\_\_

A member of my family: \_\_\_\_\_

Your own idea: \_\_\_\_\_

- 2** Answer the questions about your profile to complete the planner.

PLANNER		
Part of profile	Useful information	Your notes
Website address	Use your imagination! <i>www.MyTeenSite.org/bandhu-india</i>	
Welcome message	Use your imagination! <i>Welcome to Bandhu's page!</i>	
About me	your name your age where you live	
My family	your parents' names your parents' jobs your brothers and sisters other family members your pets	
My interests	your hobbies, interests and things you like/love doing	
My best friends	<b>friend 1</b> their name what they are doing now <b>friend 2</b> their name what they are doing now <b>friend 3</b> their name what they are doing now	
My photos	<b>photo 1 photo 2</b> <i>Me//My two sisters./My computer, etc</i>	
At the moment I'm...	<i>playing basketball with friends.</i>	
Other	This is your page! What other things do you want to say about yourself? Try to come up with one more section. Use your imagination! <i>My favourite films!//My favourite TV programmes!</i>	

- 3** Make your project. Use the ideas in your planner and photos or drawings to create a profile. When you have all finished, why not display your projects on the wall?

# 2

## Having Fun!

### »» Get ready!

Find the words to complete the phrases.  
Then say which of the activities you like to do.

- 1 go to the \_\_\_\_\_
- 2 play the \_\_\_\_\_
- 3 go to a \_\_\_\_\_
- 4 surf the \_\_\_\_\_
- 5 go \_\_\_\_\_
- 6 take \_\_\_\_\_



1 AMICEN



4 ERTTNEIN



2 RAUITG



5 ATEDARGIBOSKN



3 NTOECCR



6 THHSGOPRAPO

### Reading



**Zak:** Did you go out last night?

**Matt:** I went to the cinema. I saw a great film!

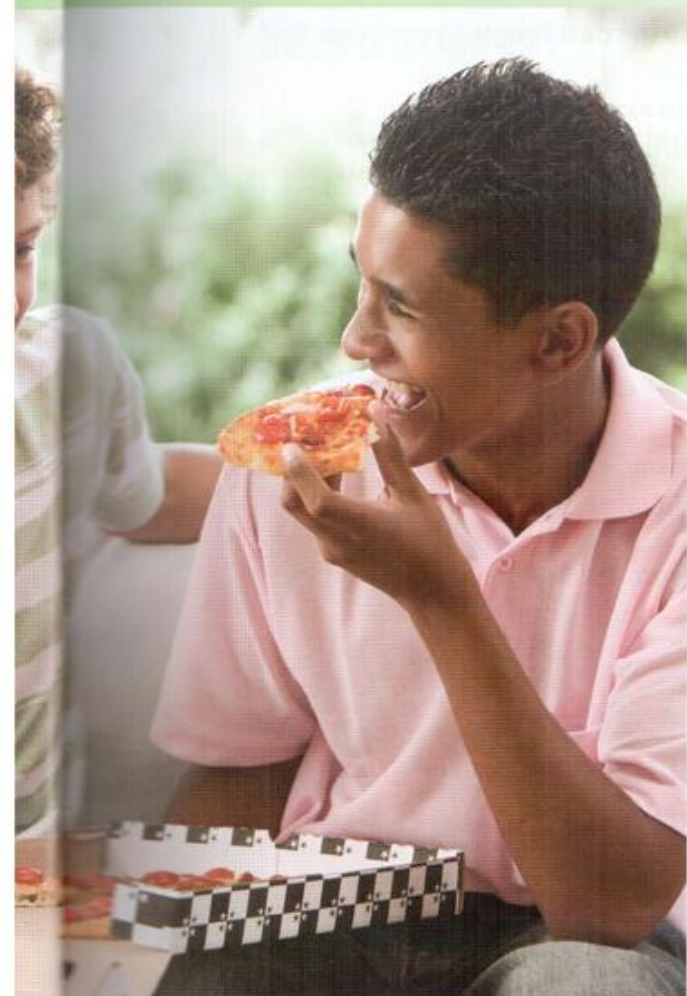
**Zak:** Really? I just stayed at home and watched TV. It was a bit boring. I never know what to do in my free time.

**Matt:** I have the opposite problem! I have lots of hobbies and I never have time to do all of them. In the past, I had even more. I was a member of a lot of clubs at school, but I decided it took too much time. Now I'm only in the computer club.

**Zak:** Maybe I should join a club. My free time just seems to disappear!

**Matt:** You probably do more than you think. What did you do in your free time last week?

**Zak:** Let's see. On Monday and Tuesday evening, I played video games. Then on Wednesday some friends came to hang out at my house. We surfed the internet. On Thursday evening I didn't have any free time because I had a lot of homework. On Friday I went out with my family to a restaurant.



**Matt:** It sounds as if you need a hobby. Why not learn to play an instrument? I play the guitar and it's a lot of fun. Or how about collecting something? I collect coins. My dad gave me some American coins a year ago, and now I've got hundreds, from all over the world!

**Zak:** Well, I don't like the idea of collecting things, and I'm not very good at music.

**Matt:** Do you like doing sport? A sport can be a great hobby. I play tennis and basketball every week. And I went skateboarding last week with my older brother. I'm a beginner, but it was a lot of fun!

**Zak:** That sounds really interesting. I'd like to try that.

**Matt:** Great! Let's call my brother and see when he's free.

**1** Read the dialogue quickly and tick (✓) the main thing Zak and Matt are talking about.

- what they did last night
- why Matt isn't in any clubs
- what they do in their free time
- which sports they like

**2** Read the dialogue again and write the correct name next to each statement.

Zak • Matt

This person ...

- 1 didn't do anything interesting last night. \_\_\_\_\_
- 2 did a lot of things in his free time in the past. \_\_\_\_\_
- 3 saw friends one evening last week. \_\_\_\_\_
- 4 started a hobby because of someone in his family. \_\_\_\_\_
- 5 did a fun activity with someone in his family recently. \_\_\_\_\_

**3** Write a word or short phrase in each gap to show when these things happened.

- 1 Matt went to the cinema \_\_\_\_\_.
- 2 Zak watched TV \_\_\_\_\_.
- 3 Matt had lots of hobbies \_\_\_\_\_.
- 4 Zak hung out with friends \_\_\_\_\_.
- 5 Zak had too much homework to go out \_\_\_\_\_.
- 6 Matt's dad gave him some coins \_\_\_\_\_.

## Wordpower!

**➤KET** Write a word or phrase to match each definition. The first letter is given to help you.

- 1 time when you can do what you want (n)  
f \_ \_ \_ t \_ \_ \_
- 2 someone who is in a club (n)  
m \_ \_ \_ \_ \_
- 3 become part of a club (v)  
j \_ \_ \_
- 4 electronic games played on a TV (n)  
v \_ \_ \_ \_ g \_ \_ \_ \_
- 5 spend time with friends (phr v)  
h \_ \_ \_ o \_ \_
- 6 a fun activity you do regularly (n)  
h \_ \_ \_ \_
- 7 get and keep interesting things (v)  
c \_ \_ \_ \_ \_
- 8 someone who is starting to learn something (n)  
b \_ \_ \_ \_ \_



## HOMWORK!

Do exercises 1–3 on pages 10 and 11 of your Workbook.

## Grammar 1



### Past simple: regular and basic irregular forms

#### Look!

I **went** to the cinema.

It **was** a bit boring.

On Monday and Tuesday evening, I **played** video games.

#### Use

We use the past simple to talk about single actions in the past, or repeated actions in the past that don't happen now.

Words and phrases we often use with the past simple:

yesterday, last night/week, on Monday, at six o'clock, a year ago, this morning.

For more information, see *Grammar database 3* on page 147.

- 3** Write a verb from the box in each gap in the past simple. You will use some verbs more than once.

ask • give • put • be • go • see • choose  
have • take • get • like • want

- 1** Put the **verbs** into the past simple to complete the sentences.

- 1 Skye \_\_\_\_\_ to a concert last night but she didn't enjoy it. **go**
- 2 I \_\_\_\_\_ at home on Saturday and watched my favourite TV show. **stay**
- 3 \_\_\_\_\_ Lucy and Zoe with you on Monday evening? **be**
- 4 \_\_\_\_\_ you \_\_\_\_\_ Matt at football practice yesterday? **see**
- 5 Leon \_\_\_\_\_ skateboarding with us because he was ill. **not come**
- 6 A week ago, my friend and I \_\_\_\_\_ some photos of our village in the snow. **take**

- 2** Write one word from the box in each gap to complete the dialogue.

come • didn't • surfed • did • had • went • Did • have

**Ruby:** What (1) \_\_\_\_\_ you do last weekend?

**Chloe:** I (2) \_\_\_\_\_ a lot of work to do so I stayed at home. What about you?

**Ruby:** I (3) \_\_\_\_\_ to CafeCoffee with Lucas and Poppy.

**Chloe:** Really? Did you (4) \_\_\_\_\_ fun?

**Ruby:** Oh, yes. They've got free Wi-Fi, so we (5) \_\_\_\_\_ the internet together.

**Chloe:** (6) \_\_\_\_\_ you have lunch there?

**Ruby:** No, we (7) \_\_\_\_\_ eat there. We had a fantastic lunch at the pizza place next door.

**Chloe:** I'm sorry I didn't (8) \_\_\_\_\_ with you. Let's go this weekend!

www.kidblog.co.uk/jacob-blog

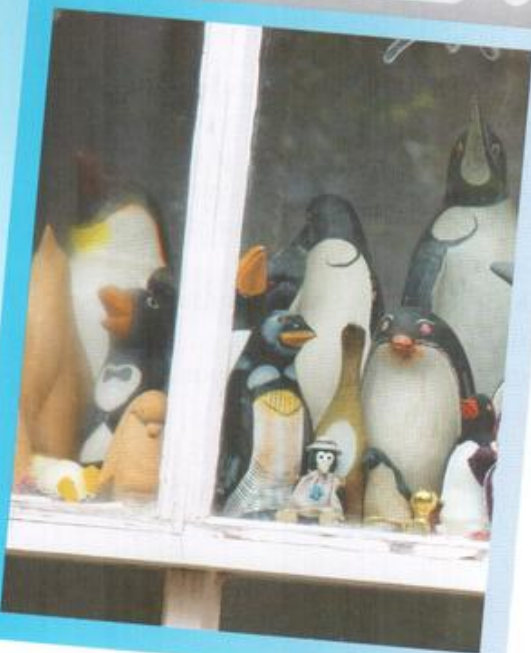
## JACOB'S BLOG!

Somebody (1) \_\_\_\_\_ me about hobbies. Well, in the past I (2) \_\_\_\_\_ lots of hobbies, but now I don't have so much free time. My main hobby now is collecting penguins! I (3) \_\_\_\_\_ my first penguin about two years ago. My family and I (4) \_\_\_\_\_ to the zoo and (5) \_\_\_\_\_ the penguins, and I really (6) \_\_\_\_\_ them. I (7) \_\_\_\_\_ a souvenir, so I (8) \_\_\_\_\_ one in the gift shop and (9) \_\_\_\_\_ it home. When I (10) \_\_\_\_\_ it on my shelf, I (11) \_\_\_\_\_ no idea it (12) \_\_\_\_\_ the first of over a hundred penguins! My relatives (13) \_\_\_\_\_ them to me every birthday when I (14) \_\_\_\_\_ younger, and now my room is full of them!



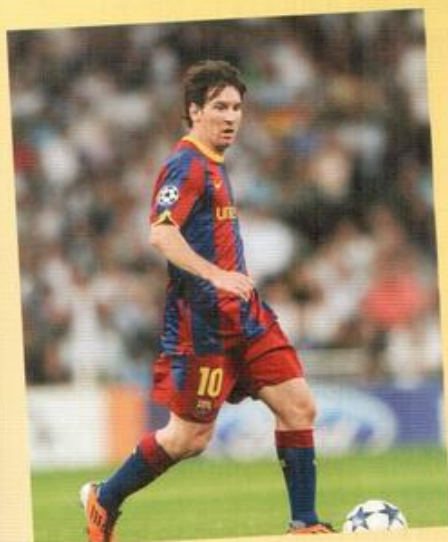
### HOMEWORK!

Do exercises 1–3 on page 12 of your Workbook.

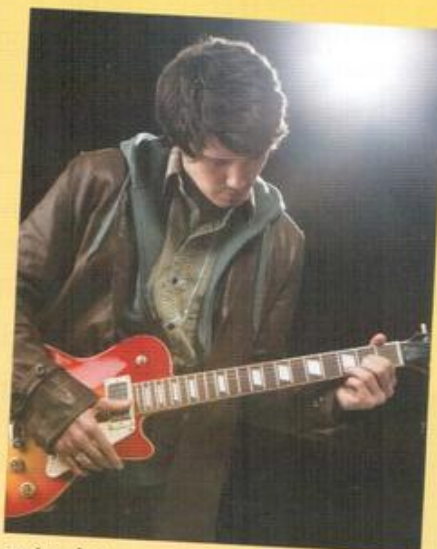


## ⚡ Wordpower!

1 Look at the words for the people in the pictures. Then write the person for each of the words on the right.



footballer



guitarist

- cycle \_\_\_\_\_
- game \_\_\_\_\_
- golf \_\_\_\_\_
- guitar \_\_\_\_\_
- paint \_\_\_\_\_
- photograph \_\_\_\_\_
- piano \_\_\_\_\_
- play \_\_\_\_\_
- skate \_\_\_\_\_
- surf \_\_\_\_\_
- violin \_\_\_\_\_
- windsurf \_\_\_\_\_

**! Be careful!**

Notice how we spell *collector*.

2 Write one word from exercise 1 in each gap.

- You should see my brother on the ice! He's a fantastic \_\_\_\_\_!
- The \_\_\_\_\_ with the most points at the end of the game wins!
- The \_\_\_\_\_ who had the fastest bike won the race.
- My sister's a real \_\_\_\_\_ and she spends hours playing online.
- I like art classes at school and I'd love to be a \_\_\_\_\_.
- There is usually only one \_\_\_\_\_ in a classical orchestra.



## HOMWORK!

Do exercises 1 and 2 on page 13 of your Workbook.

## 🎧 Listening

1 🎧 4 Listen to this podcast and decide if the statements are true (T) or false (F).

- This is Lily's first podcast. T/F
- Mohammed is one of Lily's friends. T/F
- Lily created a survey to ask her friends. T/F
- Lily asked her friends about their schoolwork. T/F
- Lily used all her friends' answers in her show. T/F

2 🎧 5 Listen to the next part of the podcast. Write a word or short phrase in each gap to complete the sentences.

During the last month, Paige ...

- went to the cinema \_\_\_\_\_.
- watched TV for approximately \_\_\_\_\_ a week.
- went \_\_\_\_\_ only three times.
- played \_\_\_\_\_ at a new club.
- got a new \_\_\_\_\_ for her collection.
- played \_\_\_\_\_ new video games.



## HOMWORK!

Do exercises 1 and 2 on page 13 of your Workbook.



collecting things



doing a sport



playing games



making things



doing something artistic



\_\_\_\_\_

## Speaking

**1** Tick (✓) the picture which shows your main hobby. If your main hobby isn't here, draw a picture to show it.

**2** Make notes to answer these questions about your hobby.

What exactly is your main hobby? \_\_\_\_\_

Did you have any other hobbies before that? \_\_\_\_\_

Why do you like this hobby?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When did you start doing it? \_\_\_\_\_

How did you start it? Did anybody help you? \_\_\_\_\_

**3** **🗣️** Tell the class about your main hobby. Try to talk for one minute, and include these points.

- Say what your main hobby is and what hobbies you had before that.
- Say why you like doing this hobby.
- Say when you started doing it and what happened.

## Phrase Bank!

### Expressing likes, dislikes and preferences

*My main hobby is collecting stamps.*

*I (don't) really like playing games.*

*I'm (not) interested in making things.*

*I really enjoy it because it's a lot of fun.*

*I prefer painting to doing sport.*

## SoundSpot

**1** **👂** Listen and choose the correct stress.

- |                  |                |
|------------------|----------------|
| 1 a PHOTograph   | b photoGRAPH   |
| 2 a PHOTographer | b phoTOgrapher |
| 3 a PIANO        | b piANO        |
| 4 a PIANist      | b piANist      |

**2** **👂** Listen and repeat these sentences.

- 1 The photographer took lots of photographs.
- 2 The pianist played a big white piano.

## Past simple: further irregular forms

### Look!

I **said** my main hobby is collecting stamps.  
Mark **drew** a really good picture of me.

### Use

There are lots of irregular verbs in English. With some, we form the past simple by changing a vowel sound. With others, we have to make different changes. With some verbs, the past simple is the same as the infinitive.

For more information, see *Grammar database 4* on page 147.

### 1 Choose one verb to complete each sentence and put it into the past simple.

- I \_\_\_\_\_ (do / know / teach) myself how to ride a bike and now I'm a very keen cyclist!
- My mum \_\_\_\_\_ (say / speak / tell) me to do my homework before I played video games.
- During the match, I \_\_\_\_\_ (fall / sit / stand) and hurt my ankle!
- Amy \_\_\_\_\_ (bring / choose / cut) a huge cake to my birthday party.
- I \_\_\_\_\_ (hit / leave / lose) the ball so high that it disappeared over the wall!
- We \_\_\_\_\_ (buy / catch / pay) a lot for the concert tickets, but it was worth it!

### 2 Write sentences using the prompts.

- I/not understand/what you say/last night. \_\_\_\_\_
- Oscar win a prize/because/he run/so fast. \_\_\_\_\_
- My parents not let me go out/yesterday/because/I break a window. \_\_\_\_\_
- Last night/I meet friends online/and/send a few emails. \_\_\_\_\_
- I leave/the chess club/last year/because/I feel/bored. \_\_\_\_\_

### 3 Write a verb from the box in each gap in the past simple to complete the text.

be • find • read • build • get • spend • draw • keep • talk • eat • meet • write

## FREE TIME THEN AND NOW

Teenagers today often play video games or use the internet. Our grandparents' free time was often a bit different! In the past, many young people (1) \_\_\_\_\_ stamps in an album, or (2) \_\_\_\_\_ model aeroplanes. They (3) \_\_\_\_\_ books or (4) \_\_\_\_\_ pictures, and sometimes (5) \_\_\_\_\_ letters to their penfriends. Perhaps they (6) \_\_\_\_\_ their time making things, such as clothes. Of course, some teenagers today still do these things, but they are not as popular as they (7) \_\_\_\_\_.

Not everything was different, though. Just like today, teenagers in the past (8) \_\_\_\_\_ their friends and (9) \_\_\_\_\_ lunch together while they (10) \_\_\_\_\_ about their lives, their hopes and their dreams. And as they (11) \_\_\_\_\_ older, they (12) \_\_\_\_\_ they had less free time to enjoy. Perhaps some things stay the same!



## HOMWORK!

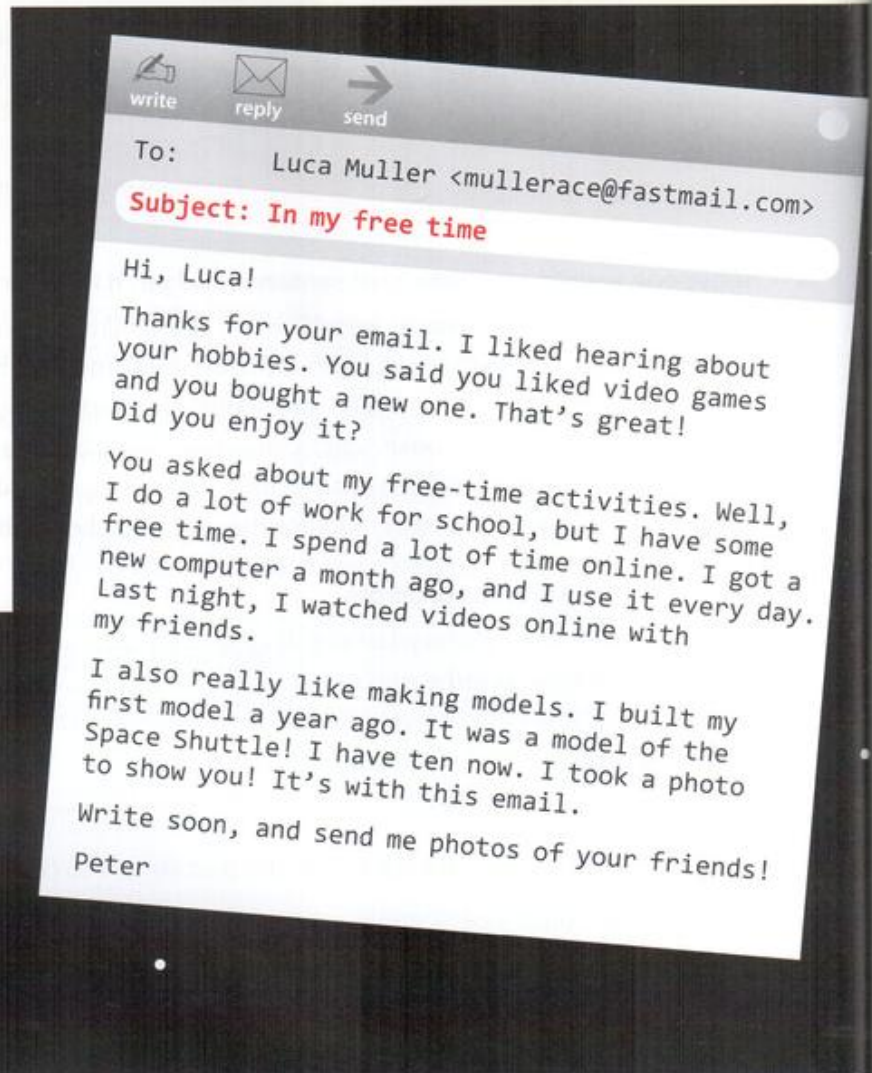
Do exercises 1–4 on page 14 of your Workbook.

## Writing

### Project: writing an informal email

1 **OPEN** Read this email and answer the questions.

- Who do you think Luca is?
  - Peter's friend in another country
  - Peter's schoolfriend
  - Peter's teacher
- Which word describes Peter's email?
  - unfriendly
  - formal
  - friendly
- Who do we write this kind of informal email to?
  - friends and family
  - adults we don't know very well
  - people we are doing business with



2 Read the email again and match each part of the email with a statement.

- |                    |  |
|--------------------|--|
| 1 To: ____         | a This shows what the email is about.                  |
| 2 Subject: ____    | b This tells the friend about the first hobby.         |
| 3 Hi Luca! ____    | c This shows who the email is going to.                |
| 4 Paragraph 1 ____ | d This tells our friend to write back to us.           |
| 5 Paragraph 2 ____ | e This is a good way of saying hello to a friend.      |
| 6 Paragraph 3 ____ | f This shows who is sending the email.                 |
| 7 Write soon ____  | g This tells the friend about the second hobby.        |
| 8 Peter ____       | h This talks about something in a friend's last email. |

## Language Lab

Read these statements. Find and underline examples in the email.

- We use our friend's first name.
- We use short forms (*it's*, etc).
- We use exclamation marks to show excitement.
- We use words like *Well* to introduce some sentences.

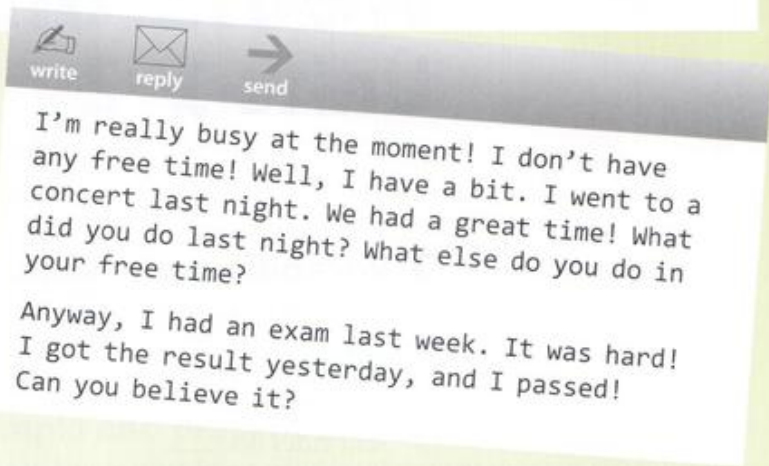


### HOMWORK!

Do exercises 1–3 on page 15 of your Workbook.

## Plan your project!

- 1 Read this extract from an email from a friend. What did your friend do last night?
- 2 Read the email again and tick (✓) two questions you should answer in your email. Then underline a piece of news you can mention in your email.



- 3 You're going to write a reply to your friend. Use your imagination to complete the planner.

PLANNER		
Part of email	Useful information	Your notes
To	What's your friend's name?	
Subject	What's your email about?	
1st line	Hi + first name, Dear + first name,	
Paragraph 1	Thank your friend for their email. Mention something in their email.	
Paragraph 2	Tell your friend what you did last night. Where were you? Who were you with? What did you do? <i>I spent the evening at home with friends and we...</i>	
Paragraph 3	Tell your friend what else you do in your free time. <i>In my free time, I usually...</i> <i>Every weekend, I...</i>	
Closing expressions	<i>I've got to go now because...</i> <i>Write back soon!</i> <i>Love,</i> <i>Bye for now!</i> <i>From,</i>	
Final line	Your first name	

- 4 Write your email. Use the ideas in your planner. Remember to be friendly!



# Revision

## Units 1-2

### 1 Vocabulary: patterns

Match to make sentences.

- |                              |                               |
|------------------------------|-------------------------------|
| 1 I have a ____              | a my email 10 minutes ago.    |
| 2 Did you brush ____         | b your teeth this morning?    |
| 3 Sam rides his ____         | c to the cinema this evening. |
| 4 I checked ____             | d the guitar really well.     |
| 5 Let's go ____              | e shower every morning.       |
| 6 Ellie plays ____           | f a photograph of that!       |
| 7 How often do you surf ____ | g the internet?               |
| 8 I want to take ____        | h bike to school every day.   |

### 2 Vocabulary: phrasal verbs

Choose the correct word.

- 1 What time did you get **out** / **up** of bed this morning?
- 2 I usually go **from** / **out** on Saturday evening with my friends.
- 3 Turn **on** / **over** the light! It's dark in here.
- 4 Wake **up** / **in**! It's time to go to school.
- 5 Turn **down** / **off** the computer when you finish.
- 6 What time do you usually get **up** / **out** in the morning?
- 7 You got **out** / **back** late last night. Where were you?
- 8 I like hanging **out** / **off** with my friends in the park.

### 3 Vocabulary: daily life

Write a word from the box in each gap.

chat • check • do • join • ring • send • spend • wear

- 1 What time did your alarm clock \_\_\_\_\_ this morning?
- 2 Do you \_\_\_\_\_ a school uniform at your school?
- 3 How much time do you \_\_\_\_\_ online each week?
- 4 How often do you \_\_\_\_\_ with your friends online?
- 5 \_\_\_\_\_ your email and see if Lucy replied.
- 6 Do you \_\_\_\_\_ a lot of text messages?
- 7 Where do you usually \_\_\_\_\_ your homework?
- 8 Why did you \_\_\_\_\_ that video club?



#### 4 Vocabulary: word formation

Write one word in each gap to complete the sentences.

- 1 A person who paints is called a \_\_\_\_\_.
- 2 A person who cycles is called a \_\_\_\_\_.
- 3 A person who collects things is called a \_\_\_\_\_.
- 4 A person who plays the guitar is called a \_\_\_\_\_.
- 5 A person who plays football is called a \_\_\_\_\_.
- 6 A person who plays the piano is called a \_\_\_\_\_.
- 7 A person who skates is called a \_\_\_\_\_.
- 8 A person who plays the violin is called a \_\_\_\_\_.

#### 5 Present simple and present continuous

Put the verbs into the correct form, present simple or present continuous.

- 1 \_\_\_\_\_ a great book at the moment. **I/read**
- 2 \_\_\_\_\_ football every Thursday evening. **He/play**
- 3 What time \_\_\_\_\_ on Sundays? **you/get up**
- 4 \_\_\_\_\_ breakfast at the moment? **they/have**
- 5 \_\_\_\_\_ to school on Saturdays. **We/not/go**
- 6 \_\_\_\_\_ TV right now. **Dad/not/watch**

#### 6 Past simple: regular verbs

Put the verbs into the past simple.

- 1 I \_\_\_\_\_ my mum and dad but they said no. **ask**
- 2 I really \_\_\_\_\_ that restaurant. **like**
- 3 Tony \_\_\_\_\_ to go skateboarding but the weather was bad. **want**
- 4 \_\_\_\_\_ video games all day? **they/play**
- 5 We \_\_\_\_\_ TV last night. **not/watch**

#### 7 Past simple: irregular verbs

Put the verbs into the past simple.

##### Before the internet

Life (1) \_\_\_\_\_ (**be**) very different before the internet. People (2) \_\_\_\_\_ (**not/send**) emails. They (3) \_\_\_\_\_ (**write**) letters and (4) \_\_\_\_\_ (**take**) them to the post office. No-one (5) \_\_\_\_\_ (**buy**) things or (6) \_\_\_\_\_ (**pay**) for things online. When kids (7) \_\_\_\_\_ (**do**) projects at school, they (8) \_\_\_\_\_ (**go**) to the library to find information. They often (9) \_\_\_\_\_ (**spend**) hours trying to find information which today we can find in one second. (10) \_\_\_\_\_ (**people/have**) profiles on websites like Facebook? No, they (11) \_\_\_\_\_ (**do/not**), because there (12) \_\_\_\_\_ (**not/be**) any websites!



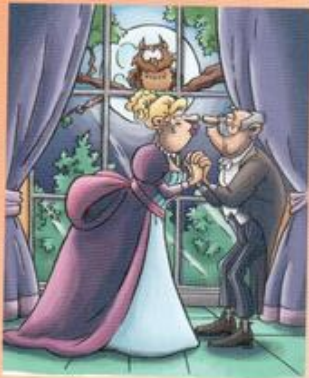
# 3

## Tell me a Story!

### Get ready!

Match a story type from the box with each picture.

adventure story • love story • ghost story  
science fiction story • detective story



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_



3 \_\_\_\_\_

### Reading

1 Read parts of five different stories. Write a story type from Get ready! next to each one. Don't worry if you don't know all the words!

Mr Granger didn't hear the door open. He was sleeping – dreaming about his childhood in Vienna. He didn't hear the floorboards creak or feel the cold air that entered the room. He didn't smell the strange damp smell that filled his bedroom. He didn't see the white figure of a woman that floated across the room, looked down at him in his bed, and then disappeared through the wall into the room next door.

1 \_\_\_\_\_

First Officer Taylor was staring thoughtfully out of the window as Lunar Explorer 2 landed on the dusty planet. He was worried. There were no signs of Lunar Explorer 1. Where was the other spacecraft? Where were the crew?

'Well, this is it,' he said to himself. 'It's time to find out if there really is alien life on Centura.' He looked at Captain Warlock. She nodded. 'Time to go outside and take a look,' she said.

2 \_\_\_\_\_

The wind was blowing and snow was starting to fall as Colin climbed the steep, dark hill. But he did not notice the cold. He kept repeating one word to himself as he climbed: 'Linda, Linda, Linda.' Finally, he saw it: a faint light in the distance. He ran the last half mile to the old, wooden hut. He cried out, 'Linda, are you there?' but he knew in his heart that she was waiting for him. The door opened and Linda stood there in front of him. They ran to each other. 'Linda, I love you,' he said gently. 'I love you too, Colin!' she said. 'Come inside where it's warm.'

3 \_\_\_\_\_

'And where were you when you heard the scream?' asked Inspector Carter. As usual, he was wearing his long brown coat and holding a small notebook and pencil.

'I was having a bath,' replied Mrs Cuthbertson. 'I always have a bath on Tuesday evenings at that time.'

'And what did you do?'  
'Nothing. I thought it was just the children playing. Then, while I was getting dressed about an hour later, Angela came and told me the news. Terrible, just terrible.'

4 \_\_\_\_\_

'Look, Maria! There it is!'  
Sophie bent down and picked up a small cloth bag. Her fingers trembled as she opened it. Inside, there were three gold coins, and an old folded map.

'This is it! This is the map! Let's get out of here!'  
'Not so fast,' said a deep voice. A large man stepped out of the shadows. He was wearing a white suit and a white hat, and he was holding a gun. 'Well done, ladies, for finding my map for me. I don't want any trouble. Just give me the map. Now!'

Sophie looked around, but there was no escape. Slowly, she handed over the map to the man.  
'Thank you,' he said. 'Now, I'm leaving. I have to find that treasure. But unfortunately, you two ladies are staying here. Forever.'

5 \_\_\_\_\_

**2** Quickly read the parts of the stories again. As you read, circle all the different people the first time they are mentioned.

**3** Write words from the boxes to complete the sentences about the stories.

- |                    |              |
|--------------------|--------------|
| having • hiding    | door • ghost |
| looking • sleeping | map • scream |
| snowing            | spaceship    |

- **Story 1:** Mr Granger was \_\_\_\_\_ when the \_\_\_\_\_ entered the room.
- **Story 2:** First Officer Taylor was \_\_\_\_\_ out of the window when the \_\_\_\_\_ landed on the planet.
- **Story 3:** It was \_\_\_\_\_ when Linda opened the \_\_\_\_\_.
- **Story 4:** Mrs Cuthbertson was \_\_\_\_\_ a bath when she heard a \_\_\_\_\_.
- **Story 5:** A large man was \_\_\_\_\_ when Maria and Sophie found the \_\_\_\_\_.

**4** You can sometimes understand a word you don't know by looking at what kind of word it is. Look at these sentences from the stories. What kind of word is the word in bold?

- 1 He didn't hear the floorboards **creak** or feel the cold air that entered the room. **noun/verb**
- 2 He didn't smell the strange **damp** smell that filled his bedroom. **adjective/noun**
- 3 First Officer Taylor was staring **thoughtfully** out of the window... **adjective/adverb**
- 4 ...as Lunar Explorer 2 landed on the **dusty** planet. **adjective/adverb**
- 5 The wind was blowing and snow was starting to fall as Colin climbed the **steep**, dark hill. **adjective/noun**
- 6 Finally, he saw it: a **faint** light in the distance. **adjective/noun**
- 7 'I was having a bath,' **replied** Mrs Cuthbertson. **noun/verb**
- 8 'Not so fast,' said a deep voice. A large man stepped out of the **shadows**. **noun/verb**

## Wordpower!

**KEY** Write a word or phrase to match each definition. The first letter is given to help you.

- 1 This is the time when you are a child.  
c \_\_\_\_\_
- 2 If something is this, it's not normal or not usual.  
s \_\_\_\_\_
- 3 This is the opposite of 'appeared'.  
d \_\_\_\_\_
- 4 If you are this, you feel anxious about something.  
w \_\_\_\_\_
- 5 If you don't do this, you don't see something.  
n \_\_\_\_\_
- 6 If something is this, it's far away.  
in the d \_\_\_\_\_
- 7 If something is this, it's very bad.  
t \_\_\_\_\_
- 8 This means 'unhappily', or 'because of bad luck'.  
u \_\_\_\_\_



### HOMWORK!

Do exercises 1–4 on pages 17 and 18 of your Workbook.

# Grammar 1



## Past simple and past continuous

### Look!

Mr Granger **didn't hear** the door open.

He **was sleeping**...

First Officer Taylor **was staring** thoughtfully out of the window as Lunar Explorer 2 **landed** on the dusty planet.

'And where were you when you **heard** the scream?' asked Inspector Carter.

'I **was having** a bath,' replied Mrs Cuthbertson.

### Use

We use the past continuous to show that a situation was in progress when another situation, in the past simple, happened.

Mr Granger **was sleeping**.   
 The door **opened**. X

We also use the past continuous to show that a situation was in progress at a particular time in the past.

What **were you doing** at five o'clock?   
 I **was doing** my homework.   
 I **was doing** my homework at five o'clock. X

For more information, see *Grammar database 5* on page 148.

### 1 Choose the correct word or phrase.

- 1 While I was walking down the street, I **saw** / **was seeing** my friend Jill.
- 2 I **talked** / **was talking** to Jill when a dog came up.
- 3 As we **was** / **were** playing with the dog, my mobile phone rang.
- 4 As I was talking to my mum on the phone, the dog jumped up and **took** / **was taking** the phone!
- 5 While I **ran** / **was running** after the dog, I fell over.
- 6 While Jill was helping me, the dog **came** / **was coming** back.
- 7 As the dog came back with the phone in its mouth, my mum **still talked** / **was still talking** on the phone!

### 2 Write questions and answers using the prompts. Use the information from exercise 1.

- 1 he/ride/bike/when/see/Jill  
Was he riding his bike when he saw Jill?  
No, he wasn't. He was walking down the street.
- 2 he/talk/Jane/when/a dog/come up  
\_\_\_\_\_
- 3 he/play with/the cat/when/mobile phone/ring  
\_\_\_\_\_
- 4 he/talk to/dad/when/dog/jump up  
\_\_\_\_\_
- 5 he/walk/when/he/fall over  
\_\_\_\_\_
- 6 Jill/laugh at/him/when/dog/come back  
\_\_\_\_\_
- 7 his mum/still shouting/when/dog/come back  
\_\_\_\_\_

### 3 Put the verbs in brackets into the correct form, past simple or past continuous.

## ISAAC'S STORY

The sun (1) \_\_\_\_\_ (**shine**) and the birds (2) \_\_\_\_\_ (**sing**), so Isaac decided to go outside. While he was sitting in his garden, he (3) \_\_\_\_\_ (**start**) to look at an apple tree. While he (4) \_\_\_\_\_ (**watch**) the tree, an apple fell from the tree and landed on the ground. While he (5) \_\_\_\_\_ (**look**) at the apple, he asked himself a question: why did the apple fall down and not go up? As he was thinking about this question, he (6) \_\_\_\_\_ (**have**) an idea: maybe the Earth pulls the apple towards it.

This happened more than 300 years ago, and Isaac is still famous today. Do you know his full name? Do you know what he (7) \_\_\_\_\_ (**discover**) while he was sitting in the garden?



### HOMWORK!

Do exercises 1–3 on page 19 of your Workbook.



## ⚡ Wordpower!

### 1 Choose the correct word.

- 1 I asked my mum **for** / **of** / **to** some money.
- 2 We all laughed **for** / **at** / **by** the joke.
- 3 She looked **of** / **with** / **at** the book.
- 4 Let's talk **about** / **from** / **by** the party!
- 5 Did you talk **for** / **to** / **from** Simon this morning?
- 6 I often think **for** / **with** / **about** him.

### 2 Complete the questions and write answers about you.

- 1 What did you ask your parents for yesterday? I asked them for some money.
- 2 When was the last time you laughed \_\_\_\_\_ a joke? \_\_\_\_\_
- 3 What were you looking \_\_\_\_\_ five minutes ago? \_\_\_\_\_
- 4 What were you talking \_\_\_\_\_ ten minutes ago? \_\_\_\_\_
- 5 Who did you talk \_\_\_\_\_ this morning? \_\_\_\_\_
- 6 What are you thinking \_\_\_\_\_ right now? \_\_\_\_\_



## HOMWORK!

Do exercises 1 and 2 on page 20 of your Workbook.



## Listening

- 1 🎧 8 Listen to six teenagers talking. As you listen, decide what kind of story they are telling. Write 'FUNNY' for a funny story, 'SAD' for a sad story, and 'STRANGE' for a story about something strange.

Speaker 1: \_\_\_\_\_  
Speaker 2: \_\_\_\_\_  
Speaker 3: \_\_\_\_\_  
Speaker 4: \_\_\_\_\_  
Speaker 5: \_\_\_\_\_  
Speaker 6: \_\_\_\_\_

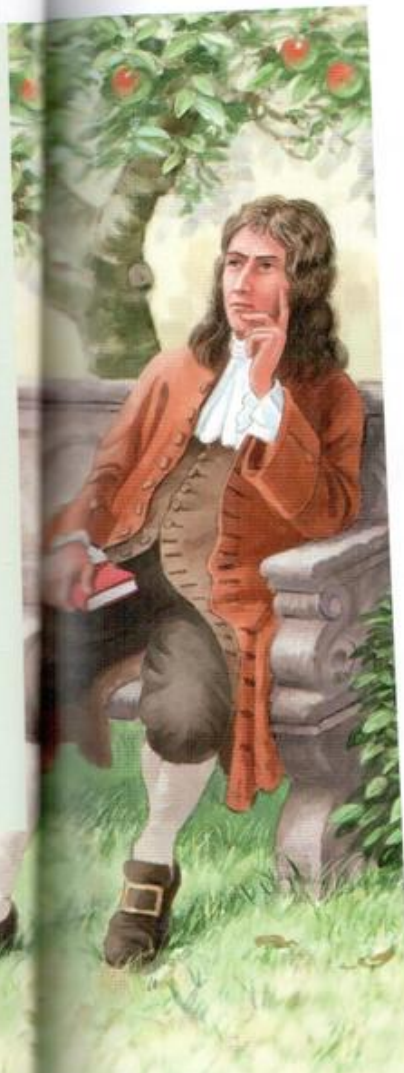
- 2 🎧 9 🔑 Listen again and complete the sentences. Be careful! The speakers are now in a different order!

- 1 Speaker 1: The girl lost ...  
A a phone. B a friend. C her bag.
- 2 Speaker 2: Mr Parker gave him ...  
A a dog. B a watch. C a pen.
- 3 Speaker 3: The girl told a story ...  
A to her teacher.  
B about her teacher.  
C for her teacher.
- 4 Speaker 4: The man ...  
A has a strange face.  
B went shopping.  
C made a mistake.
- 5 Speaker 5: The girls ...  
A were never good friends.  
B are still good friends.  
C were good friends in the past.
- 6 Speaker 6: The weather ...  
A didn't really change at all.  
B changed from bad to good.  
C changed from good to bad.



## HOMWORK!

Do exercise 1 on page 20 of your Workbook.



## Speaking

- 1** Can you remember the stories you heard in the Listening section (page 27)? In pairs, discuss what happened in the stories. Use these notes to help you.

Story 1: girl/school/mobile phone/send text message/can't find phone

Story 2: boy/want dog/ask mum and dad/birthday/hear a dog bark/Mr Parker

Story 3: girl/tell story/history teacher/walk into the room/Sally not realise

Story 4: man/buy new motorbike/girl's mum/shopping/traffic lights/red

Story 5: girl/best friend/comes to house/crying

Story 6: boy/at home/brother/weather/rain

- 2** Think of something that happened to you, or someone you know. Make notes to answer the questions. (If you can't think of a true story, use your imagination!)

	My story	Example
Is this story sad, funny or strange?		<i>funny</i>
When did it happen?		<i>two weeks ago</i>
Where did it happen?		<i>in the living room at home</i>
Who was there?		<i>my brother and me</i>
What were you/they doing?		<i>We were playing chess.</i>
What happened next?		<i>My brother told me a joke. I laughed and hit the table. The table broke and everything fell on the floor.</i>

- 3** In pairs, use your notes from exercise 2 to tell your stories. Use the example below as a guide.

This is a funny story. Two weeks ago, I was at home with my brother. We were playing chess in the living room. My brother told me a joke – I can't remember what it was now – but I started laughing. I hit the table by mistake because I was laughing so much. The table broke, and everything on it fell on the floor!



- 4** Close your book. Without looking at your notes in exercise 2, tell the class your story.

## Phrase Bank!

**Because:** expressing purpose and giving reasons

He was running fast *because* he wanted to catch the dog.

He fell over *because* he was running fast.

He was running fast and trying to catch the dog. *Because of this,* he fell over.

## SoundSpot

- 1** **10** Which word or part of a word do you think is stressed the most? Guess, then listen and check.

1 ghost **STORY**/GHOST story

2 love **STORY**/LOVE story

3 ad**VENTURE** story/ADventure story

4 detec**TIVE** story/de**TECTIVE** story

5 **SCIENCE** fiction story/science **FIC**TION story

- 2** **11** Listen again and repeat.

## Grammar 2



### Imperative, infinitives, -ing form

#### Look!

Tell me a story!

Don't tell me that story – tell me a different story!

#### Use

We use the imperative to tell people to do things, and to give them advice and suggestions.

#### Look!

I want you **to tell** me a story!

I like **hearing** your stories!

#### Use

Some verbs are usually followed by verbs in the full infinitive. These verbs include: *agree, ask, choose, decide, forget, hope, offer, plan, promise, refuse, seem, want.*

Some verbs are usually followed by verbs in the -ing form. These verbs include: *enjoy, finish, hate, like, love, miss, remember, stop, suggest.*

Some verbs are followed by either verbs in the full infinitive or the -ing form. These verbs include: *begin, continue, start.*

#### Look!

I saw him **walk** down the street.

I saw him **walking** down the street.

#### Use

Some verbs (including *see, watch, hear, listen to, notice*) are followed by an object + a verb in the bare infinitive, or a verb in the -ing form.

We use the bare infinitive for a complete action: I saw the tree **fall over** (from start to finish).

We use the -ing form for an incomplete action: In this photo, you can see the tree **falling over** (only part of the action, not from start to finish).

For more information, see Grammar database 6 on page 148.

### 1 Make the instructions negative.

- 1 Tell me!  
    *Don't tell me!* \_\_\_\_\_
- 2 Give Alex the book!  
    \_\_\_\_\_
- 3 Stand up!  
    \_\_\_\_\_
- 4 Write a sad story!  
    \_\_\_\_\_
- 5 Learn these verbs!  
    \_\_\_\_\_
- 6 Listen to Claire!  
    \_\_\_\_\_
- 7 Do the next exercise now!  
    \_\_\_\_\_

### 2 Correct the words or phrases in bold.

- 1 Why did he decide **buying** a bike? \_\_\_\_\_
- 2 I finished **to tell** the joke and nobody laughed!  
    \_\_\_\_\_
- 3 I really miss **to have** her as a friend. \_\_\_\_\_
- 4 I promise **telling** you what happened. \_\_\_\_\_
- 5 When she left the house, she forgot **closing** the front door. \_\_\_\_\_
- 6 I refuse **listening** to that story again! \_\_\_\_\_

### 3 Read the sentences and write YES or NO to answer the questions.

- 1 We saw the man run out of the bank.  
Did they probably see the door open? \_\_\_\_\_
- 2 We saw the man running out of the bank.  
Did they probably see the door open? \_\_\_\_\_
- 3 He heard Melissa singing a song.  
Did he hear the song from start to finish? \_\_\_\_\_
- 4 He heard Melissa sing a song.  
Did he hear the song from start to finish? \_\_\_\_\_
- 5 They watched a dog jump over a car.  
Did the dog only jump once? \_\_\_\_\_
- 6 They watched a dog jumping over a car.  
Did the dog only jump once? \_\_\_\_\_



### HOMWORK!

Do exercises 1–4 on pages 21 and 22 of your Workbook.



## Writing

### Project: writing a story

1 Read the different parts of a story. Put them in the correct order.

Part 1: \_\_\_\_ Part 2: \_\_\_\_ Part 3: \_\_\_\_ Part 4: \_\_\_\_ Part 5: \_\_\_\_

**a** In the middle of the game, my brother said, 'I heard a great joke yesterday,' and he told me the joke. I can't actually remember what the joke was now, but it was very funny! When he finished telling me the joke, I started to laugh. And I couldn't stop laughing. I laughed and laughed and laughed. First, I fell off my chair. Then, because I was laughing so much, I hit the table with my arm.

**b** A GAME, A JOKE AND A TERRIBLE MESS!

**c** 'Stop!' shouted my brother, but it was too late. The table broke, and everything on it fell on the floor - our chess game, two glasses of orange juice, and our mobile phones. It was terrible!

**d** When my mother came in, I was still laughing! Then my brother started to laugh too. We both stood there laughing as our mother looked at us, and everything on the floor.

**e** Two weeks ago, I was at home with my brother, Greg. It was Saturday, but because it was raining outside, we were playing chess in the living room.

2 Read the story again and make notes to answer the questions.

- 1 You read a similar story on another page of this book. Which page? \_\_\_\_\_
- 2 Is this story longer or shorter than the other one? \_\_\_\_\_
- 3 Which person is in this story but not in the other one? \_\_\_\_\_
- 4 What extra information does this story have? Find as many examples as you can.  
\_\_\_\_\_  
\_\_\_\_\_



## Language Lab

Read these statements. Find and underline examples in the story.

- 1 We usually give a story a title.
- 2 We use the past continuous to show a situation in progress when something happened.
- 3 We use the imperative to give instructions.
- 4 We use *because* to give reasons for things.
- 5 We use quote marks to show the exact words that people said.



## HOMWORK!

Do exercises 1 and 2 on page 22 of your Workbook.



## Plan your project!

**1** You are going to write a story. First, decide which story you are going to write.

The story I told in the Speaking section on page 28, with more information

A new, different story

**2** Answer the questions about your story to complete the planner.

### PLANNER

Part of story	Useful information	Your notes
<b>Title</b>	Use your imagination! eg <i>A game, a joke and a terrible mess!</i>	
<b>Paragraph 1</b>	When? Where? Who? What were you/they doing? Why?	
<b>Paragraph 2</b>	What happened first? Did anyone say anything? What?	
<b>Paragraph 3</b>	What happened next? Why?	
<b>Paragraph 4</b>	What happened at the end?	

**3** Write the first draft of your story. Before you show it to your teacher, tick (✓) the statements that are true about your story.

- My story has a title.
- My story has at least four paragraphs.
- My story uses the past simple and past continuous.
- My story has some direct speech.
- My story uses *because* to give a reason.

**4** When your teacher has seen your story, write it again without mistakes on a piece of paper.

**5** Draw a picture or find a photo connected to your story in some way.

**6** Make your project. Stick your story and your picture on a piece of card. Write your name at the bottom. When you have all finished, why not display your projects on the wall?

# 4

## Let's Celebrate!

### Get ready!

Match the pictures to the words.

- a refreshments
- b invitation
- c guests
- d decorations
- e present



3 \_\_\_\_\_



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_

## Reading

1 Read the online chat and tick (✓) the things that Holly has done.

- sent invitations
- told people online
- decided where the party is
- bought snacks
- ordered pizzas
- organised music
- organised video games
- put up decorations



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Ruby

Holly

Hi Holly. Are you there?

**Ruby**

Hi Ruby! Yes, I'm here. How are you?

**Holly**

I'm fine. Happy Birthday! I can't wait for your party this weekend!

**Ruby**

I'm not ready for it! 😞  
There are still lots of things I haven't done.

**Holly**

Don't worry! I'll help. Let's start at the beginning. Have you sent invitations to everybody?

**Ruby**

Yes. And I've told people online about it, too. I've invited everyone I can think of. I've already had replies from most people and it looks like there'll be about 30 guests.

**Holly**

OK. And is the party going to be indoors or outdoors? What if it rains?

**Ruby**

I haven't thought about it. I can ask Mum what she thinks and then decide.

**Holly**

Have you thought about refreshments yet? People need something to eat and drink.

**Ruby**

I've bought snacks, and Mum's got a cake, but people might want more than that. I haven't had time to organise anything else.

**Holly**



**2** **KEY** Read the chat again and for each question, choose the correct answer A, B or C.

- Ruby tells Holly that she ...
  - A can't come to her party.
  - B is looking forward to her party.
  - C wants to have a party this weekend.
- Thirty people have told Holly that they ...
  - A can't come to the party.
  - B want to come to the party.
  - C haven't had an invitation to the party.
- Holly hasn't organised much food because ...
  - A her mum told her not to.
  - B her mum is cooking the food.
  - C she has been too busy.

**3** Write the correct name in each gap to complete the sentences.

Ruby • Holly • Dylan

- \_\_\_\_\_ has talked about the party on the internet.
- \_\_\_\_\_ mentions a possible problem with the weather.
- \_\_\_\_\_ will ask someone else for advice.
- \_\_\_\_\_ has agreed to provide entertainment.
- \_\_\_\_\_ mentions other parties she's been to.

**Wordpower!**

**KEY** Write a word or phrase to match each definition. The first letter is given to help you.

- answers (n)  
r \_ \_ \_ \_ \_
- inside, in a building (adv)  
i \_ \_ \_ \_ \_
- outside, out of a building (adv)  
o \_ \_ \_ \_ \_
- reach or get to a place or event (v)  
a \_ \_ \_ \_ \_
- ask for food, etc in a restaurant (v)  
o \_ \_ \_ \_ \_
- liked by many people (adj)  
p \_ \_ \_ \_ \_
- not expensive (adj)  
c \_ \_ \_ \_ \_
- make a place clean after a party, etc (phr v)  
t \_ \_ \_ \_ u \_



**HOMWORK!**

Do exercises 1–3 on pages 23 and 24 of your Workbook.



Ruby

We can leave the snacks on the table for people when they arrive. Then later we can order pizza so we don't need to cook! Pedro's Pizza is really popular, so everyone will like that. And it's cheap, too! 🍷 What about entertainment?



Holly

I've asked Dylan to bring some CDs, and he's happy to do that. And I've put some music onto my MP3 player, so we can dance. I haven't done anything else.



Ruby

I've been to some parties where they had video games to play. Let's do that! I'll bring my games.



Holly

Great! Oh, and I've bought lots of decorations, but they're still in the box.



Ruby

Let's put them up together on Saturday morning. I've just thought of one more thing. We need to tidy up after the party. Who can help?



Holly

That's easy! The boys! 😊 Thanks, Ruby. You've been a great help.



Ruby

That's OK. Right – I have to go and do my homework. See you at school tomorrow!

## Grammar 1



## Present perfect simple 1

## Look!

**Have** you **sent** invitations to everybody?  
**I've invited** everyone I can think of.  
**I've bought** lots of decorations.

## Use

We use the present perfect simple to talk about the present results of past actions. Compare this with the past simple.

Past simple: **I bought** snacks for the party.  
 (The speaker is describing something that happened in the past. The past action is important.)

Present perfect simple: **I've bought** snacks for the party.  
 (The speaker is saying that now he has snacks. The present result is important.)

Words and phrases we often use with the present perfect simple: *already, yet, just*.

For more information, see *Grammar database 7* on page 148.

2 Look at the picture and write answers to the questions.



Oh, no! Look at what Patch and Smokey have done!

1 Have they ripped the decorations?

Yes, they have. They've ripped the decorations.

2 Have they stood on the jelly?

3 Have they knocked the cake on the floor?

4 Have they spilled the drinks?

5 Have they broken the CDs?

3 Write each verb in the present perfect simple. Use short forms where possible.

1 **OPEN** Choose the correct word or phrase.

- Leo \_\_\_ invited Abigail to his party.  
 A haven't  
 B hasn't  
 C didn't
- Dad \_\_\_ some food for Jake's birthday party.  
 A has made  
 B does make  
 C has make
- I'm sorry - I \_\_\_ any snacks on the table for the guests.  
 A hasn't put  
 B haven't put  
 C not put
- \_\_\_ Alec arrived yet?  
 A Have  
 B Does  
 C Has
- They've just \_\_\_ to have the party outdoors.  
 A deciding  
 B decide  
 C decided
- Have you \_\_\_ the CD for the party yet?  
 A find  
 B found  
 C finds

## 14TH MARCH

Just two more days until my party! I can't wait!

I (1) \_\_\_\_\_ (send) invitations to all my friends, and I (2) \_\_\_\_\_ (already/have) replies from almost everyone. Daisy (3) \_\_\_\_\_ (not/send) a reply yet, but she's on holiday. I'm sure she'll come. There's so much to do! I (4) \_\_\_\_\_ (buy) food and drinks, and I (5) \_\_\_\_\_ (ask) other people to bring music and games. I'm sure there's something I (6) \_\_\_\_\_ (forget). I (7) \_\_\_\_\_ (not/put up) decorations yet, but I'll do that on the day of the party. I hope people (8) \_\_\_\_\_ (not/buy) me expensive presents - I told them to just get something cheap. I'm so excited! It's going to be the best party ever!



## HOMEWORK!

Do exercises 1 and 2 on page 25 of your Workbook.

## ⚡ Wordpower!

### 1 Choose the correct word.

- My sister's wedding was **amazed** / **amazing**!  
I was **amazed** / **amazing** how many people were there.
- The invitation looked very **interested** / **interesting**.  
I decided to go to the party because I was **interested** / **interesting** in seeing what it was like.
- I'm so **excited** / **exciting**! It sounds as if the party is going to be really **excited** / **exciting**!
- Your costume for the Halloween party was really **frightened** / **frightening**! Some of the guests were **frightened** / **frightening** by it.
- Were you **surprised** / **surprising** when Elliot gave you a fishing rod? I thought it was a really **surprised** / **surprising** present.
- I thought the directions to the party were **confused** / **confusing**! I got **confused** / **confusing** and couldn't find the address.

## ! Be careful!

Adjectives with *-ing* describe what something or someone is like.

*Peter is amazing.* (He amazes me.)

Adjectives with *-ed* describe how someone feels.

*Peter is amazed.* (He has a feeling of amazement.)

### 2 Use the words given in capitals to form a word that fits in the gap in the same line.

#### How to have the perfect party!

So you have to organise a party! I'm sure you're (1) \_\_\_\_\_ by the idea, but probably also a little (2) \_\_\_\_\_. How can you be sure you've done everything when it can get so (3) \_\_\_\_\_? The secret is to make lists – lots of lists! It's the only way to make sure you don't get (4) \_\_\_\_\_ when things start to go wrong. You'll be (5) \_\_\_\_\_ how much lists can help. Make a list of everything you have to do. It's (6) \_\_\_\_\_ how many little jobs there are when you organise a party. Some of them will be (7) \_\_\_\_\_ and you'll enjoy them, but you won't be (8) \_\_\_\_\_ in all of them.

Remember, though, that you have to do all of them to make your party a success!

- EXCITE
- FRIGHTEN
- CONFUSE
- CONFUSE
- AMAZE
- SURPRISE
- INTEREST
- INTEREST



## HOMWORK!

Do exercises 1 and 2 on page 26 of your Workbook.

## 🎧 Listening

### 1 🎧 12 Listen to these two boys planning an event. As you listen, choose true (T) or false (F).

- They have already printed the invitations to the party. T/F
- Liam's parents are happy to have the party at their house. T/F
- Max says his garden is too small for a party. T/F
- Liam has bought a football shirt as a gift. T/F
- Max has bought a book as a gift. T/F

### 2 🎧 12 🎧KET Listen again and write a word, number or short phrase in each gap to complete the invitation.

#### YOU'RE INVITED TO...

(1) \_\_\_\_\_'s Surprise Party!

Where: 47 (2) \_\_\_\_\_ bus

How to get there: by car, taxi, or take the (3) \_\_\_\_\_

When: (4) \_\_\_\_\_ at 6pm

Bring: (5) \_\_\_\_\_ and (6) \_\_\_\_\_

**And remember – it's a surprise!**



## HOMWORK!

Do exercise 1 on page 26 of your Workbook.



## Speaking

1 Tick (✓) the events you have been to and say which you liked the most.

- 1 a birthday party
- 2 a family celebration
- 3 a wedding reception
- 4 a school prom
- 5 a surprise party



2 You are going to organise an event with your partner. Decide what kind of event and complete the notes together. Try to make it a fun event!

**Student A:** What event shall we choose?

**Student B:** Let's organise a surprise party for our teacher.

**Student A:** Great idea! We can invite everyone in our class.

**Student B:** Yes, let's do that. We can have the party at school.

**Student A:** Why don't I bring some CDs?

**Student B:** That's a good suggestion.

3 Tell the class what you have decided to do for your event. Tell them why it's an exciting party. When you have heard all the party plans, vote on which party you want to go to!

## Phrase Bank!

### Making and responding to offers and suggestions

*Why don't I bring some CDs?*

*Will you make a cake?*

*Let's ask David to bring decorations.*

*That's a good suggestion.*

*Great idea!*

*Yes, let's do that.*



Event: \_\_\_\_\_

*(eg a surprise party for our friend Emma's birthday)*

Who to invite: \_\_\_\_\_

*(eg everyone from our English class)*

Where: \_\_\_\_\_

*(eg at Maria's house, outdoors)*

How can people get there? \_\_\_\_\_

When: \_\_\_\_\_

What else do we need to organise? What have we decided about those things?

*(eg decorations - Charlie can bring them, etc)*

What do guests need to bring?



## SoundSpot

1 13 Listen and choose the correct stress.

1 a 47 London ROAD      b 47 LONDON Road

2 a 47 London STREET      b 47 LONDON Street

3 a 10 Downing ROAD      b 10 DOWNING Road

4 a 10 Downing STREET      b 10 DOWNING Street

2 14 Listen and repeat these sentences.

1 The party's at 17 Market Street. It's near Castle Road.

2 Come down Market Road and 22 Castle Street is on your left.

# Grammar 2



## Present perfect simple 2

### Look!

**Have** you ever **been** to a surprise party before?  
I've never **had** a birthday party.

### Use

We use the present perfect simple to talk about past actions when the time they happened isn't important or isn't known.

Words and phrases we often use with the present perfect simple: *ever, never.*

For more information, see *Grammar database 8* on page 149.

### 1 Match to make sentences.

- 1 I've been to a birthday party, \_\_\_\_
  - 2 I've played games at parties, \_\_\_\_
  - 3 I've never been to a wedding, \_\_\_\_
  - 4 I've heard about school proms, \_\_\_\_
  - 5 I've never had a birthday party \_\_\_\_
  - 6 I haven't made a cake before, \_\_\_\_
- a but I've been invited to my cousin's next month.
  - b but I'll try my best to make one.
  - c but I've never been to a surprise party.
  - d but I've never been to one.
  - e because our house is quite small.
  - f but not video games.



### 2 Tick (✓) the things you have done and cross (X) the things you haven't done in your life. Then write questions and answers.

- 1 break your arm   
Have you ever broken your arm?  
Yes, I have.
- 2 fly on a plane
- 3 see an elephant in real life
- 4 go to a concert
- 5 travel on a train
- 6 build a snowman
- 7 be on TV

### 3 Write one word from the box in each gap. There are two extra words you don't need.

been • has • never • seen • done  
have • not • worn • ever • made

#### A great fancy dress party

Have you (1) \_\_\_\_\_ been to a fancy dress party? That's a party where the guests all wear costumes. Anyone who (2) \_\_\_\_\_ been to the USA knows that they're popular there at Halloween. Here in England, they're popular all year.

I've (3) \_\_\_\_\_ to a few, and I've (4) \_\_\_\_\_ a pirate costume, a ghost costume and an astronaut costume. But the best party I (5) \_\_\_\_\_ ever been to was the one last night! The theme was 'Films'. I've (6) \_\_\_\_\_ lots of films, so I didn't know who to choose. In the end, I decided to go as Spiderman. They've (7) \_\_\_\_\_ a few Spiderman films, and I've watched them all!

I usually make my own costume, but this time I didn't have time so I hired one from a shop. I've (8) \_\_\_\_\_ hired a costume before, but the costume was great, and I had a fantastic time at the party!



### HOMWORK!

Do exercises 1–3 on page 27 of your Workbook.

## Writing

### Project: writing a note to a friend

1 **OPEN** Read this note and answer the questions.

- Katie says that Sam ...
  - is looking forward to the party.
  - isn't very excited about the party.
  - doesn't know about the party.
- Katie wants Grace to ...
  - make invitations for the guests.
  - bring her computer to Brown Street.
  - make sure Sam comes at 7.30.
- Katie suggests that ...
  - Grace buys a CD or an MP3 player as a present.
  - everyone takes their own music to the party.
  - Grace asks guests what music they like.



Dear Grace,

This is just a quick note to remind you about a few things for the party. I'm so excited! Sam will love it. I hope he likes surprises! And I hope no-one's told him about it!

The first thing we need to do is organise the invitations. Jenny and I have arranged everything, but we need you to print them on your computer. Can you do that? We've decided to ask everyone to arrive at 7pm at my house, 42 Brown Street. I've invited Sam to come over at 7.30 to 'do our homework together'!

The second thing is the entertainment. I know Sam likes rock music, but I don't really have any. Jenny and I have had an idea, though. Why don't we ask everyone to bring their favourite CDs or their MP3s players to the party? That way, we'll have lots of music to choose from. Can you put that on the bottom of the invitations? Thanks!

Lots of love,

Katie

2 Read the note again and match each part of the note with a statement.

- |                     |   |
|---------------------|---|
| 1 Dear Grace, ___   | a This shows who the note is from.                            |
| 2 Paragraph 1 ___   | b This explains what the note is about and how someone feels. |
| 3 Paragraph 2 ___   | c This talks about the second main point in the note.         |
| 4 Paragraph 3 ___   | d This is a good way of saying goodbye.                       |
| 5 Lots of love, ___ | e This shows who the note is for.                             |
| 6 Katie ___         | f This talks about the first main point in the note.          |

## Language Lab

Read these statements. Find and underline examples in the note.


- We use some short, simple sentences.
- We use short forms (*it's*, etc).
- We give information clearly.
- We use *can* to ask the other person to do something.



### HOMWORK!

Do exercises 1 and 2 on page 28 of your Workbook.

## Plan your project!

**1**  **15** You and some friends are organising a surprise party for a teacher who is leaving your school. Listen to this voicemail message and choose the correct answers.

- 1 The party is for a teacher called **Mr / Mrs** Smith.
- 2 Anna wants you to **call / write a note to** Ben.
- 3 The party is going to be at **Ben's / your** house.
- 4 The party is on Friday at **7 / 7.30**.

**2** You're going to write a reply to your friend. Use your imagination to complete the planner.

PLANNER		
Part of note	Useful information	Your notes
<b>1st line</b>	<i>Hi + first name,</i> <i>Dear + first name,</i>	
<b>Paragraph 1</b>	Tell your friend how you feel about the party and what you are looking forward to. <i>I'm really excited about...</i> <i>I'm really looking forward to...</i>	
<b>Paragraph 2</b>	Tell your friend when and where the party is. Tell your friend how people can get there. <i>The party is at...</i> <i>On the invitations, can you tell people to...</i>	
<b>Paragraph 3</b>	Tell your friend what else you have done for the party. <i>Oh, I've made a great cake!</i>	
<b>Closing expressions</b>	<i>I've got to go now because...</i> <i>Love,</i> <i>Bye for now!</i> <i>From,</i>	
<b>Final line</b>	Your first name	

**3**  **KEY** Write your note. Use the ideas in your planner. Remember to be friendly!



# Revision

## Units 3-4

### 1 Vocabulary: stories

Rearrange the letters to find the types of story. The first letter of each word is given in bold.



- |   |                |                   |
|---|----------------|-------------------|
| 1 | VTANRDEUE      | _____ story       |
| 2 | NCITCCIOEEFISN | _____ _____ story |
| 3 | VEOL           | _____ story       |
| 4 | HOTGS          | _____ story       |
| 5 | TEICTDEEV      | _____ story       |

### 2 Vocabulary: patterns

Match to make sentences.

- |   |  |   |  |
|---|--|---|--|
| 1 | When you see Terry, please ask him _____ | a | at my work when you have some time.            |
| 2 | You should never laugh _____             | b | about your problems too much.                  |
| 3 | I'd like you to look _____               | c | for the book I gave him last week.             |
| 4 | Lucy and I were talking _____            | d | about the shop where she bought her new shoes. |
| 5 | I find it very difficult to talk _____   | e | to Ian because he's so nervous all the time.   |
| 6 | You should try not to think _____        | f | at people who aren't as lucky as you.          |

### 3 Vocabulary: parties

Write a word from the box in each gap.

arrived • decorations • guests • invitations  
presents • refreshments • replies • tidy

#### My party

I had a great party for my birthday last week! I decided to invite 20 (1) \_\_\_\_\_, so I wrote (2) \_\_\_\_\_ to everyone and sent them. I soon got (3) \_\_\_\_\_ from everyone saying they wanted to come. I bought (4) \_\_\_\_\_, including sandwiches and drinks, and I put up balloons and other (5) \_\_\_\_\_. The party started and everyone (6) \_\_\_\_\_ on time. I got some great (7) \_\_\_\_\_ from my friends, and some of them even offered to help (8) \_\_\_\_\_ up the next day!



## 4 Past simple and past continuous

Put each verb into the past simple or past continuous.

- I \_\_\_\_\_ (have) a shower when suddenly there \_\_\_\_\_ (be) a knock at the door.
- It \_\_\_\_\_ (start) raining while I \_\_\_\_\_ (walk) home and I \_\_\_\_\_ (get) completely wet!
- 'Where \_\_\_\_\_ (be) you and what \_\_\_\_\_ you \_\_\_\_\_ (do) at ten last night?' asked the detective.
- I \_\_\_\_\_ (not hear) him when he \_\_\_\_\_ (tell) me what his name was.
- Kelly \_\_\_\_\_ (work) when I \_\_\_\_\_ (call) her so we didn't talk for long.
- Yesterday, I \_\_\_\_\_ (break) a tooth while I \_\_\_\_\_ (eat) a sandwich!
- Dan \_\_\_\_\_ (listen) to his favourite show on the radio when all the lights \_\_\_\_\_ (go) off.
- I \_\_\_\_\_ (think) about Lauren when suddenly I \_\_\_\_\_ (see) her across the road.

## 5 Imperative, infinitives, -ing form

Choose the correct word or phrase.

- When you get to the restaurant, \_\_\_\_ Gemma to call me.  
A you ask    B do you ask    C to ask    D ask
- Chris finally decided \_\_\_\_ the job in New York.  
A to accept    B accept    C accepting    D he accepts
- Do you remember \_\_\_\_ Jack you like him last night?  
A to tell    B tell    C you tell    D telling
- I hope \_\_\_\_ around the world one day.  
A travel    B to travel    C travelling    D to travelling
- Do you miss \_\_\_\_ Anna here to talk to about your problems?  
A to have    B have    C having    D you have
- When we go out this evening, \_\_\_\_ anyone know our secret.  
A not to let    B we don't let    C no let    D don't let

## 6 Present perfect simple

Write each verb in the present perfect simple.

- I \_\_\_\_\_ such a funny joke in my life! (never/hear)
- How long \_\_\_\_\_ in this house? (you/live)
- \_\_\_\_\_ everyone from school to the party? (you/invite)
- I have a feeling that \_\_\_\_\_ somewhere before. (we/meet)
- \_\_\_\_\_ something and then realised it was a mistake? (you/ever/say)
- Julie \_\_\_\_\_ pizza before. Can you believe it? (not/eat)

# 5

## Off we Go!

### Get ready!

Tick (✓) the things in London you know.



- Big Ben
- The Houses of Parliament
- Buckingham Palace
- The London Dungeon
- Downing Street
- The London Eye
- Madame Tussauds
- The River Thames
- The Changing of the Guard
- Trafalgar Square

**1** Quickly read the text. Choose the correct word or phrase.

- 1 This is from a webpage / magazine article / geography book.
- 2 The text is for teenagers / teachers / parents.
- 3 The trip is for teenagers only / teachers and students / parents and children.

## Reading

www.schooltriptolondon.co.uk

home

prices

info

## schooltriptolondon

Here at SchoolTripsToLondon, we'll organise everything for you so you and your students can just relax and enjoy yourselves!

**Here are some of the places you'll visit and things you'll do. Click on the links to find out more.**

**2** Read the webpage again and label the photos.



1 Trafalgar Square



2 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

### The London Eye

You'll get the best view of London from the London Eye. The top is 135m above the ground, meaning you can see about 40km on a clear day. You'll spend about 30 minutes on the Eye - that's the time it takes to go round once.

→ [More...](#)

### The London Dungeon

Teenagers will love the London Dungeon! Here, they'll learn about London's strange and scary history. But they won't study history books! They'll see actors in scary costumes, watch shows with special effects, and go on rides like the 'Drop Ride To Doom'. They'll hear screams and see lots of blood, but they'll really enjoy it!

→ [More...](#)

### Madame Tussauds

No trip to London is complete without a visit to Madame Tussauds. Here, you'll see hundreds of famous people from now and from history - all made of wax. From sports stars such as David Beckham, pop stars such as Lady Gaga and Elvis Presley, film stars such as Angelina Jolie and Charlie Chaplin, to politicians, kings and queens, and cartoon characters. You're going to have an experience you'll never forget!

→ [More...](#)

### London Walk

We'll start at Buckingham Palace, the official home of Queen Elizabeth II. There, we'll watch the Changing of the Guard. Then we'll walk to the Houses of Parliament. All your students are going to want to take photos of Big Ben! We'll also walk past Downing Street, where the Prime Minister lives and works. We'll have lunch by the River Thames, and then go to Trafalgar Square.

→ [More...](#)

### 3 Write a letter from the box to answer the questions.

- a The London Dungeon
- b The London Eye
- c Madame Tussauds
- d Buckingham Palace
- e The Houses of Parliament
- f Downing Street

Where will students ...

- 1 spend about half an hour? \_\_\_\_
- 2 see lots of famous people? \_\_\_\_
- 3 learn about strange and frightening things? \_\_\_\_
- 4 take photos of Big Ben? \_\_\_\_
- 5 see all of London from a very high place? \_\_\_\_
- 6 be scared but have fun? \_\_\_\_
- 7 visit the home of a queen? \_\_\_\_
- 8 possibly see politicians? \_\_\_\_



### Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- 1 If you **o**\_\_\_\_\_ a holiday, you plan it.
- 2 If you **e**\_\_\_\_\_ yourself, you have fun.
- 3 If you **v**\_\_\_\_\_ a place, you go to it.
- 4 If you **f**\_\_\_\_\_ out more about something, you learn more about it.
- 5 The '**v**\_\_\_\_\_' is what you can see from a place.
- 6 If there are no clouds in the sky, it's a **c**\_\_\_\_\_ day.
- 7 If you have an interesting **e**\_\_\_\_\_, you do something interesting.
- 8 If you walk **p**\_\_\_\_\_ a place, you visit it but don't go inside.



### HOMWORK!

Do exercises 1-4 on page 30 and 31 of your Workbook.

lon  
n,  
you  
n  
es!  
e.



## Grammar 1

## will and be going to

## Look!

Teenagers **will love** the London Dungeon!  
Here, they **'ll learn** about London's strange  
and scary history.

But they **won't** study history books!

All your students **are going to want** to take  
photos of Big Ben!

You **'re going to have** an experience you **'ll**  
never forget!

## Use

We use *will* and *be going to* to talk about the future.  
Often, there's no important difference between *will*  
and *be going to*:

You **'re going to have** an experience you **'ll** never forget!

You **'ll have** an experience you **'re** never going to forget!

When we talk about plans that we already have,  
we usually use *be going to* and not *will*:

**I'm going to be** a travel agent when I'm older.

When we predict something because of what we see  
now, we usually use *be going to* and not *will*:

**It's going to snow** soon.

When we make offers and requests, we usually use *will*  
and not *be going to*:

**Will you help me? Of course I will!**

For more information, see *Grammar database 9*  
on page 149.

## 1 Match to make sentences.

- |                               |   |
|-------------------------------|---|
| 1 We ____                     | a going to be cold?                     |
| 2 We're ____                  | b speak English, I'll speak Russian!    |
| 3 Is it ____                  | c go to Red Square?                     |
| 4 Will you ____               | d are going to fly to Russia next week! |
| 5 I won't ____                | e to see the Bolshoi Ballet perform.    |
| 6 Sadly, we're not going ____ | f I will!                               |
| 7 Will ____                   | g you send me a postcard?               |
| 8 Of course ____              | h going to stay in Moscow!              |

## 2 Write answers.

- Is it going to rain later today?  
✓ Yes, it is.  
✗ No, it isn't.
- Are they going to visit Tbilisi?  
✓ \_\_\_\_\_
- Will it be cold?  
✗ \_\_\_\_\_
- Will she stay with friends in Istanbul?  
✓ \_\_\_\_\_
- Are you all going to go on the same plane?  
✗ \_\_\_\_\_
- Will you fly over the Grand Canyon, Andy?  
✗ \_\_\_\_\_
- Will you buy me a present in Rome, Emma?  
✓ \_\_\_\_\_
- Are you going to be scared at the London  
Dungeon, Carl?  
✗ \_\_\_\_\_

3 **OPEN** Write one word in  
each gap to complete the text.

'OK, everybody, listen carefully, please.  
We're going (1) \_\_\_\_\_ take a photo of  
all of us below Big Ben, and then we're (2)  
\_\_\_\_\_ to walk over to Buckingham  
Palace. What's that, Linda? No, you (3)  
\_\_\_\_\_ be able to use the toilets there.  
It's the Queen's house! (4) \_\_\_\_\_ she  
be there? I don't know, but we probably (5)  
\_\_\_\_\_ see her, so don't get excited!  
What was that, Becca?  
(6) \_\_\_\_\_ I going to knock  
on the door and ask for her? No, I'm  
(7) \_\_\_\_\_! Don't be silly! What did  
you say, Toby? When  
(8) \_\_\_\_\_ we going to have lunch?  
We'll have something to eat in about an  
hour, OK? Now, let's take that photo...'



## HOMEWORK!

Do exercises 1–3 on page 32  
of your Workbook.

## Wordpower!

**1** Rearrange the letters to find the phrases.

- |           |       |         |
|-----------|-------|---------|
| 1 credit  | _____ | acdr    |
| 2 driving | _____ | cenecil |
| 3 guide   | _____ | okob    |
| 4 guided  | _____ | rtou    |
| 5 school  | _____ | rtpi    |
| 6 sun     | _____ | marce   |
| 7 tour    | _____ | ugedi   |
| 8 train   | _____ | ctkite  |



**2** Choose a phrase from exercise 1 to match each sentence.

- 1 Everyone in my class is going camping this weekend! \_\_\_\_\_
- 2 She told us about the history of the place. \_\_\_\_\_
- 3 Put this on or you'll burn. \_\_\_\_\_
- 4 I'll get it at the station in the morning. \_\_\_\_\_
- 5 I haven't got any money on me so I'll use this. \_\_\_\_\_
- 6 Take this with you on holiday - it's got lots of good information in it.  
\_\_\_\_\_
- 7 When she gets it, she'll drive to work every day. \_\_\_\_\_
- 8 If we go on this, they can tell us about the building's history.  
\_\_\_\_\_





### HOMWORK!

Do exercises 1 and 2 on page 33 of your Workbook.




## Listening

**1**  **16**  Listen to a family talking and answer the questions.

- 1 They are ...
  - A in a train.
  - B in a car.
  - C on a plane.
- 2 They're going ...
  - A on a long holiday.
  - B to another country.
  - C on a day trip.
- 3 The people we hear are ...
  - A Mum and Dad, and their son and daughter.
  - B Dad and Mum and their three children.
  - C Dad, his two daughters and his son.

**2** Look at the sentences in exercise 3. Guess which words fit in the gaps.

**3**  **16** Listen again. Write one or two words in each gap to complete the sentences.


- 1 They're going to eat \_\_\_\_\_ when they get there.
- 2 They're going to look round a \_\_\_\_\_.
- 3 They're going to take a \_\_\_\_\_ of the place.
- 4 Andrew says Lucy got lost on a \_\_\_\_\_ there.
- 5 Andrew got some \_\_\_\_\_ with him.
- 6 Dad's got his \_\_\_\_\_ with him.
- 7 Dad isn't really going to buy \_\_\_\_\_ for the children.

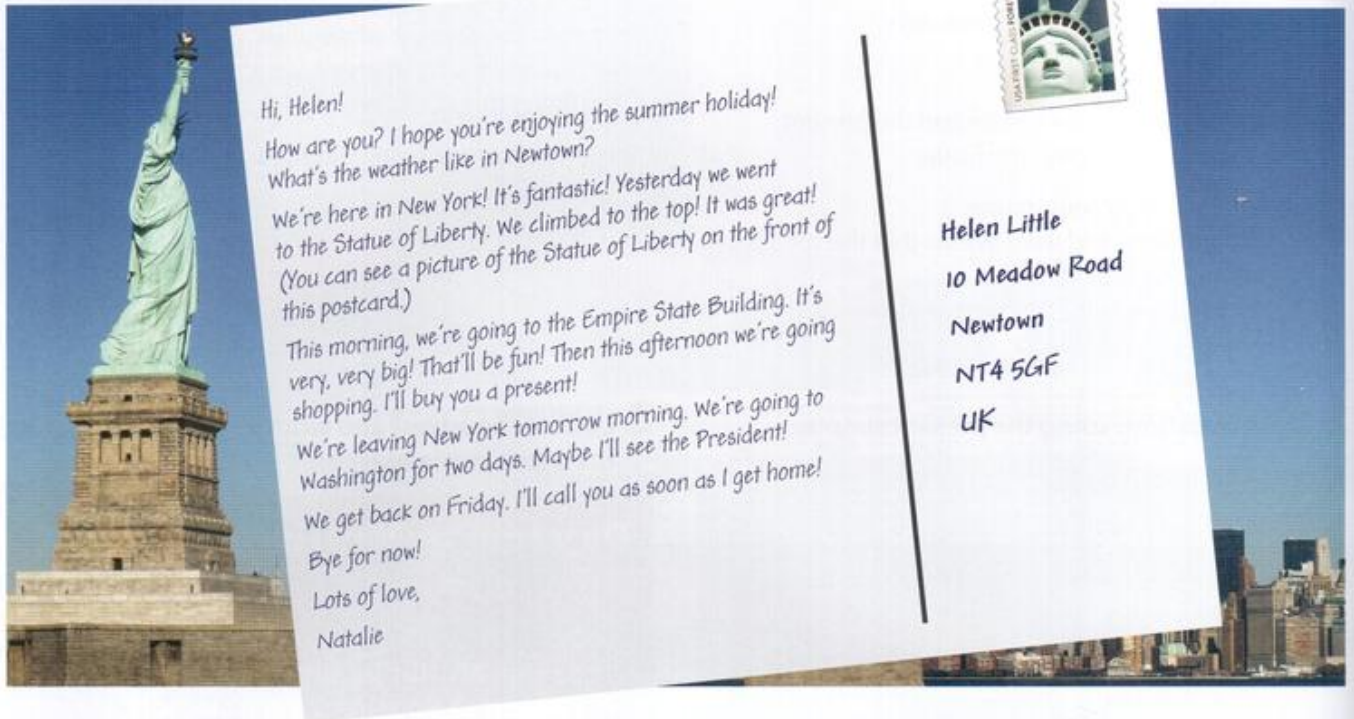


### HOMWORK!

Do exercise 1 on page 33 of your Workbook.


**Writing**
**Project: writing a postcard**

**1**  **KET** Read this postcard and make notes to answer the questions.



- |   |                                       |
|---|---------------------------------------|
| 1 Who wrote the postcard? _____             | 6 What will she buy? _____            |
| 2 Who is she sending the postcard to? _____ | 7 When is she leaving New York? _____ |
| 3 Where is Natalie now? _____               | 8 Where is she going next? _____      |
| 4 Where did she go yesterday? _____         | 9 How long will she stay there? _____ |
| 5 What's she doing this afternoon? _____    | 10 When does she get home? _____      |

**2** Read the postcard again and match each part of the postcard with a statement.

- |   |                                  |
|---|----------------------------------|
| 1 This says where the writer is now. ____           | a Helen Little/10 Meadow Road... |
| 2 This says hello to the reader. ____               | b Hi Helen!                      |
| 3 This says what the writer is doing tomorrow. ____ | c How are you?                   |
| 4 This is the reader's address. ____                | d We're here in New York!        |
| 5 This says what the writer is doing today. ____    | e This morning,...               |
| 6 This says goodbye to the reader. ____             | f We're leaving...               |
| 7 This asks the reader a question. ____             | g We get back...                 |
| 8 This says when the writer will return home. ____  | h Bye for now!                   |


**Language Lab**

Read these statements. Find and underline examples in the postcard.

- We use short forms when we're writing to a friend.
- We use exclamation marks to show excitement.
- We use question marks at the end of questions.
- We use phrases to say goodbye before we write our name at the end.


**HOMEWORK!**

Do exercises 1 and 2 on page 35 of your Workbook.

# Plan your project!

1 You are going to make and write a postcard. First of all, make notes to complete the information. Use your imagination!

<b>Your friend</b>	First name
	Surname
	Address
<b>Your holiday</b>	Where are you now?
	Where did you go/What did you do yesterday?
	What are you going to do this morning?
	What are you going to do this afternoon?
	When are you leaving this place?
	When will you get home?

2 Complete the planner for your postcard.

PLANNER		
Part of postcard	Useful information	Your notes
Right side	First name + surname of your friend and your friend's full address	
Left side: line 1	Greet your friend (write his/her first name only). <i>Hi...</i> <i>Dear...</i>	
Paragraph 1	Ask your friend some questions. <i>How are you? I hope...</i> <i>What/When, etc</i>	
Paragraph 2	Say where you are. Say what it's like. Say what you did yesterday. Mention the picture on the front of the postcard.	
Paragraph 3	Say what you're doing today.	
Paragraph 4	Say when you're leaving and what you're doing next.	
Paragraph 5	Say when you get home. Say what you'll do then.	
Closing phrases	Say goodbye and express your love. <i>Bye! Bye for now! See you soon!</i> <i>Lots of love, Love,</i>	
Your name	Your first name only	

3 Draw or find a picture of the place or thing for the front of your postcard.

4 Make your project. Use the ideas in your planner and your picture to create a postcard. When you have all finished, why not display your projects on the wall?

# Doing it Right!

## Get ready!

Write a word from the box in each gap to complete the sentences.

classmates • pupils • rules  
subjects • terms • uniform

- Your \_\_\_\_\_ are the people in the same class as you are.
- School \_\_\_\_\_ include maths, science and English.
- In the UK, most schools have three \_\_\_\_\_ a year.
- Schoolchildren are also called \_\_\_\_\_.
- School \_\_\_\_\_ is special clothing you wear at school.
- The school \_\_\_\_\_ tell you what you can and can't do.

## Reading

**1 SKET** Read this online article quickly and for each question, choose the correct answer A, B or C.

- From the article, one reason for going to a new school is ...
  - you don't like your old school.
  - your family moves to a new area.
  - you want to get better grades.
- What does the article say about your old friends?
  - Forget about them.
  - Visit them when you can.
  - Talk to them about things.
- You can find people who are like you by ...
  - following the school rules.
  - changing your personality.
  - joining clubs and teams.

pupiladvice.net



pupiladvice.net

● Home ● Advice ● Information ●



## Starting a new school

There are many reasons for starting at a new school. Perhaps one of your parents has got a new job and you've moved house. Or perhaps it's just time for you to leave primary school and start secondary school. The first term is always difficult and you'll probably be nervous. You'll be lonely and it'll be hard to make friends. We've got some great advice for pupils just like you.

2 Read the online article again and tick (✓) the things the article suggests you do. Cross (X) the things the article suggests you don't do.

- learn your schedule
- remember your teachers
- know what to wear
- lose contact with old friends
- change how you behave
- join clubs

3 Write one word from the article in each gap to complete the summary.



When you are starting a new school, make sure you know the school (1) \_\_\_\_\_. Wear a school (2) \_\_\_\_\_ if you have to. Keep in contact with your old (3) \_\_\_\_\_ because they can help you. Try to (4) \_\_\_\_\_ yourself and don't change. Join clubs and (5) \_\_\_\_\_ to meet new people.

### ⚡ Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- 1 A **p**\_\_\_\_\_ school is one you go to up to the age of 11.
- 2 A **s**\_\_\_\_\_ school is one you go to from 11 to 16.
- 3 When you are **n**\_\_\_\_\_ you are a little frightened and unsure what to do.
- 4 When you are **l**\_\_\_\_\_ you feel like you don't have any friends.
- 5 When you **m**\_\_\_\_\_ friends with someone, you meet them and become close.
- 6 When you are in **t**\_\_\_\_\_ with someone, you communicate with them.
- 7 A **g**\_\_\_\_\_ of friends is a number of people who like each other and spend time together.
- 8 Your **i**\_\_\_\_\_ are your hobbies and other things you like doing.



### HOMWORK!

Do exercises 1–4 on pages 36 and 37 of your Workbook.



## P

### Links • Contact

- You should make sure you know your new school. When do you do each subject? Which teachers do you have? Do you have to wear school uniform, or can you wear your own clothes? Learn the school rules and you'll know what you must and mustn't do.
- Don't forget to call your old friends. You must stay in touch with your classmates from your old school. They can really help you when you're unhappy. One day, you'll have a new group of friends, but your old group of friends is still important. You can use email and the telephone to chat.
- You shouldn't change to get other people to like you. You have to be yourself. Remember that other people will like you for who you are.
- You should join school clubs or school teams. It's a great way to meet people outside the classroom with the same interests as you. And you'll have fun!

Good luck at your new school!

## Grammar 1

## Modals 1: ability, permission, obligation and advice

## Look!

You **should** make sure you know your new school.  
Do you **have to** wear school uniform, or **can** you wear your own clothes?  
Learn the school rules and you'll know what you **must** and **mustn't** do.

## Use

We can use *can* to talk about ability.  
We can use *can* to talk about permission.  
We can also use *could* to ask for permission.  
We can use *must* and *have to* to talk about obligation.  
We can use *should* to give advice.

For more information, see *Grammar database 11* on page 150.

## 1 Match to make sentences.

- |                           |   |
|---------------------------|---|
| 1 We don't have to ____   | a chew gum during lessons.                |
| 2 We can't stay ____      | b do homework every day at my school.     |
| 3 Pupils mustn't ____     | c a note from the doctor when you're ill. |
| 4 You should get ____     | d other pupils' work.                     |
| 5 Pupils can leave ____   | e in the classroom during the break.      |
| 6 You shouldn't copy ____ | f when the bell goes.                     |

## 2 Choose the correct word or phrase.

- You **can't** / **don't have to** change the school uniform, even if you want to!
- You **mustn't** / **can't** forget to follow the school rules.
- You **don't have to** / **shouldn't** be late for your lessons.
- You **mustn't** / **don't have to** wear black shoes, but you can.
- You **must** / **can** wear a shirt with short sleeves in the summer if you want to.

3 **KEY** Choose the correct words.

Amber: Sir, (1) \_\_\_\_ I ask you a question?

Mr Moss: Of course you (2) \_\_\_\_, Amber. What is it?

Amber: I (3) \_\_\_\_ do the homework. I don't understand what we (4) \_\_\_\_ to do.

Mr Moss: Well, let me see if I (5) \_\_\_\_ help you. (6) \_\_\_\_ I see your notes?

Amber: Here you are.

Mr Moss: Ah! I think I (7) \_\_\_\_ see your problem. You (8) \_\_\_\_ use these notes.

Amber: Oh, why?

Mr Moss: Because these are from last year!

- |              |             |                 |
|--------------|-------------|-----------------|
| 1 A could    | B must      | C should        |
| 2 A should   | B can       | C have to       |
| 3 A can't    | B shouldn't | C mustn't       |
| 4 A should   | B must      | C have          |
| 5 A must     | B can       | C have to       |
| 6 A Could    | B Must      | C Should        |
| 7 A can      | B must      | C should        |
| 8 A couldn't | B shouldn't | C don't have to |



## HOMEWORK!

Do exercises 1–3 on page 38 of your Workbook.

## Wordpower!

### 1 Choose the correct word.

- Listen **at / to / with** your teacher or you'll miss something.
- What did you learn **about / on / for** at school today?
- Have you decided **at / on / with** a new school for Ben?
- I thanked her **at / for / on** helping me on my first day.
- Our teacher punished me **for / from / through** talking, but it wasn't me!
- Do you agree **at / on / with** me or with Simon?

### 2 Complete the questions and write answers about you.

- Do your parents listen to you when you have problems?  
Yes, they listen to me and give me advice.
- Have you decided \_\_\_\_\_ a future career yet?  
\_\_\_\_\_
- Has a teacher ever punished you or your friends \_\_\_\_\_ something?  
\_\_\_\_\_
- When was the last time you agreed \_\_\_\_\_ somebody?  
\_\_\_\_\_
- What did you learn \_\_\_\_\_ in your last English lesson?  
\_\_\_\_\_
- What was the last thing you thanked somebody \_\_\_\_\_?  
\_\_\_\_\_



## HOMEWORK!

Do exercises 1 and 2 on page 39 of your Workbook.



## Listening

### 1 19 Listen to five short dialogues. For each one, choose the people you think are talking to each other.

- a teacher and a pupil
  - a parent and a child
- a customer and a shop assistant
  - a parent and a teacher
- two pupils from the same school
  - two pupils from different schools
- a teacher and a pupil
  - a parent and a child
- a parent and a teacher
  - two parents

### 2 19 Listen again and for each conversation, choose the correct answer A, B or C. There is one question for each conversation.

- 1 Which shirt should the boy wear?



A



B



C

- 2 What mustn't boys wear at this school?



A



B



C

- 3 What is the same at both schools?



A



B



C

- 4 What will the girl do after her next lesson?



A



B



C

- 5 What activity is the man's daughter going to do today?



A



B



C



## HOMEWORK!

Do exercise 1 on page 39 of your Workbook.



## Speaking

1 Think about your school. Write the ideas in the table. Add some ideas of your own.

We have to...

We don't have to...

wear a school uniform  
bring our own lunch to school

do exams at the end of the year

do homework

go to school on Saturdays

put our hand up if we want to say something

turn off our mobile phones in class

have a shower after PE

stand up when a teacher comes in the room

2 In pairs or as a group, talk about a perfect school (school as you want it to be!).

**Student A:** At a perfect school, you don't have to wear a school uniform. You can wear what you like.

**Student B:** Really? I think at a perfect school, you have to wear a school uniform. Then you don't have to worry about what clothes to wear each morning.

3 In pairs, discuss these problems. Follow the instructions. When you have finished, swap roles.

- I'm late for school every day.
- I often forget to do my homework.
- I have problems seeing the board clearly.
- I feel tired all day at school.

**Student A:** Describe the problem.

**Student B:** Give student A some advice.

**Student A:** I'm late for school every day. I don't know what to do!

**Student B:** I think you should get up at 7 o'clock and not 7.30.

**Student A:** I try, but I always wake up late.

**Student B:** Why don't you buy an alarm clock?

**Student A:** I can't hear it when I'm asleep!

**Student B:** What about asking your mum to wake you up?

**Student A:** Good idea!

## Phrase Bank!



### Expressing obligation and lack of obligation

You/We *have to* turn our phones off.

You/We *don't have to* go to school on Saturdays.

### Giving advice

I think you *should* speak to your teacher.

Why *don't* you get some glasses?

What/How *about* sitting at the front of the class?



## SoundSpot

1 20 Listen to these sentences and decide if the statements are true (T) or false (F).

Have you got a pen?

I **have** to study for a test.

You **don't have** to write this down.

I think we **have** a maths test today.

You **have** to do this homework tonight!

1 The word *have* is pronounced the same in all five sentences. T/F

2 The pronunciation of the verb *have to* is different from the pronunciation of the verbs *have* and *have got*. T/F

2 21 Listen again and repeat. Be careful with how you say *have*!

## Grammar 2



### Modals 2: possibility and probability

**Look!**

They **may** have a test tomorrow.  
 They **might** have a test tomorrow.  
 They **could** have a test tomorrow.

**Use**

We can use *may*, *might* and *could* to show that something is possible (generally, now or in the future).

We can use *should* to show that something will probably happen, or is probably true.

For more information, see *Grammar database 12* on page 150.

**1** Write a letter from the box next to each sentence.

a definitely   b probably   c possibly

- 1 The school play should be really good! \_\_\_\_
- 2 It could be the best school play ever! \_\_\_\_
- 3 We might sit at the front. \_\_\_\_
- 4 It's a comedy, so it should be funny. \_\_\_\_
- 5 I may get there early to get a good seat. \_\_\_\_
- 6 I'll see you there! \_\_\_\_



**2** Rewrite the sentences using the **word** given, so the meaning stays the same.

- 1 It's possible that they will have a test tomorrow. **might**  
 \_\_\_\_\_  
*They might have a test tomorrow.*
- 2 It's possible that Mr Moore is ill today. **may**  
 \_\_\_\_\_
- 3 We'll probably know soon. **should**  
 \_\_\_\_\_
- 4 It's possible that Mrs Jones will take the class instead. **may**  
 \_\_\_\_\_
- 5 It's possible that she'll let us play games. **could**  
 \_\_\_\_\_
- 6 But it's also possible that she'll give us a test. **might**  
 \_\_\_\_\_
- 7 Mr Moore will probably be back at school tomorrow. **should**  
 \_\_\_\_\_

**3** Choose the correct word. Be careful! Sometimes more than one word is correct.

They're making some changes to my school, and the school rules. They haven't decided anything yet, but they (1) **will / might** change the school uniform. The colour and the style (2) **has to / could** change. I hope so! I don't like the one we wear now. Also, lessons (3) **could / should** change from 45 minutes to 50 minutes. I'm not so keen on that! They (4) **may / might** build a new sports hall. That would be great, wouldn't it? I think they're going to decide next month, so we (5) **must / should** know what's happening very soon!



### HOMWORK!

Do exercises 1–3 on page 40 of your Workbook.

## Writing

### Project: writing a letter giving advice

1 Read this letter and make notes to complete the tables.

Hi, Melanie,

Thanks for your letter. It was great to hear from you! I'm glad your mum's feeling better now.

So, you have to do a project on a famous person from history, and you don't know who to choose. Yes, it's difficult, isn't it? Maybe you should choose a great scientist, like Einstein or Isaac Newton or Galileo.

Or, why don't you choose a famous woman? The other students will probably choose men. It would be great to choose a woman! What about Cleopatra, or Pocahontas, or Mother Theresa?

I've got one more idea! How about choosing the first person to do something? For example, Yuri Gagarin was the first person to go into space. Or Neil Armstrong. He was the first person to walk on the Moon.

I hope you like my ideas. Let me know what you choose!

Bye for now!

Love,

Angela



This person wrote the letter.

This person will read the letter.

This person's mother was ill.

This person has to do a project.

This person makes some suggestions and gives some advice.

This person wants to know what the other person chooses.

	Main idea	Examples
Suggestion 1:	<i>a great scientist</i>	
Suggestion 2:		
Suggestion 3:		

## Language Lab

Read these statements. Find and underline examples in the letter.

- We use exclamation marks to show excitement.
- We use short forms (*it's*, etc).
- We use *should*, *why don't you*, *how about* and *what about* to make suggestions.
- We don't always write complete sentences in an informal letter.



### HOMWORK!

Do exercises 1 and 2 on page 41 of your Workbook.

## Plan your project!

**1** Read this extract from a letter from a friend. Write a word or short phrase from the letter in each gap to complete the sentences.

- I'm glad your \_\_\_\_\_ passed his \_\_\_\_\_.
- So, you've got to do a project on someone you \_\_\_\_\_ and you don't know who to \_\_\_\_\_.

*Oh, and my brother passed his driving test last week. He's so happy! Now, I've got to do a project at school on a person I admire. I admire lots of people, but I don't know who to choose! Help! Any ideas???*

**2** In pairs or as a group, discuss suggestions and examples. Make notes.

	Main idea	Examples
Suggestion 1	a great scientist	
Suggestion 2	a member of your friend's family	
Suggestion 3		
Suggestion 4		
Suggestion 5		

**3** Complete the planner for your letter.

### PLANNER

Part of letter	Useful information	Your notes
First line	<i>Dear + first name, Hi, + first name,</i>	
Paragraph 1	Thank your friend for their letter. Talk about something in their letter (but not the project). <i>Thanks for... It was lovely/great to hear from you! I'm (really) glad... It was great to hear that...</i>	
Paragraph 2	Talk about the project. Make your first suggestion. <i>So, you've got to... Maybe you should...</i>	
Paragraph 3	Make another suggestion. <i>Why don't you...?</i>	
Paragraph 4	Make another suggestion. <i>What/How about...?</i>	
Paragraph 5	Write two or three final sentences. <i>I hope you like... Let me know... I've got to go now because...</i>	
Closing phrases	Say goodbye and express your love. <i>Bye! Bye for now! See you soon! Lots of love, Love,</i>	
Your name	Your first name only	

**4** Write your letter. Use the ideas in your planner. Remember to be friendly!



# Revision

## Units 5-6

### 1 Vocabulary: patterns

Choose the correct word.

- 1 Are you in touch **with** / **to** your friends from your old school?
- 2 I'm sure you'll make friends **from** / **with** the other people in your class.
- 3 Always listen **at** / **to** your teacher.
- 4 We're learning **about** / **of** Africa in geography at the moment.
- 5 Did you decide **on** / **for** a title for your project?
- 6 Thanks **to** / **for** helping me organise the trip.
- 7 They're going to punish Carl **from** / **for** using his mobile in class.
- 8 I agree **of** / **with** Simon!

### 2 Vocabulary: phrases

Write a word from the box in each gap to complete the sentences. Use the words in bold to help you.

book • card • cream • guide • licence • ticket • tour • trip

- 1 My dad's got a **credit** \_\_\_\_\_ but I haven't.
- 2 My sister's just got her **driving** \_\_\_\_\_.
- 3 My mum bought a **guide** \_\_\_\_\_ for our holiday.
- 4 We're going on a **guided** \_\_\_\_\_ of the castle.
- 5 We usually go on a **school** \_\_\_\_\_ once a year.
- 6 Remember to put on **sun** \_\_\_\_\_ when you're on the beach.
- 7 A **tour** \_\_\_\_\_ told us all about the history of Buckingham Palace.
- 8 How much did the **train** \_\_\_\_\_ cost?

### 3 Vocabulary: school life

Rearrange the letters to find the words. The first letter is given to help you.

Dan was really (1) n\_\_\_\_\_ (rneovsu) when he moved from his (2) p\_\_\_\_\_ (ypimrra) school to his (3) s\_\_\_\_\_ (ceoydnasr) school. It was a big school, with lots of (4) p\_\_\_\_\_ (upspli). On the first day, he felt (5) l\_\_\_\_\_ (eolnyl) and scared. He didn't know his new (6) c\_\_\_\_\_ (scalesasmt), and didn't know the school (7) r\_\_\_\_\_ (slrue) either. He felt strange wearing a school (8) u\_\_\_\_\_ (mufnrnio), and now he didn't just do 'science', he did (9) s\_\_\_\_\_ (csbusjet) with names like physics, chemistry and biology. Then, he got a good (10) g\_\_\_\_\_ (progu) of friends, and he really enjoyed the first (11) t\_\_\_\_\_ (etmr).

## 4 Vocabulary: trips

Each of the words in bold is in the wrong sentence. Write the correct word on the line.



- 1 Our teacher **enjoyed** a great trip to London. \_\_\_\_\_
- 2 We really **visited** ourselves on the trip. \_\_\_\_\_
- 3 We **organised** lots of really interesting places. \_\_\_\_\_
- 4 The **experience** from the top of the London Eye was fantastic! \_\_\_\_\_
- 5 You can see the whole of London on a **past** day. \_\_\_\_\_
- 6 It was a very interesting **view**. \_\_\_\_\_
- 7 We walked **clear** Number 10 Downing Street, where the Prime Minister lives.  
\_\_\_\_\_

## 5 Talking about the future

Choose the correct word or phrase.

- 1 Do you think it's going **raining** / **to rain** today?
- 2 They'll **tell** / **to tell** us which classroom to go to.
- 3 **Shall** / **Will** I buy the tickets online?
- 4 We **won't** / **not** get there until about ten o'clock.
- 5 **Is** / **Are** you going to visit your grandparents this weekend?
- 6 The ferry **leaves** / **will leaves** at six o'clock tomorrow morning.
- 7 We **aren't taking** / **don't take** the dog on holiday with us this summer.
- 8 What time **does** / **is** the train arrive?

## 6 Modals

Choose the correct word or phrase.

- 1 You \_\_\_\_ buy the tickets online – it's cheaper.  
A have      B should      C might
- 2 It's Sunday, so Maria \_\_\_\_ to get up early.  
A can't      B mustn't      C doesn't have
- 3 Mum, \_\_\_\_ I stay at Jenny's tonight, please?  
A can      B must      C should
- 4 You \_\_\_\_ send text messages during the lesson!  
A mustn't      B don't have to      C might not
- 5 I \_\_\_\_ find out what time the castle opens. Can you help me?  
A shouldn't      B mustn't      C can't
- 6 The weather \_\_\_\_ be really good tomorrow, I think.  
A must      B should      C can

# 7

## Make it, Build it!

### Get ready!

Match the words in the box to the pictures.

build • design • destroy  
discover • invent • paint



1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_

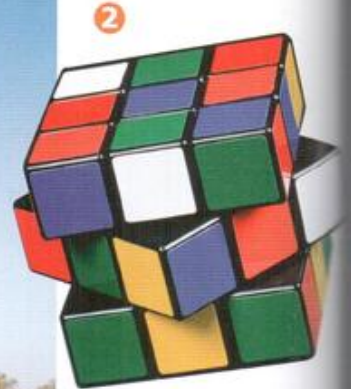
## Reading

1 Look at the pictures but don't read the quiz questions. What are the things in the pictures called? Guess if you're not sure!

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ |         |

2 Do the quiz and choose the correct answers. Guess - or use the internet - if you're not sure!

## IT'S QUIZ TIME!



**3** Look again at the quiz. Which pictures show ...

- 1 a toy? \_\_\_\_\_
- 2 tall buildings? \_\_\_\_\_
- 3 something that needs a battery? \_\_\_\_\_
- 4 people swimming? \_\_\_\_\_
- 5 places you can visit? \_\_\_\_\_
- 6 places in Europe? \_\_\_\_\_
- 7 something you use to go over water? \_\_\_\_\_
- 8 things over one thousand years old? \_\_\_\_\_
- 9 things you can hold in your hand? \_\_\_\_\_
- 10 something that was lost and then found? \_\_\_\_\_

**How much do you know about the world around you? Take this fun quiz to find out!**

- 1** This is in **Paris/Rome/Athens**.  
It was built in **1789/1889/1989**.
- 2** This was invented in **Turkey/Romania/Hungary**.  
It was invented in **1954/1974/2004**.
- 3** This bridge is in the **USA/Russia/the UK**.  
It's called **Tower Bridge/Britain Bridge/London Bridge**.
- 4** This was the world's first **mobile phone/telephone/calculator**.  
It was designed in **1963/1973/1983**.
- 5** This building is in **Mexico City/New York/Tokyo**.  
It was built in **1 year/5 years/10 years**.  
It was finished in **1921/1931/1941**.
- 6** These were discovered in **1733/1833/1933**  
in **Europe/Australia/the Sahara Desert**.  
They were painted about  
**1,000/5,000/10,000** years ago.
- 7** This photo was taken in the city  
of **Pompeii/Athens/Rome**.  
The city was destroyed in **79/179/1079 AD**.  
The city was discovered again in  
**1599/1799/1999**.

**Wordpower!**

Write one word in each gap to complete the sentences. Be careful! The words can come from anywhere in the Reading section, including the exercises and the 'How well did you do?' part.

- 1 A very big town is called a \_\_\_\_\_.
- 2 A \_\_\_\_\_ is an extremely clever person.
- 3 A tall building is sometimes called a \_\_\_\_\_.
- 4 A square box is sometimes called a \_\_\_\_\_.
- 5 A telephone you can take with you is called a \_\_\_\_\_ phone.
- 6 A small machine we sometimes use in maths lessons is called a \_\_\_\_\_.
- 7 A small thing that produces electricity is called a \_\_\_\_\_.
- 8 If you \_\_\_\_\_ out some information, you discover it.



**HOMEWORK!**

Do exercises 1–4 on pages 43 and 44 of your Workbook.

**How well did you do?**  
There were 17 questions in the quiz.  
How many did you get right?

- 1–5: Oh, dear! You need to read more books with facts in and fewer comics! Never mind – it's never too late! But start asking more questions about the world around you. It's an interesting place!
- 6–9: Not bad at all! It's clear that you know quite a lot of things about the world. But keep going – it's a big place and there's a lot more to find out! Good luck!
- 10–13: Very, very good! It's clear that you read lots, that you've got a good memory, and that you know a lot about history, geography and technology. We're impressed!
- 14–17: Wow! Incredible! That's an amazing score. You're a genius!



## Grammar 1



## The passive 1

## Look!

It **is called** the Empire State Building.

Bridges **are built** over rivers.

This photo **was taken** in Athens.

They **were painted** about 5,000 years ago.

## Use

We can use the passive when it's not important, or we don't know, who does something.

Bridges **are built** over rivers.

Who builds the bridges? It's not important.

This photo **was taken** in Athens.

Who took the photo? We don't know.

For more information, see *Grammar database 13* on page 150.

**1** Write the verb *be* in the correct form to complete the sentences.

- In French, the Eiffel Tower \_\_\_\_\_ called 'la Tour Eiffel'.
- Calculators \_\_\_\_\_ often used in maths lessons.
- I \_\_\_\_\_ given a mobile phone for my birthday last year.
- Last Friday, we \_\_\_\_\_ taken on a tour of Pompeii.
- The windows on that building \_\_\_\_\_ cleaned every week.
- My name is Timothy but I \_\_\_\_\_ usually just called Tim.

**2** Write the past participle of the **verbs** to complete the sentences.

- This picture was \_\_\_\_\_ in 2010. **paint**
- The Pyramids were \_\_\_\_\_ thousands of years ago. **build**
- The photo was \_\_\_\_\_ in Rome. **take**
- Why is it \_\_\_\_\_ the Empire State Building? **call**
- The old city wasn't \_\_\_\_\_ for a very long time. **discover**
- When was the telephone \_\_\_\_\_? **invent**

**3** Put the verbs into the passive to complete the text.



This group of stones (1) \_\_\_\_\_ (call) Stonehenge.

Stonehenge is in Wiltshire, in the south of England, and (2) \_\_\_\_\_ (build) thousands of years ago. No-one knows exactly when, or how, it (3) \_\_\_\_\_ (make).

We don't know where all the stones came from. One idea is that they (4) \_\_\_\_\_ (find) in Wales, about 250km away, in about 2500BC. Then, they (5) \_\_\_\_\_ (carry) to Stonehenge. Another idea is that people didn't carry the stones – ice brought them! Tens of thousands of years ago, there were rivers of ice – called glaciers – all over Europe. Maybe the stones (6) \_\_\_\_\_ (pick up) in a glacier in Wales and (7) \_\_\_\_\_ (take) to Wiltshire naturally.

It's possible that the area around Stonehenge (8) \_\_\_\_\_ (use) for important events more than 10,000 years ago!



**HOMEWORK!**

Do exercises 1–4 on page 45 of your Workbook.

# Wordpower!

1 Match to make compound nouns.



- |              |           |
|--------------|-----------|
| 1 mobile     | a office  |
| 2 police     | b centre  |
| 3 washing    | c station |
| 4 post       | d hall    |
| 5 car        | e park    |
| 6 MP3        | f oven    |
| 7 office     | g gallery |
| 8 shopping   | h phone   |
| 9 art        | i clock   |
| 10 microwave | j machine |
| 11 town      | k block   |
| 12 digital   | l player  |

2 Write each phrase from exercise 1 in the correct box.

Places	Useful things



## HOMework!

Do exercises 1 and 2 on page 46 of your Workbook.

# Listening

1 22 Listen to six people talking. For each person, write a phrase from Wordpower! to describe what they are talking about.

- Speaker 1: \_\_\_\_\_ Speaker 4: \_\_\_\_\_  
 Speaker 2: \_\_\_\_\_ Speaker 5: \_\_\_\_\_  
 Speaker 3: \_\_\_\_\_ Speaker 6: \_\_\_\_\_



2 23 Listen again and write a word or number to complete the sentences. Be careful! The speakers are now in a different order!

- Someone gave the boy this for his \_\_\_\_\_. The \_\_\_\_\_ wakes him up in the morning.
- The car park was a \_\_\_\_\_ station in the past. You can park there for free for \_\_\_\_\_ hours.
- The shopping centre is \_\_\_\_\_ years old. It's got lots of \_\_\_\_\_ shops.
- She's got hundreds of \_\_\_\_\_ on it. She wears \_\_\_\_\_ when she uses it.
- He has a \_\_\_\_\_ washing machine in the kitchen. His shirts are very \_\_\_\_\_.
- The building was built in \_\_\_\_\_. The 20th floor is the \_\_\_\_\_ floor.



## HOMework!

Do exercise 1 on page 46 of your Workbook.

 **Speaking**

- 1** Look at these pictures of different gadgets. Match the words in the box to the photos and tick each gadget you use.

mobile phone • computer • digital camera  
laptop • satnav • games console

	
1 _____ <input type="checkbox"/>	4 _____ <input type="checkbox"/>
	
2 _____ <input type="checkbox"/>	5 _____ <input type="checkbox"/>
	
3 _____ <input type="checkbox"/>	6 _____ <input type="checkbox"/>

- 2** Interview your partner and make brief notes to complete this survey. When you have finished, swap roles.

**Technology survey**

1 What gadgets do you use often?  
\_\_\_\_\_

2 How often do you send text messages?  
\_\_\_\_\_

3 What gadget would you like to have?  
\_\_\_\_\_

4 What gadget can you not live without?  
\_\_\_\_\_

5 Do you think some gadgets are used too much?  
Which?  
\_\_\_\_\_

- 3** Have a class discussion. Give your opinion on these statements and say if you agree or disagree with the other people in your class.

- It's OK to say 'Happy Birthday' in a text message and not send a card.
- You can learn things by playing video games.

**Student A:** read the first statement and say if you agree or disagree with it. Say why.

**Student B:** tell Student A if you agree or disagree with him/her. Say why.

**Student C:** tell Students A and B if you agree or disagree with them. Say why.

## Phrase Bank!

P

### Agreeing

*You're right. I agree with you. Yes, that's right.*

### Disagreeing

*I'm sorry. I don't agree with you.*

*I disagree because computers are more useful than digital cameras.*

*I don't think that's right because computers are more useful than digital cameras.*



## SoundSpot

- 1**  **24** Listen and repeat.

**Stress on the first word**

poLICE station  
WASHing machine  
POST office  
MP3 player  
OFFice block  
SHOPping centre

**Stress on the second word**

microwave OVen  
town CENTre  
digital CLOCK

- 2** Now put these compound nouns into the table.

car park • mobile phone • art gallery

# Grammar 2



## The passive 2: using by

### Look!

Apple Inc. **was started by** Steve Jobs.

### Use

When we write or say a sentence, we usually put the topic at the beginning, with new information coming at the end.

We can use the passive to do this. We use *by* to say who does or did something to the topic.

For example, in an article about Steve Jobs, you might find the active sentence:  
*Steve Jobs started Apple Inc.*

In an article about Apple Inc. you might find the passive sentence:

*Apple Inc. was started **by** Steve Jobs.*

We don't usually use *by* when we don't know who does or did something:

*My iPhone™ was stolen yesterday.*

(Not: *My iPhone was stolen **by someone** yesterday.*)

For more information, see *Grammar database 14* on page 151.

### 1 **OPEN** Choose the correct phrase to complete each sentence.

- My favourite buildings are the Pyramids. They \_\_\_\_ the Egyptians.  
A build by      B were built by      C are built
- The Sydney Opera House \_\_\_\_ a Danish architect called Jorn Utzon.  
A is designed      B was designed from      C was designed by
- The Eiffel Tower \_\_\_\_ millions of people every year.  
A is visited by      B is visited      C was visited
- The first electric light \_\_\_\_ an Englishman called Humphry Davy in around 1800.  
A made by      B was made by      C is made by
- The old castle \_\_\_\_ fire in 1997.  
A was destroyed      B was destroy by      C was destroyed by
- Mobile phones \_\_\_\_ people of all ages.  
A are used by      B are use      C is used by

### 2 Write sentences using the prompts.

- St Paul's Cathedral/design/Sir Christopher Wren  
*St Paul's Cathedral was designed by Sir Christopher Wren.*
- The Eiffel Tower/design/Gustave Eiffel  
\_\_\_\_\_
- The Colosseum/build/the Romans  
\_\_\_\_\_
- The White House/design/James Hoban  
\_\_\_\_\_

### 3 Rewrite each sentence in the passive, then guess the correct year from the box. How many of them do you know?

- They finished the Empire State Building in ...  
*The Empire State Building was finished in 1931.*
- Nintendo® created the Wii™ games console in ...  
\_\_\_\_\_
- Bill Gates and Paul Allen started Microsoft® in ...  
\_\_\_\_\_
- They opened the Statue of Liberty in ...  
\_\_\_\_\_
- Alexander Graham Bell invented the telephone in ...  
\_\_\_\_\_
- They invented the DVD in ...  
\_\_\_\_\_

1876 • 1886 • 1931 • 1975 • 1995 • 2006



## HOMWORK!

Do exercises 1–4 on page 47 of your Workbook.



## Writing

### Project: writing an advert

1 Read this advert and answer the questions.

**A** School will never be the same again!



**C** The fantastic T-CHR1! It's not just a robot. It's the teacher of the future. It does everything a human teacher does – and more! Here are just a few of the amazing facts about the T-CHR1!

- D**
- ▶ You can use it in any classroom, at any time, anywhere!
  - ▶ It knows everything about everything! The T-CHR1 has a big memory!
  - ▶ Do you need tests? They are printed by the T-CHR1 in seconds!
  - ▶ They are marked immediately by the T-CHR1's computer brain!

**E** The T-CHR1 is loved by children and parents everywhere it goes! Children love it because they learn very quickly. Parents love it for the same reason!

**F** Ask your school to get a T-CHR1 today!

- 1 What is the T-CHR1?
- 2 What can it do?
- 3 Why do people like it?

**2** Read the advert again and match each statement to a part of the advert, A–F.

- 1 The advert has an exciting title.
- 2 This paragraph explains why people like it.
- 3 This list says what the T-CHR1 can do in detail.
- 4 A picture is used to show what the T-CHR1 is like.
- 5 This sentence tells you what to do next.
- 6 This paragraph describes the T-CHR1 in general.

## Language Lab

Read these statements. Find and underline examples in the advert.

- 1 We use exclamation marks to make it exciting. \_\_\_\_\_
- 2 We use adjectives to describe how good the machine is. \_\_\_\_\_
- 3 We can use the passive and *by* to show what the machine can do. \_\_\_\_\_
- 4 We use the imperative to tell people what to do next. \_\_\_\_\_



## HOMWORK!

Do exercises 1 and 2 on page 48 of your Workbook.

# Plan your project!

1 You are going to make an advert for a machine or a gadget. First of all, decide what you are going to write about. Choose from these ideas, or write your own idea.

a gadget that makes you more intelligent when you wear it

a robot that can do any job around the home

a gadget that makes anyone into a wonderful singer

a robot pet

a robot that can drive a car

a gadget that lets you see through walls

your own idea: \_\_\_\_\_

2 Answer the questions about your advert to complete the planner.

### PLANNER

- 1 What is your machine called? eg *T-CHR1* \_\_\_\_\_
- 2 What good adjectives can you think of to describe it? eg *amazing* \_\_\_\_\_
- 3 What is the main thing it can do? \_\_\_\_\_
- 4 What four things does it do exactly? Describe them in detail.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- 5 Who likes it? \_\_\_\_\_
- 6 Why do they like it? \_\_\_\_\_
- 7 What do you want people to do after reading the advert? \_\_\_\_\_
- 8 What is a good title for your advert? \_\_\_\_\_

3 Draw a picture of your gadget or machine. Remember to ...

- show what your machine/gadget looks like.
- show it in action so people can see why it is amazing.
- show that people like it.

4 Make your project. Use the ideas in your planner and your picture to create an advert. When you have all finished, why not display your projects on the wall?

# Weird World!

## Get ready!

Write a word from the box in each gap to complete the sentences.

desert • earthquake • lightning • shower • thunder

- 1 A(n) \_\_\_\_\_ is when the ground shakes.
- 2 A(n) \_\_\_\_\_ is when it rains for a short time.
- 3 \_\_\_\_\_ is a big flash of light during a storm.
- 4 A(n) \_\_\_\_\_ is a place where it doesn't often rain.
- 5 \_\_\_\_\_ is the sound we hear after a flash of lightning.

## Reading

**1** Read the article quickly and choose the correct word to make the statements true.

- 1 Fish and frogs have fallen from the sky \_\_\_\_ in the past.  
a often   b rarely
- 2 Antarctica \_\_\_\_ a desert.  
a is   b isn't
- 3 Lightning \_\_\_\_ strikes the same person twice.  
a never   b sometimes

**2** Read the article again and match the places to the statements.

Antarctica • Death Valley • Hungary  
Japan • Kifuka • Lajamanu • Louisiana  
Odzaci • Sahara • Singapore

- 1 These places can get very hot. \_\_\_\_\_
- 2 This place can get very cold. \_\_\_\_\_
- 3 These places experienced frogs falling from the sky.  
\_\_\_\_\_
- 4 These places experienced fish falling from the sky.  
\_\_\_\_\_
- 5 This place has a lot of thunderstorms. \_\_\_\_\_



## Did you know?

The world can be a weird place! Frogs can fall from the sky and the biggest desert is covered in ice! Don't believe me? Then read on to find out more about our weird and wonderful world!



The next time there's a shower of rain, look up. What's that falling from the sky? Water? Are you sure it's not frogs? Or fish? In February 1861, after an earthquake, fish fell from the sky in Singapore and local people caught them in baskets. It also rained fish in Louisiana in the USA in 1947 and in Lajamanu, Australia, in 2010. In 2005, the people of Odzaci in Siberia watched as thousands of frogs rained down during a storm. The same thing happened in Japan in 2009 and in Hungary in 2010. What's going on?

It's actually quite common. It seems that during a storm, strong winds pick frogs or fish up from lakes or even the sea. They lift them high into the sky and can carry them a long way. They then fall down to the ground – and possibly onto people's heads!

What do you think of when you hear the word 'desert'? Perhaps you think of the Sahara, with



...of sand and camels, with the sun shining brightly in the sky. Or maybe Death Valley in the USA, where temperatures can reach over 56°C. Would you be surprised to hear that Antarctica is also a desert? It's so cold there that it almost never rains or snows and there are no trees or bushes at all! Very few creatures live in Antarctica, and those that do, such as penguins, live near the sea.

In 1983, a temperature of -89.6°C was recorded. Your freezer at home is about -20°C, so you can imagine that anyone outside in that temperature would turn to ice very quickly!



Every second, lightning hits the Earth about a hundred times. That's 25 million lightning strikes a year! Out of those, about 2,000 hit people. Most people who are hit survive, and one man, Park Ranger Roy Sullivan, has survived being hit by lightning seven times! That might not be so unusual in the small town of Kifuka in the Democratic Republic of Congo. It sees more lightning than anywhere else in the world.

Lightning starts when a thunderstorm creates electricity. This causes a flash of lightning and a crash of thunder. Did you know that most lightning flashes go from the ground up and not from the clouds down? And they're hot - over 27,500°C! That's five times the temperature of the sun!

A strange type of lightning is ball lightning. It seems to be a ball of fire that floats in the air for a number of seconds and then explodes. The ball is about 10 to 20cm wide and can pass through walls and windows. Scientists still aren't sure exactly what ball lightning is, but many people have described seeing it!

### 3 OKET Choose 'Right', 'Wrong' or 'Doesn't say'.

- It rains fish because earthquakes throw them into the air.  
A Right B Wrong C Doesn't say
- A storm can blow small animals high into the air.  
A Right B Wrong C Doesn't say
- Antarctica is so cold that it snows there very often.  
A Right B Wrong C Doesn't say
- There are almost no plants or animals in Antarctica.  
A Right B Wrong C Doesn't say
- A flash of lightning starts in the clouds and comes down.  
A Right B Wrong C Doesn't say
- Ball lightning is more dangerous than other lightning.  
A Right B Wrong C Doesn't say



### Wordpower!

OKET Write a word or phrase to match each definition. The first letter is given to help you.

- strange and unusual (adj)  
w \_ \_ \_ \_
- not rare, usual (adj)  
c \_ \_ \_ \_
- large area of water (n)  
l \_ \_ \_
- measure of hot and cold (n)  
t \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
- living things (animals, insects, etc) (n)  
c \_ \_ \_ \_ \_ \_ \_ \_ \_
- a large storm that creates lightning (n)  
t \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
- the floor or earth under your feet (n)  
g \_ \_ \_ \_
- a sudden bright light that soon disappears (n)  
f \_ \_ \_ \_



### HOMEWORK!

Do exercises 1-4 on pages 49 and 50 of your Workbook.

# Grammar 1



## Articles 1

### Look!

**The** world can be **a** weird place!

The next time there's **a** shower of rain, look up.

In February 1861, after **an** earthquake, fish fell from **the** sky in Singapore...

### Use

We use *a* and *an* with singular nouns when we are not being specific: *a storm*.

We use *the* with singular and plural nouns when we are being specific: *the storm we had yesterday, the storms we had last year*.

We don't use an article with plural nouns when we are not being specific: *strong winds, frogs, lakes*.

We use *the* when there is only one of something: *the Earth, the sky, the sea*.

We generally don't use an article with place names: *Australia, Japan*.

We use *the* with some place names: *the USA, the UK*.

We don't usually use an article with the names of mountains, lakes or islands: *Mount Everest, Lake Victoria, Easter Island*.

We usually use *the* with the names of seas, rivers and deserts: *the Atlantic, the River Amazon, the Sahara*.

For more information, see *Grammar database 15* on page 151.

### 1 Read this extract and follow the instructions.

The next time there's a shower of rain, look up. What's that falling from the sky? Water? Are you sure it's not frogs? Or fish? In February 1861, after an earthquake, fish fell from the sky in Singapore and local people caught them in baskets. It also rained fish in Louisiana in the USA in 1947 and in Lajamanu, Australia, in 2010. In 2005, the people of Odzaci in Siberia watched as thousands of frogs rained down during a storm. The same thing happened in Japan in 2009 and in Hungary in 2010.

- 1 Circle each example of *a* or *an* used with a singular noun.
- 2 Underline each example of place names without an article.
- 3 Tick (✓) the example of *the* used in a place name.
- 4 Draw an arrow (→) pointing to each example of *the* used with something there is only one of.
- 5 Draw a box around each example of *the* used with a specific singular noun.

### 2 Choose the correct answer. A dash (–) means no article is necessary.

- 1 Have you ever seen **a / the** flash of lightning above your house?
- 2 I would love to see it rain – / **the** fish on our town!
- 3 Strong winds often lift small animals up into **a / the** sky.
- 4 We had **an / the** unusual thunderstorm last night.
- 5 Temperatures can reach 50°C in – / **the** Arabian Desert.
- 6 Fish fell on the village of Knighton in – / **the** UK in 2004.

### 3 Write a word from the box in each gap. If no article is necessary, put a dash (–).

a • an • the



## The Strange Northern Lights

If you find yourself in (1) \_\_\_\_\_ Norway or other northern places at night, you might be lucky enough to see the aurora borealis, or northern lights. Seeing (2) \_\_\_\_\_ lights is an amazing experience. Sometimes they look like (3) \_\_\_\_\_ band of green colour across (4) \_\_\_\_\_ sky, and at other times they look like (5) \_\_\_\_\_ curtains of purple, red and green.

What causes them? Energy from (6) \_\_\_\_\_ sun stirs up atoms high up in (7) \_\_\_\_\_ atmosphere. The Earth is like (8) \_\_\_\_\_ large magnet and it traps (9) \_\_\_\_\_ atoms. These atoms then release their energy, and this produces light. Exactly (10) \_\_\_\_\_ same thing happens in the far south, where (11) \_\_\_\_\_ lights are known as (12) \_\_\_\_\_ aurora australis.



## HOMWORK!

Do exercises 1–3 on page 51 of your Workbook.

## ⚡ Wordpower!

1 Read the caption and complete the rule.

We can form some adjectives to describe the weather by adding \_\_\_\_\_ to the noun.  
We double the final consonant when the noun ends with a \_\_\_\_\_ + consonant.



It was sunny in the morning, but the afternoon was very windy!

2 Use the words given in capitals to form a word that fits in the gap in the same line.

### TODAY'S FORECAST ☁️☀️

Hello, there. It's going to be a (1) \_\_\_\_\_ day for most of you, although it'll be quite (2) \_\_\_\_\_ in the far north. After a (3) \_\_\_\_\_ start to the day, temperatures will rise, but it'll be quite (4) \_\_\_\_\_ all morning. It won't be as (5) \_\_\_\_\_ as yesterday, but it'll be cold for the time of year and in places it'll be quite (6) \_\_\_\_\_, so don't forget your hat and scarf. Tonight will be (7) \_\_\_\_\_, and tomorrow we can expect (8) \_\_\_\_\_ weather in places, particularly the south. (9) \_\_\_\_\_ weather is on the way later this week. Goodbye, now.

- CLOUD
- SUN
- FOG
- MIST
- RAIN
- WIND
- FROST
- STORM
- SNOW



### 🏠 HOMEWORK!

Do exercises 1 and 2 on page 52 of your Workbook.

## 🎧 Listening



1 🎧 25 📻 **OKET** Listen to part of a radio show. As you listen, match each speaker to a subject.

- |                           |                      |
|---------------------------|----------------------|
| 1 Tony Marvell _____      | a a strange object   |
| 2 Amy Price _____         | b something very old |
| 3 Davina Reeves _____     | c weird weather      |
| 4 Charlotte Andrews _____ | d unusual rain       |

2 🎧 25 Listen to the show again and write one word in each gap.

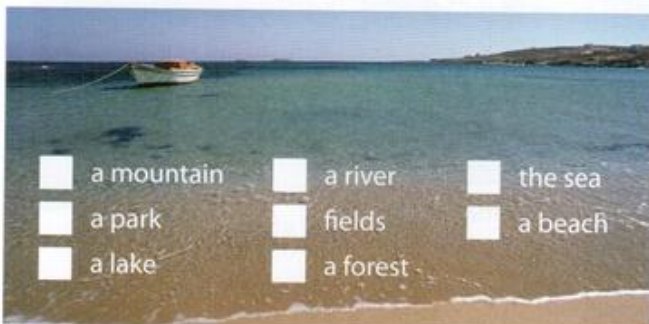
- 1 Tony says that baby \_\_\_\_\_ fell from the sky in 2010.
- 2 Amy says the statue was in the shape of an \_\_\_\_\_.
- 3 Davina says it's a \_\_\_\_\_ exactly where the tree is.
- 4 Charlotte says the afternoon was \_\_\_\_\_ and the temperature fell.

### 🏠 HOMEWORK!

Do exercises 1 and 2 on page 52 of your Workbook.

## Speaking

**1** Tick (✓) which of the following things you have in your local area. Make notes about why tourists might enjoy visiting these places.



- |                                     |                                   |                                  |
|-------------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> a mountain | <input type="checkbox"/> a river  | <input type="checkbox"/> the sea |
| <input type="checkbox"/> a park     | <input type="checkbox"/> fields   | <input type="checkbox"/> a beach |
| <input type="checkbox"/> a lake     | <input type="checkbox"/> a forest |                                  |

Place	Why tourists might enjoy visiting it

**2** In pairs or as a group, discuss these questions. Make notes of your answers.

What's the weather like in your area in ...

spring?	summer?
autumn?	winter?

What's the best time of year for a tourist to visit your area? \_\_\_\_\_  
Why? \_\_\_\_\_

**3** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** You are a radio presenter. Say hello to your guest and ask where they are from.  
Ask your guest about ...

- the natural attractions in the area.
- what they think tourists would like to visit in the area.
- the weather in the area at different times of the year.
- the best time to visit and why.

**Student B:** You are being interviewed. Say where you are from.  
Answer questions about ...

- the natural attractions in your area.
- what you think tourists would like to visit in your area.
- the weather in your area at different times of the year.
- the best time to visit and why.

## Phrase Bank!

### Expressing degrees of certainty and doubt

*I'm absolutely sure* visitors would love the sea.  
*People would definitely* love the mountains.  
*People would probably* like our beaches.  
*I'm not so sure* people would like our river.  
*I doubt* tourists would like our parks.

## SoundSpot

**1** **26** Listen to these sentences and pay attention to the words in bold. The first three have the same sound but the fourth is different. Say why.

I got caught in **a** shower.  
There was **an** earthquake last night.  
Did frogs fall from **the** sky?  
Weird things happen all over **the** Earth.

**2** **27** Listen and repeat.

- a** a shower  
caught in a shower  
I got caught in a shower.
- an** an earthquake  
an earthquake last night  
There was an earthquake last night.
- the** the sky  
fall from the sky  
Did frogs fall from the sky?
- the** the Earth  
all over the Earth  
Weird things happen all over the Earth.

# Grammar 2



## Countable and uncountable nouns 1

### Look!

Have you ever seen **a platypus**?  
 There were **seven wonders** of the ancient world.  
 I love **the air** near the sea!  
 Some animals have thick **hair**.

Some nouns are countable. We can count them: *one lake, two lakes.*

Some nouns are uncountable. We can't count them: *air, water, advice.*

### Singular countable nouns

When we are talking generally, we use *a* or *an*.  
 Have you been in **a** thunderstorm?  
 When we are being specific, we use *the*.  
 Did you hear **the** thunderstorm last night?  
 We use a singular verb.

### Plural countable nouns

When we are talking generally, we use no article.  
*I love animals!*  
 When we are being specific, we use *the*.  
**The** animals in Australia are weird!  
 We use a plural verb.

### Uncountable nouns

When we are talking generally, we use no article.  
*Money doesn't make you happy.*  
 When we are being specific, we use *the*.  
**The** money in my bag has gone!  
 We use a singular verb.

For more information, see *Grammar database 16* on page 151.

**1** Tick (✓) the countable nouns and circle the uncountable nouns. One word can be both with a different meaning.

- |                                 |                               |                                    |                                      |                                      |
|---------------------------------|-------------------------------|------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> animal | <input type="checkbox"/> hair | <input type="checkbox"/> money     | <input type="checkbox"/> electricity | <input type="checkbox"/> information |
| <input type="checkbox"/> mouth  | <input type="checkbox"/> food | <input type="checkbox"/> knowledge | <input type="checkbox"/> news        | <input type="checkbox"/> foot        |

**2** Match to make sentences.

- |   |   |
|---|---|
| 1 I'm afraid the information ____         | a consists of small creatures.          |
| 2 I don't have any knowledge ____         | b is in your pocket, where you left it. |
| 3 I think your money ____                 | c is very dangerous.                    |
| 4 Debby, your hair ____                   | d looks fantastic!                      |
| 5 If you're not careful, electricity ____ | e of biology so I can't help you.       |
| 6 A platypus's food ____                  | f you have is wrong.                    |

**3** Choose the correct word or phrase.

## The Platypus

The platypus is (1) **amazing** / **an amazing** animal. In fact, it's so amazing that at first (2) **scientists** / **the scientists** thought it was a joke! They didn't have (3) **any** / **some** idea that it was a real animal. (4) **A news** / **News** of the animal came to Europe from Australia in 1798. Captain John Hunter sent (5) **skin** / **the skin** of a dead animal back to England. It had (6) **thick** / **a thick** hair and (7) **mouth** / **a mouth** like a duck's.

They thought someone had stuck a duck's head on a beaver's body!

The platypus's food (8) **include** / **includes** worms, insects and shrimps. It has eyes and ears, but it also has another amazing organ: its 'bill' at the front of its head. All animals produce (9) **electricity** / **an electricity**, and the platypus can feel this in its bill. It uses it to find small creatures to eat!



## HOMWORK!

Do exercises 1–3 on page 53 of your Workbook.



## Writing

### Project: writing a description of a local place

**1**  **KET** Read this description and answer the questions.

- What does the writer say about the park?
  - People only use it in summer.
  - People only use it in winter.
  - People use it in different seasons.
- What does the park look like?
  - You can see natural and man-made features.
  - It looks like a sports centre.
  - You can see shops and restaurants.
- Which activity is not mentioned in the description?
  - climbing in the forest
  - swimming in the lake
  - eating in the park

**2** Read the description again and match each paragraph with a statement. There is one statement you do not need to use.

- Paragraph 1 describes \_\_\_\_
  - Paragraph 2 describes \_\_\_\_
  - Paragraph 3 describes \_\_\_\_
- what the park looks like and some key features.
  - what happened to the writer in the park.
  - the park generally and says where it is.
  - what people generally do in the park.



### A Wonderful Local Park

My favourite local place is Revolution Park, which opened in 2005. It's in the centre of my town and it's very popular with everyone. On sunny days, you can see people having a picnic and on snowy days people go there to make snowmen. It's a lot of fun!

Revolution Park is large and there are lots of trees. Part of the park is like a natural forest, and there's a beautiful lake in the middle. There is also an area for playing tennis and other sports.

People do different things in the park. Some people walk or play with their families. Other people do sport or ride bicycles. You can also climb the trees! I'm absolutely sure visitors would love Revolution Park.



## Language Lab

Read these statements. Find and underline examples in the description.

- We give the description a title.
- We use short forms (*it's*, etc).
- We use exclamation marks to show excitement.
- We use adjectives to make our description interesting.



## HOMWORK!

Do exercises 1–3 on page 54 of your Workbook.

# Plan your project!

1 What local place are you going to write about? Tick (✓) one of these pictures, or add your own idea.



a special building (which?)



a park or playground (which?)



a beach (which?)



a lake or river (which?)



a mountain (which?)



another place (which?)

2 Complete the planner for your description.

PLANNER		
Part of description	Useful information	Your notes
Title	Make it sound interesting! <i>Our beautiful church</i>	
First paragraph	Give a little history if you can, and a general description. <i>opened in 1850</i> <i>everyone gets married there</i> <i>very popular</i>	
Second paragraph	Describe what the place looks like. <i>very large, with lots of pictures on the walls</i> <i>a high tower with a clock</i>	
Third paragraph	Describe what happens there. <i>people have large weddings</i> <i>everyone meets in their best clothes</i>	

3 Make your project. Use the ideas in your planner and photos or drawings to create a description of a local place. When you have all finished, why not display your projects on the wall?



# Revision

## Units 7-8

### 1 Vocabulary: inventing and discovering

Write a verb from the box in the correct form in each gap.

build • design • destroy • discover • find out • invent • paint

- 1 Scientists \_\_\_\_\_ the planet Neptune in 1846.
- 2 Jorn Utzon \_\_\_\_\_ Sydney Opera House in 1957 and building started two years later.
- 3 Fire \_\_\_\_\_ many buildings in London in 1666.
- 4 Nobel Prizes are named after Alfred Nobel, who \_\_\_\_\_ dynamite in 1867.
- 5 How can we \_\_\_\_\_ when the television was invented?
- 6 Leonardo da Vinci \_\_\_\_\_ the *Mona Lisa*, a famous picture of a woman.
- 7 The Egyptians \_\_\_\_\_ the pyramids to put dead kings in.

### 2 Vocabulary: compound nouns

Write one word in each gap.

- 1 The place where police officers work.      p \_\_\_\_\_      s \_\_\_\_\_
- 2 We wash our clothes with this.      w \_\_\_\_\_      m \_\_\_\_\_
- 3 You go here to look at paintings.      a \_\_\_\_\_      g \_\_\_\_\_
- 4 There are lots of different shops here.      s \_\_\_\_\_      c \_\_\_\_\_
- 5 You listen to music on this.      M \_\_\_\_\_      p \_\_\_\_\_
- 6 This is a building with lots of offices in it.      o \_\_\_\_\_      b \_\_\_\_\_
- 7 This is an important building in a town.      t \_\_\_\_\_      h \_\_\_\_\_
- 8 You go here to buy stamps or send letters.      p \_\_\_\_\_      o \_\_\_\_\_

### 3 Vocabulary: weather and the world

Choose the correct word or phrase.

- 1 It's so hot! I'm so thirsty! I hope we get out of this \_\_\_\_ soon!  
A shower      B lake      C desert
- 2 The ground moved then! I think it's \_\_\_\_ !  
A a flash      B an earthquake      C a shower
- 3 What's the \_\_\_\_ today? Wow! It's over 35 degrees!  
A creature      B lightning      C temperature
- 4 It was very \_\_\_\_ during the night and now my car is covered in ice!  
A sunny      B cloudy      C frosty
- 5 What \_\_\_\_ weather! One minute it's sunny and the next it's snowing!  
A weird      B common      C misty
- 6 Listen! I can hear \_\_\_\_ . A storm is on its way.  
A lightning      B thunder      C ground

## 4 The passive

Complete each sentence using the passive.



- 1 James wrote the email.  
The email \_\_\_\_\_.
- 2 The Chinese invented paper.  
Paper \_\_\_\_\_.
- 3 My grandfather didn't take this photograph.  
This photograph \_\_\_\_\_.
- 4 Every year, millions of people visit Moscow.  
Moscow \_\_\_\_\_.
- 5 Jan met me at the airport.  
I \_\_\_\_\_.
- 6 Andy Warhol didn't paint this picture.  
This picture \_\_\_\_\_.

## 5 Articles

Choose the correct word. If no article is necessary, choose '-'.

- 1 I've got **a / an / the / -** great idea for your party this weekend.
- 2 That's **a / an / the / -** interesting suggestion. I'll think about it.
- 3 Did you watch **a / an / the / -** programme I told you about?
- 4 Do you think **a / an / the / -** people care enough about the problem?
- 5 I looked up at **a / an / the / -** sky and saw a strange light.
- 6 I wish we had **a / an / the / -** Indian restaurant in our town.
- 7 Are you looking forward to visiting **a / an / the / -** China?
- 8 I hope **a / an / the / -** headteacher gives us the day off school!

## 6 Countable and uncountable nouns

Choose C (countable) or U (uncountable) for each noun.

- |               |       |
|---------------|-------|
| 1 money       | C / U |
| 2 food        | C / U |
| 3 animal      | C / U |
| 4 advice      | C / U |
| 5 electricity | C / U |
| 6 idea        | C / U |
| 7 information | C / U |
| 8 air         | C / U |
| 9 telephone   | C / U |
| 10 news       | C / U |

# Want any more?

## »» Get ready!

Play the game.

### THE FOOD AND DRINK GAME!



#### Rules

- Every person starts with three points.
- One person says a word connected to food and drink, for example: **banana**.
- The next person must say a word connected to food and drink that starts with the last letter of the word before. The last letter of **banana** is **a**, so a word beginning with **a** might be **apple**.
- The next person continues in the same way, for example: **egg**.
- If you can't think of a word, you lose a point, and you start the game again with a new word.
- You can't say a word that someone has already said.
- When you have no points left, you're out of the game.

## Reading

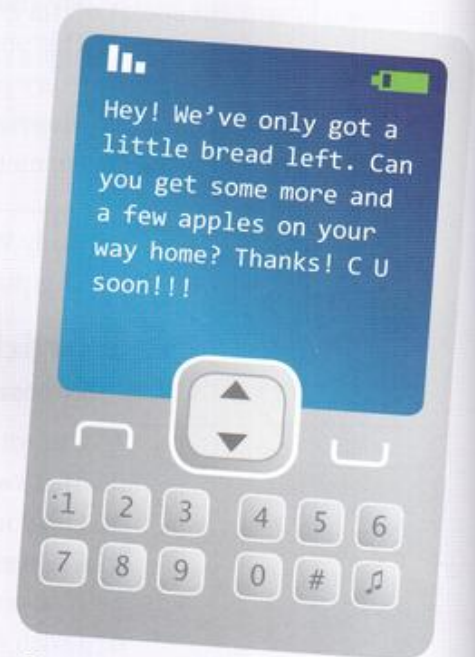
1 Quickly look at the different texts. Decide what kind of text each one is.

- an advert
- a sign
- a recipe
- information on a website about healthy eating
- a text message
- a shopping list
- a receipt
- information on food packaging



Cut the chicken into small pieces and fry for about 5 minutes in hot oil until they go brown.

1 —



2 —



tomatoes  
onions  
cucumber  
rice  
potatoes  
pasta  
orange juice  
bananas  
cheese  
yoghurt  
margarine  
coffee

3 —

Not many fizzy drinks contain no sugar at all. Ours does. Fizz-It. Totally, absolutely and completely sugar-free. Totally, absolutely and completely tasty!

**AISLE**  
**4 Frozen Food**  
 Ice cream, Frozen vegetables, Frozen pizzas

5 \_\_\_\_\_

Total: 48€  
 Thank you for shopping at Fresh Foods Supermarket!

6 \_\_\_\_\_



Store in a cool, dry place.  
 Use within 3 weeks of opening.  
 Contains: sugar, salt, preservatives, lemon juice

www.foodinfo-blog.com

Always look at the list of ingredients carefully before you choose snacks for your children. For example, some biscuits contain lots of sugar, but others are much more healthy. Check how much sugar is in them, or – ideally – that they have no sugar at all.

**2** **OPEN** Read the texts again. Match each text to a statement. There is one statement you do not need to use.

Text 1 \_\_\_\_\_ Text 3 \_\_\_\_\_ Text 5 \_\_\_\_\_ Text 7 \_\_\_\_\_  
 Text 2 \_\_\_\_\_ Text 4 \_\_\_\_\_ Text 6 \_\_\_\_\_ Text 8 \_\_\_\_\_

- a I need you to go shopping for me.
- b I must buy these things when I go shopping.
- c You can get frozen carrots in this part of the supermarket.
- d It's the best supermarket in the area.
- e They will change colour.
- f Don't leave this in a very hot place.
- g Some are better than others.
- h It's good for you and tastes nice too.
- i I spent nearly €50 on food.

**Wordpower!**

Each of the words in bold is in the wrong sentence. Write a word in bold from another sentence to replace the incorrect one.

- 1 Cooks and chefs usually use a sharp knife to **fry** fruit, vegetables and meat. \_\_\_\_\_
- 2 If you **cut** food, you cook it in hot oil. \_\_\_\_\_
- 3 Butter is similar to **ingredients**, but butter has more fat in it. \_\_\_\_\_
- 4 Orange juice isn't a **frozen** drink because it doesn't have bubbles. \_\_\_\_\_
- 5 A drink with no sugar in is sugar-**tasty**. \_\_\_\_\_
- 6 Food you keep in the freezer is called **fresh** food. \_\_\_\_\_
- 7 Food like fruit that is not frozen or in tins is called **free** food. \_\_\_\_\_
- 8 If there's sugar in a cake then sugar is one of the **snack**. \_\_\_\_\_
- 9 A **margarine** is something like a packet of crisps that you eat between meals. \_\_\_\_\_
- 10 'It's **fizzy**!' means that you like it. \_\_\_\_\_

**HOMEWORK!**

Do exercises 1–3 on pages 56 and 57 of your Workbook.

# Grammar 1



## Countable and uncountable nouns 2

### Look!

... some biscuits contain **lots of** sugar...  
**Not many** fizzy drinks contain no sugar at all.  
 Check there's **not much** sugar in them...  
 We've only got **a little** bread left.  
 Can you get... **a few** apples on your way home?

### Use

We can use *lots of*, or *a lot of*, with countable and uncountable nouns.

We can use *(not) many* with countable nouns: *many* = *lots of* / *a lot of*

We can use *(not) much* with uncountable nouns: *much* = *lots of* / *a lot of*

We can use *a few* with countable nouns: *a few* = *some but not many*

We can use *a little* with uncountable nouns. *a little* = *some but not much*

For more information, see *Grammar database 17* on page 151.

**1** Jenny is telling her mum what's in the kitchen cupboard. Decide what she means.

1 *We haven't got a lot of biscuits in the cupboard.*

- a There are some but not many biscuits.
- b There aren't any biscuits.

2 *There isn't much sugar.*

- a There's a lot of sugar.
- b There's a little sugar.

3 *There aren't many packets of crisps.*

- a There are a few packets of crisps.
- b There are lots of packets of crisps.

4 *There's a little coffee.*

- a The jar of coffee is very small.
- b There's some coffee but not a lot.

5 *There are a few tins of soup.*

- a There's a lot of soup.
- b There's some soup but not lots.

**2** Jenny's now talking about what's in the fridge. Choose the correct word or phrase.



OK, so there isn't (1) **much / many** milk left but there's a (2) **lots / lot** of orange juice. There are a (3) **few / many** tomatoes ... oh, that's wrong – there are six, and a (4) **lot / few** apples too. There isn't (5) **any / many** cheese. Oh, wait! There is a (6) **few / little**, but (7) **not much / lot**. There aren't (8) **much / many** bananas – only three, I think – but there's (9) **a lot of / lots** eggs. There are (10) **lots of / much** biscuits too.

**3** What have you eaten or drunk during the past week? Write about you.

1 **not/much**

*I haven't eaten much chocolate.*

2 **a lot of**

3 **not/much**

4 **not/many**

5 **a few**

6 **a little**

7 **lots of**



## HOMWORK!

Do exercises 1–4 on page 58 of your Workbook.

## Wordpower!

1 Write a word from the box in each gap. You will need to use some words more than once.

for • from • like • of • with

- 1 This drink tastes \_\_\_\_\_ honey. **or**
- 2 This drink tastes \_\_\_\_\_ honey.
- 3 Butter is made \_\_\_\_\_ milk or cream.
- 4 Tomatoes originally come \_\_\_\_\_ South America.
- 5 We're waiting \_\_\_\_\_ the waiter to bring the bill.
- 6 This birthday cake looks \_\_\_\_\_ a mobile phone!
- 7 Ketchup doesn't go \_\_\_\_\_ ice cream!
- 8 I'll pay \_\_\_\_\_ the drinks, then we can go.

2 Write one word in each gap.

- 1 Do you know what cheese is \_\_\_\_\_ from?
- 2 What are we \_\_\_\_\_ for? Let's go!
- 3 What kinds of sauce does spaghetti \_\_\_\_\_ with?
- 4 What does that blue drink \_\_\_\_\_ of?
- 5 I've only got five euros. How many drinks do we have to \_\_\_\_\_ for?
- 6 Where did these apples \_\_\_\_\_ from?
- 7 You see that waiter over there. Who does he \_\_\_\_\_ like?
- 8 Your red drink looks nice. What does it \_\_\_\_\_ like?




### HOMWORK!

Do exercises 1 and 2 on page 59 of your Workbook.



## Listening

1  28 Listen to a teenage girl talking. Choose the correct word or phrase.

- 1 Caroline is talking on **the radio** / TV.
- 2 Caroline was on **the radio** / TV a few weeks ago.
- 3 The programme is called *Don't Fear / No Fear*.
- 4 On the programme, people have to do **strange** / **funny** things.
- 5 Caroline had to **drink** / **eat** something.

2  29  **KEY** Now listen to the complete interview. For each question, choose the correct answer A, B or C.

1 How old is Caroline right now?



A



B



C

2 Where do the eggs come from?



A



B



C

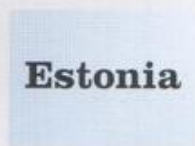
3 Where does the dish come from?



A



B



C

4 What do the eggs look like?



A



B



C

5 What do they taste like?



A



B



C



### HOMWORK!

Do exercise 1 on page 59 of your Workbook.

 **Speaking**

- 1** In pairs, read the dialogue aloud.
- Alex:** Here's an advert for that new pizzeria in the town centre.
- Sam:** Oh. What's it called?
- Alex:** Luigi's Pizzas.
- Sam:** What's the address?
- Alex:** 27 South Street.
- Sam:** Oh, I know where that is. Are they open on Sundays?
- Alex:** Yes, from five o'clock to nine o'clock.
- Sam:** Great! Do they do vegetarian food? My sister doesn't eat meat.
- Alex:** Yes, they do. It says they've got a large range of vegetarian dishes.
- Sam:** I think I'll book a table for Sunday evening. What's the phone number?
- Alex:** 693456.
- Sam:** I'll call them now.


**Phrase Bank!**
**P**
**Talking about places to eat**
*Here's an advert for...*
*I know where that is.*
*Are they open on...?*
*They're open from...to...*
*Do they do...?*
*I think I'll book a table for...*
*I'll call them now.*

- 2** **OKET** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** Here is an advert for a new restaurant. Use the information in the advert to answer Student B's questions.

**We've just opened!**

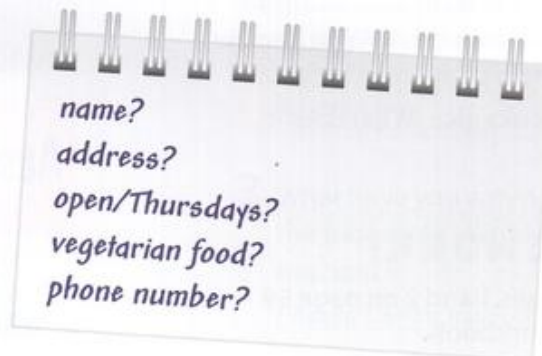



**THE CANTON  
CHINESE  
RESTAURANT**

42 Higher Road  
Monday-Friday: 6pm-9pm  
Saturday and Sunday: 6pm-11.30pm  
Wide variety of Chinese and British dishes.  
Vegetarians welcome.

**Tel: 548219**

**Student B:** Your friend has some information about a new restaurant. Use the notes below to ask questions about the restaurant.


 **SoundSpot**

- 1**  **30** Listen to seven sentences. How many syllables does the speaker give each word below?

- |              |            |
|--------------|------------|
| 1 vegetables | three/four |
| 2 vegetarian | four/five  |
| 3 restaurant | two/three  |
| 4 chocolate  | two/three  |
| 5 onion      | two/three  |
| 6 receipt    | two/three  |
| 7 biscuits   | two/three  |

- 2**  **31** Listen again and repeat.

# Grammar 2



## Clauses and connectives

### Look!

I'd like a hamburger please **and** can I have chips with that too?

I wanted ice cream **but** they didn't have any.

Let's go to McBurgers, **or** we can try that new pizzeria if you like.

We can't go there **because** they don't have any vegetarian food.

That's the place **where** they have lovely salads.

I can't remember **when** I last had fish.

### Use

We use *and, but, or, because, where* and *when* to connect two clauses to make one sentence.

We use *and* to talk about something extra.

We use *but* to talk about contrast.

We use *or* to talk about a choice.

We use *because* to talk about a reason.

We use *where* to talk about places.

We use *when* to talk about time.

For more information, see *Grammar database 18* on page 151.

### 1 Match to make sentences.

- 1 It's easy to cook and \_\_\_\_
- 2 It's a great dish but \_\_\_\_
- 3 We can go out for a meal tonight or \_\_\_\_
- 4 We didn't order a pizza because \_\_\_\_
- 5 That's the restaurant where \_\_\_\_
- 6 Do you remember the evening when \_\_\_\_

- a it takes a long time to prepare.
- b we didn't have a menu.
- c would you prefer to stay in?
- d we all went out for a curry?
- e it's very tasty too.
- f we took Tim on his birthday.

### 2 **KEY** Choose the correct word.

- 1 I don't like that restaurant \_\_\_\_ it's very expensive. Let's go somewhere else.  
A but      B or      C because
- 2 We can go to the shop round the corner \_\_\_\_ we can drive to the big supermarket out of town.  
A or      B where      C because
- 3 I'd like soup to start with \_\_\_\_ a cheese salad for my main course, please.  
A but      B or      C and
- 4 We went to a great fast-food restaurant \_\_\_\_ they have lots of fresh, healthy, tasty food.  
A where      B when      C but

### 3 **KEY** Write a word from the box in each gap.

and • but • or • because • where • when

#### The fridge

What's the most useful piece of equipment in a kitchen? Is it the cooker, (1) \_\_\_\_\_ is it the fridge? Some people might say it's the fridge (2) \_\_\_\_\_ you can still cook without a cooker. You just have to light a fire. Without a fridge, it's very difficult to keep food and milk fresh. Before fridges were invented, people often used ice to keep food fresh, (3) \_\_\_\_\_ this was very difficult (4) \_\_\_\_\_ the ice melted quickly. In places (5) \_\_\_\_\_ there was no ice, it was very common to use salt to keep meat fresh. Do you know (6) \_\_\_\_\_ people first started using electric fridges? Was it 50 years ago? 100 years ago? Have a look online (7) \_\_\_\_\_ see if you can find out!



## HOMEWORK!

Do exercises 1–4 on pages 60 and 61 of your Workbook.

## Writing

### Project: writing a recipe

1 Read this recipe and match each phrase with its definition.

- |   |                            |     |   |   |
|---|----------------------------|-----|---|---|
| 1 | Homemade vanilla ice cream | ___ | a | This tells us what food/drink, etc we need to use to make the dish. |
| 2 | Preparation time:          | ___ | b | This tells us how to make the dish.                                 |
| 3 | Ingredients:               | ___ | c | This tells us what the recipe is for.                               |
| 4 | You'll also need:          | ___ | d | This tells us the other things we need to use to make the dish.     |
| 5 | What to do:                | ___ | e | This gives us extra information.                                    |
| 6 | Note:                      | ___ | f | This tells us how long it takes.                                    |

www.cookforfun.co.uk/

### Homemade vanilla ice cream

This is the easiest and quickest way to make vanilla ice cream at home. It's great fun too!

**Preparation time:**  
5 minutes

**Ingredients:**  
1 tablespoon of sugar  
½ a cup of milk  
¼ of a teaspoon of vanilla  
6 tablespoons of rock salt

**You'll also need:**  
1 small (0.5 litres) plastic food storage bag  
1 large (4 litres) plastic food storage bag  
about 50 ice cubes

Labels in image: tablespoon, teaspoon, food storage bag, ice cubes

**What to do:**

- ▶ Take the small bag and add the milk, the vanilla and the sugar. Seal the bag.
- ▶ Take the large bag and add the ice cubes and the rock salt. The bag should be about half full of ice.
- ▶ Put the small bag inside the large bag, and seal the large bag.
- ▶ Shake the large bag (with the small bag inside it) for about five minutes until the mixture in the small bag becomes ice cream.
- ▶ Open the large bag and remove the small bag.
- ▶ Clean the small bag, then open it carefully.
- ▶ Your ice cream is ready to eat!

**Note:**  
This makes enough for about one scoop of ice cream. If you want, you can double the amounts to make two scoops, but don't make more than this at one time because the bags get heavy.

2 Read the recipe again and answer the questions.

- 1 What is this recipe for?  
\_\_\_\_\_
- 2 How long does it take to make?  
\_\_\_\_\_
- 3 What four ingredients do you need?  
\_\_\_\_\_
- 4 What else do you need?  
\_\_\_\_\_
- 5 What three things go into the large bag?  
\_\_\_\_\_
- 6 When the bags are ready, what do you do?  
\_\_\_\_\_
- 7 How much ice cream does this recipe make?  
\_\_\_\_\_



## Language Lab

Read these statements. Find and underline examples in the recipe.

- 1 We use the imperative (eg *Do this*) to give instructions.
- 2 We use the negative imperative (eg *Don't do that*) to give warnings.
- 3 We can use *then* to say what happens next.
- 4 We can use *If you want*, to give people a choice.
- 5 We can use *because* to introduce a reason.



## HOMWORK!

Do exercises 1 and 2 on page 61 of your Workbook.

## Plan your project!

- 1 You are going to write a recipe. First of all, decide what dish you're going to write about. Choose from these ideas, or write your own idea.

Spaghetti Bolognese

Green salad

Pizza

Chocolate cake

Toasted cheese sandwich

Onion soup

Apple pie

Your own idea: \_\_\_\_\_



- 2 Do you know exactly how to make your dish? If you do, go to exercise 3. If you don't, do some research. Use a cookbook or go online. Find a good recipe for your dish.

- 3 Complete the planner for your recipe.

### PLANNER

Part of recipe	Useful information	Your notes
<b>Title</b>	What's your recipe for? Under the title, write one or two sentences about the dish.	
<b>Preparation time</b>	How long does it take to make?	
<b>Ingredients</b>	What are all the different things that go into the dish? How much do you need of each one?	
<b>You'll also need</b>	What else do you need? Think about pans, plates, bowls, knives, an oven, etc.	
<b>What to do</b>	List all the different things you have to do, in order. Give as much detail as you can. Remember to use the imperative.	
<b>Note</b>	Is there any extra information you need to give? If there is, mention it here.	

- 4 Draw a picture of your dish, or find a photo online.

- 5 Make your project. Use the ideas in your planner and your picture to create a recipe. When you have all finished, why not display your projects on the wall?

# All Sorts of People!

## »» Get ready!

Circle the adjectives we can use to describe people.

beautiful • enjoyable • friendly • funny • high • interesting  
kind • long • narrow • new • short • tall • thin • young

## » Reading

1 Read this dialogue quickly and tick (✓) the main thing Nathan and Theo are talking about.

- who their best friends are
- who the people are in some photos
- where they usually go on holiday
- what they were like in the past

**Nathan:** You've got lots of photos on your computer. Who's in this one?

**Theo:** That's my cousin, Pierre. He lives in France. He's a really nice guy. He's very sociable and has lots of friends. He grew up there, so he speaks French. We visited him last year and had a brilliant time.

**Nathan:** Who's that with blond hair next to him?

**Theo:** Oh, that's his friend, Leo. He's a waiter. He's really funny, and he took us to some great places. The French really know how to have fun!

**Nathan:** What about this photo? Who's that next to you? He looks really cool!

**Theo:** That's my friend Liam. He's very trendy and always looks good. He's very artistic as well. I've got one of his pictures on my wall.

**Nathan:** I love this photo. It looks like your dad – but he's got a beard!

**Theo:** Yes, it's my dad. It was taken twenty years ago, when he was young. He had a moustache, and then he grew a beard. His hair was really long as well. I think he looked quite handsome!

**Nathan:** And is that your mum? She was very pretty.

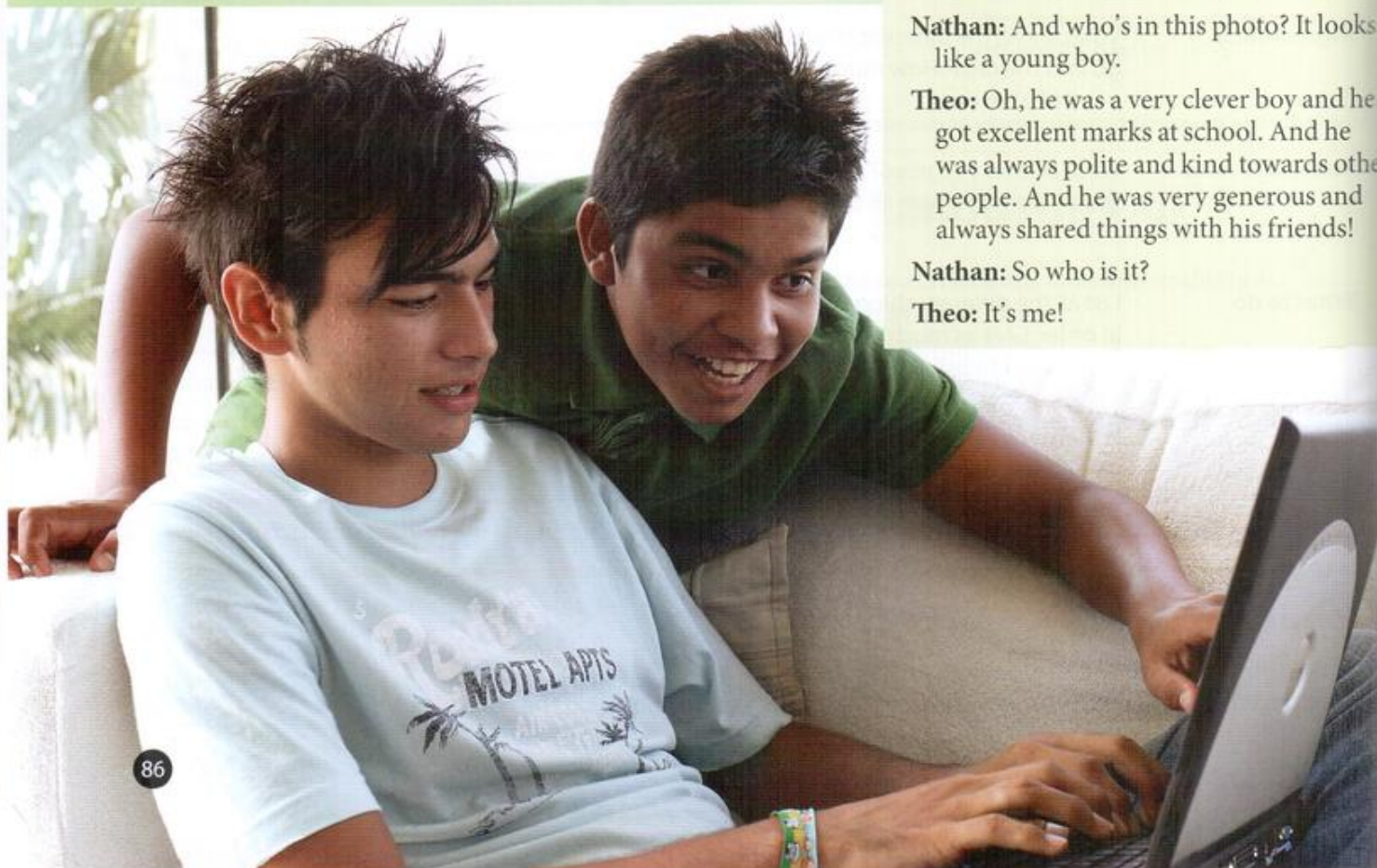
**Theo:** Yes. She looks quite shy in this photo, like she's a bit nervous. She was a teacher then, but she works in an office now.

**Nathan:** And who's in this photo? It looks like a young boy.

**Theo:** Oh, he was a very clever boy and he got excellent marks at school. And he was always polite and kind towards other people. And he was very generous and always shared things with his friends!

**Nathan:** So who is it?

**Theo:** It's me!



**2** Read the dialogue again and match each person to the correct statement. There is one statement you do not need to use.

- |                   |   |
|-------------------|---|
| 1 Pierre ____     | a wears fashionable clothes and draws well.               |
| 2 Leo ____        | b is a relative of Theo's and grew up in another country. |
| 3 Liam ____       | c looks very different now compared to in the past.       |
| 4 Theo's dad ____ | d makes people laugh and has light hair.                  |
| 5 Theo's mum ____ | e has changed career in the past.                         |
|                   | f did very well at school and was kind to friends.        |

**3** Underline all the adjectives in the dialogue. Compare with a partner how many you have found. Choose six adjectives and write a sentence for each one.

- |                        |   |
|------------------------|---|
| 1 <u>funny</u> _____ : | <u>My friend Sam is really funny and she knows lots of jokes.</u> |
| 2 _____ :              | _____   |
| 3 _____ :              | _____   |
| 4 _____ :              | _____   |
| 5 _____ :              | _____   |
| 6 _____ :              | _____   |
| 7 _____ :              | _____   |

## Wordpower!

**KEY** Write a word or phrase to match each definition. The first letter is given to help you.

- boy, man (n)  
g \_ \_ \_
- friendly, good at meeting people (adj)  
s \_ \_ \_ \_ \_ \_ \_ \_
- fashionable, stylish (adj)  
t \_ \_ \_ \_ \_ \_
- good at drawing or painting (adj)  
a \_ \_ \_ \_ \_ \_ \_
- good-looking (to describe a man) (adj)  
h \_ \_ \_ \_ \_ \_ \_
- nervous with people you don't know (adj)  
s \_ \_ \_
- good at saying 'please', 'thank you', etc (adj)  
p \_ \_ \_ \_ \_ \_
- happy to give other people things (adj)  
g \_ \_ \_ \_ \_ \_ \_



### HOMework!

Do exercises 1–4 on page 62 and 63 of your Workbook.



## Grammar 1



## Articles 2

## Look!

He's **a** waiter.

...she works in **an** office now.

Who's that with blond hair next to him?

**The** French really know how to have fun!

## Use

We use *a* or *an* to talk about the job someone does.

We also use *a* or *an* to talk about where someone works.

If someone is part of an official organisation we use *the*.

My dad's **an** engineer.

Jill works in **a** factory near here.

Ethan is in **the** army.

We use *a* or *an* with countable nouns to describe someone's appearance.

We don't use an article with uncountable nouns to describe someone's appearance.

Joe's got **a** beard.

Maria's got short hair.

We don't use an article with nationalities.

We can use *the* to talk about people from a country in general.

We don't use an article to talk about a language.

My friend, Yao Ming, is Chinese.

**The** Chinese are very warm and friendly.

I can't speak Chinese.

For more information, see *Grammar database 19* on page 151.

**1** Choose the correct answer. A dash (–) means no article is necessary.

- 1 My brother is – / **a** chef in a local restaurant.
- 2 My friend Sally has – / **a** pale skin and blue eyes.
- 3 Gemma's dad is in – / **the** police, and so is her mum.
- 4 In the past, I had – / **a** short hair but now it's quite long.
- 5 I admire – / **the** Japanese because they are very polite.
- 6 I love – / **the** Russian, but it's a difficult language to learn.

**2** Write sentences using the prompts.

- 1 Richard/be/painter  
\_\_\_\_\_
- 2 My sister/work in/clothes shop  
\_\_\_\_\_
- 3 I/would like/be in/navy/when I grow up  
\_\_\_\_\_
- 4 My brother/have/moustache/and/long hair  
\_\_\_\_\_
- 5 Jim/be/nice guy/and/he/be/good teacher.  
\_\_\_\_\_
- 6 I/think/Dutch/find/English/easy language to learn  
\_\_\_\_\_

**3** Write *a*, *an* or *the* in each gap. If no article is necessary, put a dash (–).

## My trendy cousin

This is (1) \_\_\_\_\_ picture of my cousin Bethany. She's tall, and she's got (2) \_\_\_\_\_ long black hair. She has (3) \_\_\_\_\_ pale skin and she usually wears (4) \_\_\_\_\_ dark make-up. She has (5) \_\_\_\_\_ beautiful smile and (6) \_\_\_\_\_ pretty eyes. She doesn't wear (7) \_\_\_\_\_ glasses. She is very trendy and often wears (8) \_\_\_\_\_ black dress with (9) \_\_\_\_\_ black boots. Some people think she looks unusual, but I think she's very pretty. She's (10) \_\_\_\_\_ manager and she works in (11) \_\_\_\_\_ office. She is very artistic, and she can speak (12) \_\_\_\_\_ German. I admire her a lot, and I would like to be like her when I'm older!



## HOMEWORK!

Do exercises 1 and 2 on page 64 of your Workbook.

## ⚡ Wordpower!

1 Form an adjective from each word using either *-ful* or *-ic*. You may need to make some spelling changes. Use a dictionary to check any words you don't know.

artist _____	help _____	athlete _____	optimism _____
beauty _____	pessimism _____	care _____	thought _____
cheer _____	wonder _____	forget _____	energy _____

2 Use the words given in capitals to form a word that fits in the gap in the same line.

### Twins

Being a twin is a (1) \_\_\_\_\_ thing. You've always got someone to be (2) \_\_\_\_\_ when you need it, and someone who can make you feel (3) \_\_\_\_\_ when you're unhappy. Not all twins are the same, though. Take my friends Lucy and Lily. They're both (4) \_\_\_\_\_ but apart from that they're very different! Lucy is (5) \_\_\_\_\_ and always seems happy. She's (6) \_\_\_\_\_ and paints fantastic pictures. She is very (7) \_\_\_\_\_ and always considers other people's feelings. Lily isn't like that at all! She's (8) \_\_\_\_\_ and often seems to be unhappy. She's very (9) \_\_\_\_\_ and doesn't seem to think about others. She can't draw, but she's very (10) \_\_\_\_\_ and does a lot of sport. Twins can sometimes be very different from each other!

WONDER  
HELP  
CHEER  
BEAUTY  
OPTIMISM  
ARTIST  
THOUGHT  
PESSIMISM  
FORGET  
ATHLETE



### HOMEWORK!

Do exercises 1 and 2 on page 65 of your Workbook.

## 👂 Listening

1 🎧 32 Listen to six teenagers talking. As you listen, choose an adjective to describe the person they are talking about. There are some adjectives you won't use.

optimistic • thoughtful • shy • trendy • sociable  
forgetful • athletic • helpful • artistic • generous

Speaker 1: \_\_\_\_\_ Speaker 4: \_\_\_\_\_  
Speaker 2: \_\_\_\_\_ Speaker 5: \_\_\_\_\_  
Speaker 3: \_\_\_\_\_ Speaker 6: \_\_\_\_\_

2 🎧 32 🔄 KET Listen again and for each question, choose the correct answer A, B or C.

- When Mohammed didn't appear, Speaker 1 ...  
A rang him and asked where he was.  
B saw the film on his own.  
C just waited until he arrived.
- Speaker 2 and her cousin Summer ...  
A never do anything interesting together.  
B live in different towns and rarely meet.  
C usually do things that don't cost much money.

- Speaker 3 says that he ...  
A isn't one of Toby's close friends.  
B understands why Toby gets nervous.  
C thinks Toby is a lot of fun.
- Speaker 4 says that she and Chloe ...  
A are different in some ways.  
B both like going out and meeting people.  
C both get good marks for their schoolwork.
- According to Speaker 5, people say that ...  
A his mother is very pretty.  
B his father worries too much.  
C his father is good-looking.
- Speaker 6 says that her friend Polly ...  
A looks like a famous person.  
B won't let people see her abilities.  
C is able to do something very well.



### HOMEWORK!

Do exercise 1 on page 65 of your Workbook.

 **Speaking**

- 1 Look at the pictures of the people. Choose one and describe it to your partner. Your partner will guess which person you are describing. Then swap roles.

Carl Ben Kyle Max Harley Ethan Leon Elliot Connor Owen Lauren Nicole Abigail Brooke Eve Libby Lola Madison Zara Rosie 

- 2 Read the instructions and play 'Who am I thinking of?'

**Student A:** Choose one of the people from exercise 1 but don't tell Student B.

- Answer each of Student B's questions with either *yes* or *no*. Don't say anything else.
- When Student B guesses correctly, swap roles.

**Student B:** You are trying to guess who Student A has chosen.

- Ask questions about the people in the pictures.
- When Student A answers, put a cross next to the people who can't be the correct answer. (Use a pencil and you can play the game more than once.)
- Keep asking questions until there is only one person left.
- When you guess correctly, swap roles.

**Student B:** Does this person have long black hair?

**Student A:** No.

**Student B** can put a cross next to Abigail and Brooke.

## Phrase Bank!

### Describing people

*She's got dark/light/pale skin.*

*She looks like she's got blue eyes.*


*He is wearing a cap.*

*He wears glasses.*

*His hair is long and brown.*

P

 **SoundSpot**

- 1  33 Listen and repeat. Pay attention to the sound at the end of each word.

beautiful

careful


cheerful

forgetful

helpful

thoughtful

wonderful

- 2  34 Say these sentences. Then listen and check.

1 Ella is a wonderful, cheerful, thoughtful, beautiful person.

2 You're so forgetful. Try to be careful and helpful instead.

## Adjectives and adverbs

### Look!

She's got **beautiful long blonde** hair.  
He cut her hair **carefully**.

### Use

Adjectives like *long* and *blonde* describe nouns. When we have more than one adjective, we usually put them in this order:

opinion → size → age → colour → noun

Amy has lovely short red hair.  
Jack is a funny young man.

Adverbs like *carefully* and *slowly* describe verbs. We can often form an adverb by adding *-ly* onto the end of an adjective (*careful, carefully*). If the adjective ends in *-y*, change it to *-i* before adding *-ly* (*happy, happily*).

Adverbs can describe how something happens (*carefully*), how often something happens (*weekly*), and how much something happens (*completely*).

For more information, see *Grammar database 20* on page 152.

### 1 Use the prompts to write sentences. Put the adjectives in the correct order.

- Bill/have got/black ugly long/beard  
Bill has got an ugly long black beard.
- Maya/have/red fantastic long/hair  
\_\_\_\_\_
- Ed/often/wear/blue old big/coat  
\_\_\_\_\_
- Jake/have got/black silly short/moustache  
\_\_\_\_\_
- Alison/usually/wear/big cool white/trainers  
\_\_\_\_\_
- My best friend/have got/old yellow small/cap  
\_\_\_\_\_

### 2 Each of the words in bold is in the wrong sentence. Write a word in bold from another sentence to replace the incorrect one.

- The man turned round and I **well** realised who he was. \_\_\_\_\_
- My brother arrives everywhere **monthly** and is never on time. \_\_\_\_\_
- I tried to think **late** what the man looked like. \_\_\_\_\_
- I go to the hairdresser's **totally** for a haircut. \_\_\_\_\_
- I **suddenly** agree that Simon's moustache looks stupid. \_\_\_\_\_
- Describing someone **carefully** in a few words isn't easy. \_\_\_\_\_

### 3 Complete the text with one word from the box in each gap. Use each word once.

amazing • carefully • dark • finally • helpful • light  
loud • quickly • quietly • short • suddenly • well

### I saw it happen!

It sounds (1) \_\_\_\_\_, but I've become a detective! Let me tell you what happened. I was sitting in my bedroom, reading (2) \_\_\_\_\_, when I heard a (3) \_\_\_\_\_ noise. I (4) \_\_\_\_\_ went to see what was happening. Someone was taking things from the house next door!

At first, I couldn't see very (5) \_\_\_\_\_ because it was (6) \_\_\_\_\_, but it looked like a man was carrying a laptop. The man turned round and I (7) \_\_\_\_\_ realised who he was. It was Mr Jackson from the next street!

I ran to my parents' bedroom, and told them about it. My dad called the police and the police took me to the station. I described Mr Jackson to them. I told them he had (8) \_\_\_\_\_ skin, blue eyes, and a (9) \_\_\_\_\_ brown moustache. They (10) \_\_\_\_\_ wrote down my description and thanked me for being so (11) \_\_\_\_\_. After looking for two hours, they (12) \_\_\_\_\_ caught Mr Jackson, and it was all because of me!



## HOMWORK!

Do exercises 1–4 on page 66 of your Workbook.

## Writing

### Project: writing a description of a person

- 1 Read this description and choose the correct picture.

#### Trendy Uncle Richard

My favourite relative is my Uncle Richard. He's my mum's brother. I've known him all my life and we always have a lot of fun together.

He's tall and he is very handsome. His hair isn't long – it's short and brown. He's got light skin, blue eyes and he wears glasses. He has a great little beard and moustache. He usually wears a baseball cap and he's very trendy. Everyone agrees he always looks great!

He's very sociable and has lots of friends. He's also really generous. He happily shares anything he has with other people. He often gives me money and presents and takes me out with him. When I feel shy, he always helps me to relax and be friendly. I love my uncle very much and I know he loves me!



A



B



C

- 2 Read the description again and match each paragraph with a statement. There is one statement you do not need to use.

- |                              |   |
|------------------------------|---|
| 1 Paragraph 1 describes ____ | a who the person is and introduces him/her. |
| 2 Paragraph 2 describes ____ | b what the person's character is like.      |
| 3 Paragraph 3 describes ____ | c something that happened to the person.    |
|                              | d what the person looks like.               |

## Language Lab

Read these statements. Find and underline examples in the description.

- We give the description a title.
- We use adjectives to describe appearance.
- We use adjectives to describe character.
- We use adverbs to describe how someone acts.



### HOMEWORK!


Do exercises 1–3 on page 67 of your Workbook.

## Plan your project!

1 You are going to write about your favourite relative. Answer these questions.

- 1 Which relative are you going to write about?  
\_\_\_\_\_
- 2 Why have you chosen that person?  
\_\_\_\_\_
- 3 How long have you known them?  
\_\_\_\_\_
- 4 How often do you see them?  
\_\_\_\_\_
- 5 What do you usually do together?  
\_\_\_\_\_

2 Make notes to describe the person's appearance.



hair: \_\_\_\_\_

eyes: \_\_\_\_\_

glasses?: \_\_\_\_\_

face: \_\_\_\_\_

height: \_\_\_\_\_

clothes: \_\_\_\_\_

other: \_\_\_\_\_

3 Write three adjectives to describe the person. Look through this unit for adjectives or use your own ideas. Then make notes on why each adjective describes the person.

Adjectives to describe the person	Why I have chosen that adjective
eg <i>athletic</i>	<i>because she does a lot of sport and likes to keep fit</i>
Adjective 1:	
Adjective 2:	
Adjective 3:	

4 Complete the planner for your description.

<b>PLANNER</b>		
Part of description	Useful information	Your notes
<b>Title</b>	Make it sound interesting! <i>My generous aunt</i>	
<b>First paragraph</b>	Say who the person is and introduce him/her. <i>my dad's sister;</i> <i>I see her every day;</i> <i>I've known her all my life.</i>	
<b>Second paragraph</b>	Describe what the person looks like. <i>dark skin, brown eyes, long brown hair, big smile, wears old clothes</i>	
<b>Third paragraph</b>	Describe what the person's character is like. <i>generous – gives me presents</i> <i>helpful – helps me with my homework</i>	

5 Make your project. Use the ideas above and photos or drawings to create a description of your favourite relative. When you have all finished, why not display your projects on the wall?



# Revision

## Units 9–10

### 1 Vocabulary: patterns

Choose the correct word.

- 1 Chips go **for** / **with** everything, don't they?
- 2 I'll pay **for** / **with** your lunch.
- 3 We waited half an hour **for** / **to** our food to come.
- 4 Is ice cream made **by** / **from** milk?
- 5 This beef comes **to** / **from** Argentina.
- 6 The pizza looked **at** / **like** a person's face!

### 2 Vocabulary: food and shopping

Write a word from the box in each gap.

fizzy • frozen • ingredients • list • receipt • recipe • snack • sugar

- 1 Let's make a shopping \_\_\_\_\_ before we go to the supermarket.
- 2 Drinks that aren't \_\_\_\_\_ -free are bad for your teeth.
- 3 You have to keep \_\_\_\_\_ food in the freezer.
- 4 Cola is an example of a \_\_\_\_\_ drink.
- 5 I want to make a cake but I haven't got all the \_\_\_\_\_ I need.
- 6 Have you got a \_\_\_\_\_ for a really tasty chocolate cake?
- 7 It says how much we paid on the \_\_\_\_\_.
- 8 You can have a small \_\_\_\_\_ now, but don't eat too much.

### 3 Vocabulary: word formation

Complete the words.

- 1 'Carla never remembers anything.' She's very forget \_\_\_\_.
- 2 'Elaine's got lots of energy.' She's very energet \_\_\_\_.
- 3 'Azir's always happy.' He's very cheer \_\_\_\_.
- 4 'Rod's very good at sport.' He's very athlet \_\_\_\_.
- 5 'Harrison's very good at drawing.' He's very artist \_\_\_\_.
- 6 'Bianca always thinks about other people's feelings.'  
She's very thought \_\_\_\_.

## 4 Vocabulary: adjectives describing people

Match.

- |  |            |
|--|------------|
| 1 Brian tells great jokes and always makes me laugh. _____       | a trendy   |
| 2 Craig always says please and thank you. _____                  | b polite   |
| 3 Alison always wears cool and fashionable clothes. _____        | c funny    |
| 4 Samantha loves meeting new people. _____                       | d shy      |
| 5 Eric's a really good-looking guy, isn't he? _____              | e handsome |
| 6 I don't really like talking to people I don't know well. _____ | f sociable |

## 5 Countable and uncountable nouns

Choose the correct word or phrase.

### Speaking in public

Not (1) **many** / **much** people like standing up in front of other people and giving a talk. It's scary, and not (2) **many** / **much** fun at all! However, (3) **a lot** / **lot** of people have to do it sometimes. There are a (4) **few** / **little** things you can do to make it easier. First, practise what you're going to say (5) **lot** / **lots** of times. Second, take a (6) **few** / **little** time before you start speaking to relax. Look at the people in the audience and smile. Third, speak clearly and loudly, and don't speak too fast. (7) **No** / **Not** many people like listening to someone who they can't understand!

## 6 Clauses and connectives

Write a word from the box in each gap.



and • because • but • or • when • where

- Do you remember the time \_\_\_\_\_ we went to the zoo?
- We went to the place \_\_\_\_\_ they wash the elephants.
- The zookeeper came up to you \_\_\_\_\_ asked you if you wanted to help.
- He said you can wash the elephants \_\_\_\_\_ give them some food.
- You were scared \_\_\_\_\_ the elephants were so large.
- You said you didn't want to help \_\_\_\_\_ he didn't believe you!

## 7 Articles

Each of the words or phrases in **bold** is incorrect. Rewrite them correctly.

- My dad's **the** pilot. What does your dad do? \_\_\_\_\_
- I think we should call **a** police. \_\_\_\_\_
- Dad, are you growing **the** beard? \_\_\_\_\_
- Has your sister got **a short** hair? \_\_\_\_\_
- I can't speak **the French** very well. \_\_\_\_\_

# Looking Good!

## »» Get ready!

Play the game.

### What is it?

- Your teacher will say a word and write it on the board.
- You must decide what it's an example of.
- For example, if your teacher says *coat*, that's *clothes*. If they say *button*, that's *part of an item of clothing*, etc.
- You get one point for each one you get right.
- The person with the most points is the winner.

<b>Clothes</b>	<b>Part of an item of clothing</b>
<i>coat</i>	<i>button</i>
<b>A part of the body</b>	<b>An accessory</b>
<i>head</i>	<i>bag</i>

## Reading

**1** **→KET** Read the article quickly and choose the correct answer, A, B or C.

- The article is mainly about how ...
  - girls' fashion is very different to boys' fashion.
  - teenage fashion has changed over the years.
  - fashions don't really change much at all.
- Which of these is **NOT** mentioned in the article?
  - how long or short girls' skirts and dresses were
  - how much the boys' and girls' clothes cost
  - how long or short boys' hair was

# CHANGING GEAR

## 40 years of Teen Fashion

**Teenagers often like to look different from their parents – or even their older brothers and sisters. We look back at some of the key teenage fashions over the decades.**

### Girls

Back in the 1950s, girls often wore knee-length or ankle-length skirts that were quite wide at the bottom, and short-sleeve tops. They also wore short white socks with quite formal shoes.

In the 1960s, girls' skirts became shorter. The miniskirt was introduced in the mid-1960s by Mary Quant, a British designer.

By the end of the 1960s, many teenage girls had become hippies. They wore very colourful, flowery clothes, and often had long, straight hair. As hippies, their skirts were now longer than a few years before – often down to the ankle.

Disco music in the early 1970s changed fashion again. High-length dresses with high knee-length boots became popular.

When girls weren't wearing dresses, they often wore matching tops and trousers, which were often flared. (This means the bottom of the leg is much wider than at the knee.)

By the end of the 1970s, some girls had become punks. They wore tight black clothes and had dyed, spiky hair.

In the 1980s, many girls had permed (very curly) hair, and wore lots of accessories like jewellery and big earrings.

Some women and girls wanted their shoulders to look wider than before, so they started to wear shoulder pads in jackets.



**2** **OKET** Read the article again and complete the table.



## Boys

Teenage boys in the 1950s often wore plain t-shirts (white or black) and jeans.

In Britain, some teenage boys started wearing colourful suits with long jackets. They were known as Teddy Boys.

At the start of the 1960s, many teenage boys wore suits with tight trousers, and had short hair.

By the end of the decade everything had changed. Their hair was much longer, their clothes were more colourful and generally more casual. Their jeans and trousers were usually flared. As with teenage girls, many boys were hippies at the end of the 60s.

Throughout most of the 1970s, boys had long hair and wore flared jeans. Shirts often had very long collars.

As with girls though, by the end of the 70s some boys had become punks, with skinny jeans, black leather jackets and dyed, spiky hair.

In the 1980s, boys' hair was shorter than it had been in the 1970s, and clothes weren't so extreme.

The look was generally clean-cut: short hair, shirts with collars and light-coloured chinos, or Levi 501 jeans.



### 1950s Girls

- knee/ankle-length skirts
- (1) \_\_\_\_\_ tops
- (2) \_\_\_\_\_ white socks

### Boys

- (3) \_\_\_\_\_ white or black t-shirts and (4) \_\_\_\_\_
- Teddy Boys wore colourful (5) \_\_\_\_\_

### 1960s Girls

- short (6) \_\_\_\_\_
- hippies wore (7) \_\_\_\_\_-length skirts

### Boys

- (8) \_\_\_\_\_ trousers at the start of the decade
- (9) \_\_\_\_\_ trousers at the end of the decade

### 1970s Girls

- thigh-length (10) \_\_\_\_\_ and knee-length (11) \_\_\_\_\_
- or (12) \_\_\_\_\_ with (13) \_\_\_\_\_ that matched
- punks wore (14) \_\_\_\_\_ black clothes

### Boys

- long (15) \_\_\_\_\_ and long shirt (16) \_\_\_\_\_
- punks wore (17) \_\_\_\_\_ jeans and black (18) \_\_\_\_\_ jackets

### 1980s Girls

- lots of accessories such as earrings and (19) \_\_\_\_\_
- pads in (20) \_\_\_\_\_ made shoulders look wider

### Boys

- (21) \_\_\_\_\_ hair and (22) \_\_\_\_\_ chinos, or jeans

## Wordpower!

Rearrange the letters to find the words.

- 1 That red and blue top is very \_\_\_\_\_. **ourclluof**
- 2 Her hair isn't straight - it's \_\_\_\_\_. **yuclr**
- 3 Paul came to the party with \_\_\_\_\_ red hair! **eddy**
- 4 My dad wears a suit during the week and \_\_\_\_\_ clothes at the weekend. **saulca**
- 5 My brother usually wears a \_\_\_\_\_ white t-shirt and jeans. **pinal**
- 6 If you put some gel in your hair, it'll become \_\_\_\_\_. **pisyk**
- 7 If your trousers are \_\_\_\_\_ at the waist, you don't need a belt. **gtith**
- 8 \_\_\_\_\_ jeans are tight from the waist to the bottom of the leg. **nysikn**



## HOMWORK!

Do exercises 1-5 on pages 69 and 70 of your Workbook.

## Grammar 1



## Comparatives

## Look!

Teenagers often like to look different from...  
their **older** brothers and sisters.

In the 1960s, girls' skirts became **shorter**.

Their hair was much **longer**, their clothes were **more colourful** and generally **more casual**.

... their skirts were now **longer than** a few years before...

Some women and girls wanted their shoulders to look **wider than** before...

In the 1980s, boys' hair was **shorter than** it had been in the 1970s...

## Use

We use comparatives to talk about things that are different from other things.

For more information, see *Grammar database 21* on page 152.

**1** If a word or phrase in bold is correct, put a tick (✓). If it's incorrect, rewrite it correctly on the line.

- 1 Paul is two months older **from** Billy.  
\_\_\_\_\_
- 2 Billy's hair is **longer** than Paul's.  
\_\_\_\_\_
- 3 Paul's hair is **curly** than Billy's.  
\_\_\_\_\_
- 4 Billy's jacket is **more big** than Paul's.  
\_\_\_\_\_
- 5 Paul's jeans are **more fashionable** than Billy's.  
\_\_\_\_\_
- 6 Whose shirt is **colourfuler**, Billy's or Paul's?  
\_\_\_\_\_
- 7 Paul is **good** than Billy at shopping for clothes.  
\_\_\_\_\_
- 8 Billy is **badder** than Paul at deciding what to wear in the morning.  
\_\_\_\_\_

**2** Make sentences using the correct form of the **word** given.

- 1 Carla's hair is very long. Cleo's hair is not very long. **long**  
Carla's hair is longer than Cleo's.
- 2 Cleo's hair is very curly. Carla's hair is a little bit curly. **curly**  
\_\_\_\_\_
- 3 Cleo's boots are very comfortable. Carla's boots aren't very comfortable. **comfortable**  
\_\_\_\_\_
- 4 Cleo's good at clothes shopping. Carla isn't. **good**  
\_\_\_\_\_
- 5 Carla's good at styling her own hair. Cleo's not very good at that. **good**  
\_\_\_\_\_
- 6 Cleo's hair is extremely red. Carla's hair is a bit red. **red**  
\_\_\_\_\_

**3** Put the words in brackets into the comparative form. Add any other words you need (such as *than*).

## What Not To Wear

In the American TV programme *What Not To Wear*, the two presenters – Stacy and Clinton – help people become (1) \_\_\_\_\_ (**fashionable**). They throw away all their old clothes and give them \$5,000 to buy (2) \_\_\_\_\_ (**good**) ones. They teach them how to shop and how to choose great clothes. One common problem is that big people wear clothes that are (3) \_\_\_\_\_ (**tight**) they should be, and small people wear clothes that are (4) \_\_\_\_\_ (**big**) they should be. It's (5) \_\_\_\_\_ (**important**) that clothes fit than that they look very cool and trendy in the shop. But some people are (6) \_\_\_\_\_ (**bad**) students than others, and don't listen to what Stacy and Clinton tell them. In the end, Stacy and Clinton always succeed and the guests leave the show (7) \_\_\_\_\_ (**happy**) and (8) \_\_\_\_\_ (**stylish**) when they arrived.



## HOMEWORK!

Do exercises 1–4 on page 71 of your Workbook.

## Wordpower!

1 Complete each phrasal verb using a word from the box.

do • dress • hang • have (got)  
leave • put • take • try

- \_\_\_\_\_ on – add an item of clothing or accessory to what you're wearing
- \_\_\_\_\_ off – remove an item of clothing or accessory from what you're wearing
- \_\_\_\_\_ on – add an item of clothing to see if you like it and it suits or fits you
- \_\_\_\_\_ up – tie shoelaces, or fasten buttons, a zip, a belt, a tie, etc
- \_\_\_\_\_ up – wear clothes for fun to make you look like someone else
- \_\_\_\_\_ up – put clothes on a coat-hanger
- \_\_\_\_\_ on – be wearing at a particular moment
- \_\_\_\_\_ on – continue to wear and not remove



2 Write a phrasal verb from exercise 1 in the correct form to complete each sentence.

- Your shoes are muddy! \_\_\_\_\_ them \_\_\_\_\_ before you come in the house!
- \_\_\_\_\_ your shoelaces or you'll trip over them!
- Sarah woke up, and \_\_\_\_\_ her glasses so she could see what time it was.
- I \_\_\_\_\_ as a pirate for the fancy dress party last Saturday.
- I like these jeans. I think I'll \_\_\_\_\_ them \_\_\_\_\_ to see if they fit.
- Don't leave your clothes on the floor! \_\_\_\_\_ them \_\_\_\_\_ in the wardrobe!
- It's cold in here so I'll \_\_\_\_\_ my coat \_\_\_\_\_ for now.
- My mum can't send text messages when she \_\_\_\_\_ her gardening gloves \_\_\_\_\_.



### HOMWORK!

Do exercises 1 and 2 on page 72 of your Workbook

## Listening

1 35 Listen to six short conversations. Match each conversation with the place where it's happening.

- Conversation 1 \_\_\_\_\_ a at the doctor's  
 Conversation 2 \_\_\_\_\_ b in a restaurant  
 Conversation 3 \_\_\_\_\_ c at a party  
 Conversation 4 \_\_\_\_\_ d in a shoe shop  
 Conversation 5 \_\_\_\_\_ e in a bedroom  
 Conversation 6 \_\_\_\_\_ f in a classroom

2 36 Listen again and for each question, choose the correct answer A, B or C. Be careful! The conversations are in a different order this time!

- Who is wearing fancy dress?  
A only Angela  
B everyone except Angela  
C only Angela and Graham
- Which of these does Britney's dad NOT mention?  
A a baseball cap  
B gloves and sunglasses  
C a baseball jacket
- What does the assistant say the customer can have?  
A size 42 in green  
B size 42 in red  
C size 40 in green
- What should Danny do with his dirty clothes?  
A leave them on the floor  
B hang them up  
C put them in the washing basket
- What does Kevin's mum help Kevin with?  
A taking off his shirt  
B putting his shirt back on  
C doing up the buttons on his shirt
- What does Mrs Walters NOT think?  
A that Danny should wear a tie  
B that Danny's tie hurts his neck  
C that Danny should do up his tie tightly

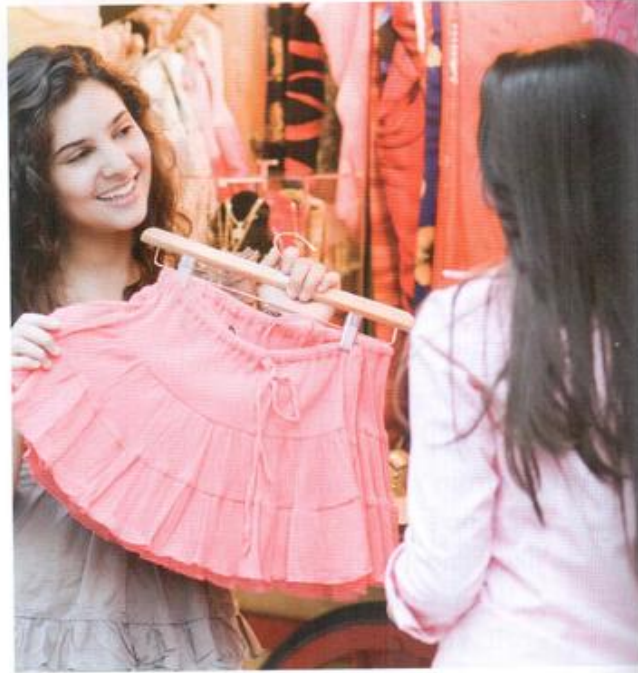


### HOMWORK!

Do exercise 1 on page 72 of your Workbook.

 **Speaking**
**1** In pairs, read the dialogues aloud.

- 1 **Melissa:** What do you think of this skirt?  
**Justine:** It's lovely. It's much nicer than the other one you just tried on.  
**Melissa:** Do you think so?  
**Justine:** Yeah, it really suits you. And it goes really well with your top too.  
**Melissa:** I think I'll get it.  
**Justine:** You should. You look great in it.
- 2 **Greg:** What do you think of these jeans?  
**Paul:** They're great. They're much better than the other ones you just tried on.  
**Greg:** Do you think so?  
**Paul:** Yeah, they really suit you. And they go really well with your t-shirt too.  
**Greg:** I think I'll get them.  
**Paul:** You should. You look good in them.


**2** In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** You're trying on something in a clothes, shoe or accessories shop. First, decide what you've just tried on (a top, jeans, earrings, etc). Then ask your friend what he/she thinks.

**Student B:** Your friend is trying on something in a clothes, shoe or accessories shop. You like what they're trying on. Give your opinion and say what the item goes well with.

**Phrase Bank!**
**P**
**Talking about clothes and paying compliments**
*It's/They're much nicer than...*
*It's/They're great/wonderful/fantastic/lovely/beautiful.*
*It really suits you./They really suit you.*
*It goes (really well) with.../They go (really well) with...*
*You look great/good in...*
 **SoundSpot**

- 1** Look at the words in bold. Which syllable do you think is stressed the most?
- |                                 |                    |
|---------------------------------|--------------------|
| 1 These earrings are wonderful! | <b>won-der-ful</b> |
| 2 That top's fantastic!         | <b>fan-tas-tic</b> |
| 3 Those shoes are beautiful!    | <b>beau-ti-ful</b> |
| 4 This jacket's really lovely!  | <b>love-ly</b>     |

**2**  **37** Listen and check.

**3**  **38** Listen again and repeat.

## Grammar 2



### Comparatives and superlatives

#### Look!

These shoes are **nice**. (normal adjective)  
 These shoes are **nicer than** those. (comparative)  
 These shoes are **the nicest**. (superlative)  
 These are **the nicest** shoes I've ever seen!  
 (superlative)

#### Use

As we saw in *Grammar 1*, we use the comparative to talk about things that are different from other things.

We use the superlative to compare one thing with other things in the same group, and say it's at the top or bottom of the group (*the biggest, the smallest, the largest, the best, the oldest*, etc).

For more information, see *Grammar database 22* on page 152.

### 1 Put the adjectives into the superlative form.

- These are \_\_\_\_\_ (nice) earrings I've ever seen!
- That's \_\_\_\_\_ (big) hat in the world!
- This is \_\_\_\_\_ (lovely) pair of shoes in the shop.
- Those are \_\_\_\_\_ (colourful) jeans you've ever worn.
- That's \_\_\_\_\_ (bad) clothes shop I've ever been in.
- These are \_\_\_\_\_ (good) walking boots ever.
- What's \_\_\_\_\_ (easy) way to look slimmer?

### 2 Use the information to make sentences. Be careful! Sometimes you'll need to use the comparative and sometimes you'll need to use the superlative.

	Fiona	Rich	Nicky
shoes	cheap	very cheap	extremely cheap
hat	extremely big	big	very big
jeans	fashionable	extremely fashionable	very fashionable
socks	amazingly lovely	really lovely	lovely
jacket	comfortable	very comfortable	extremely comfortable
good at choosing shirts	extremely good	good	very good

1 shoes: Rich – Fiona

*Rich's shoes are cheaper than Fiona's (shoes).*

2 shoes: Nicky

*Nicky's shoes are the cheapest.*

3 hat: Nicky – Rich

\_\_\_\_\_

4 hat: Fiona

\_\_\_\_\_

5 jeans: Rich – Nicky

\_\_\_\_\_

6 jeans: Rich

\_\_\_\_\_

7 socks: Fiona

\_\_\_\_\_

8 socks: Fiona – Rich

\_\_\_\_\_

9 jacket: Rich – Fiona

\_\_\_\_\_

10 jacket: Nicky

\_\_\_\_\_

11 good at choosing shirts: Nicky – Rich

\_\_\_\_\_

12 good at choosing shirts: Fiona

\_\_\_\_\_



### HOMEWORK!

Do exercises 1–4 on pages 73 and 74 of your Workbook.

## Writing

### Project: making a poster for a fashion show

1 Read this poster quickly and decide if the statements are true (T) or false (F).

- |   |     |
|---|-----|
| 1 The poster is advertising a fashion show.               | T/F |
| 2 It will take place in Fishbourne Town Hall.             | T/F |
| 3 There will be famous professional fashion models there. | T/F |



*Fishbourne School  
proudly presents*

## AN EVENING OF FASHION!

*Come to Fishbourne School's  
first ever fashion show!*



**Watch our student models present:**

*the latest trends  
the best girls' and boys' casual wear  
the most fashionable sportswear  
the most beautiful shoes and trainers  
the most fantastic accessories  
and much much more!*

The Main Hall,  
Fishbourne School  
Friday, 24th April  
8-10pm

★ Free entrance! ★

★ Refreshments available! ★

*Many thanks to Dungles Department Store  
for kindly providing all the clothes,  
shoes and accessories.*

2 Read the poster again and make notes to answer the questions.

- 1 What's the name of the event? \_\_\_\_\_
- 2 Where is it taking place? \_\_\_\_\_
- 3 On which day? \_\_\_\_\_
- 4 What time does it start? \_\_\_\_\_
- 5 What time does it end? \_\_\_\_\_
- 6 Has the school had a fashion show before? \_\_\_\_\_
- 7 How much does it cost to see the show? \_\_\_\_\_
- 8 What will the students be modelling? \_\_\_\_\_
- 9 Apart from the fashion show, what else is available that evening? \_\_\_\_\_
- 10 Where did the clothes come from? \_\_\_\_\_



## Language Lab

Read these statements. Find and underline examples in the poster.

- 1 We can use the imperative (eg *Do this*) to encourage people to do something.
- 2 We use an exclamation mark to make something sound exciting.
- 3 We use the superlative to make something sound very impressive.
- 4 We use adverbs to describe verbs.



## HOMWORK!

Do exercises 1 and 2 on page 74 of your Workbook.

## Plan your project!

- 1 You are going to produce a poster for a fashion show. First of all, use your imagination to decide on the key information. Choose from these ideas, or write your own idea.

### Who are the models?

**STUDENTS AT YOUR SCHOOL**  
*students at another school*  
**members of a youth club**  
*shop assistants at a department store*  
**PROFESSIONAL MODELS**  
 your own idea: \_\_\_\_\_

### What will they be modelling?

(You can choose more than one!)

*dresses*  
**CASUAL CLOTHES**  
**sportswear**  
*swimwear*  
*fancy dress costumes*  
**SUITS**  
 your own idea(s): \_\_\_\_\_

- 2 Complete the planner for your poster.

### PLANNER

Part of poster	Useful information	Your notes
The name of the organiser(s)	Who is organising the event?	
Next line	<i>proudly presents</i> <i>is pleased to present</i> <i>invites you to</i>	
Next line	Encourage people to attend. <i>Come to...</i>	
Next section	Describe what people will see at the event.	
Next section	Information on where the event is taking place, the date, when it starts and when it ends.	
Next section	Further information, such as how much it costs to get in, and what else is available.	
Final section	Who do the organisers need to thank? What for?	

- 3 Draw a picture for your poster, or find a photo online or in a magazine.
- 4 Make your project. Use the ideas in your planner and your picture to create a poster. When you have all finished, why not display your projects on the wall?

## It's a Goal!

### »» Get ready!

Match a word from the box with each picture.

badminton • basketball • cycling  
gymnastics • judo • running • skiing  
table tennis • volleyball • water polo



1 \_\_\_\_\_



6 \_\_\_\_\_



2 \_\_\_\_\_



7 \_\_\_\_\_



3 \_\_\_\_\_



8 \_\_\_\_\_



4 \_\_\_\_\_



9 \_\_\_\_\_



5 \_\_\_\_\_



10 \_\_\_\_\_

## Reading

- 1 Read the blog entry and the comments and tick (✓) the sports from Get ready! which are mentioned.



my blog about my life  
and my opinions

### The new me...

Posted on 5th May at 19:33

Hi all.

Well, it's been a few days since I last posted. And you know what I say about blogs. If you don't write something every day, people stop reading! So, I hope you're still there reading about me and my life.

I had a fantastic weekend! My friend Alex took part in a basketball match and he invited me and my family to go along and see him play. We got to the stadium early to get good seats, and gradually all the spectators arrived. The teams were playing in a competition, and this game was the final, so people were very excited. It was a great match, and Alex's team won!

It got me thinking. I should take up a sport. At the moment, I don't do any sport, and I'd really like to get fit. I did sport in the past — I was in a volleyball team — but I had to give it up because I didn't have enough time. It was a shame because I really enjoyed it. The problem is, I've got no idea what sport to try. So I thought I'd ask you guys. What do you think?

**2** Read the blog again and write a word or short phrase in each gap.

- 1 Sarah thinks it's a good idea to write your blog \_\_\_\_\_.
- 2 Sarah and her family got \_\_\_\_\_ because they got there early.
- 3 In the past, Sarah played \_\_\_\_\_ in a team.
- 4 Ludmila thinks gymnastics can help you \_\_\_\_\_.
- 5 Sarah might join \_\_\_\_\_ to learn how to do judo.

**3** Write the correct name next to each statement.

Alex • Ludmila • Sani • Sarah

This person ...

- 1 asked someone to come and watch them do a sport. \_\_\_\_\_
- 2 thinks doing a sport makes you happier. \_\_\_\_\_
- 3 doesn't have what you need to go cycling. \_\_\_\_\_
- 4 won a very important game. \_\_\_\_\_
- 5 thinks you get better when you practise. \_\_\_\_\_

 **Wordpower!**

Match each word or phrase with its definition.

- 1 take part (phr) \_\_\_\_\_
  - 2 match (n) \_\_\_\_\_
  - 3 stadium (n) \_\_\_\_\_
  - 4 spectators (n) \_\_\_\_\_
  - 5 final (n) \_\_\_\_\_
  - 6 take up (phr v) \_\_\_\_\_
  - 7 get fit (phr) \_\_\_\_\_
  - 8 train (v) \_\_\_\_\_
- a game  
b large building where people watch sport  
c the last game in a competition  
d become healthier  
e start doing (a hobby, sport, etc)  
f be involved in an activity  
g practise and learn a sport  
h people watching a sport



**HOMWORK!**

Do exercises 1–3 on pages 75 and 76 of your Workbook.

out me



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l. It

at  
gh



You should consider gymnastics! It's a lot of fun and a great way to get in shape. If you train twice a week, you'll soon get better at it. Why not go to your nearest gym and ask about it? Another idea is table tennis. I play every week!

**Ludmila Petrova**  
Russia

**Great idea, Ludmila! I don't know if there's a gym near here, but I'll find out! Sarah**



If you exercise, you feel much better. I know because I do a lot of sport! Here are some things you could try: running, cycling, or judo. Good luck!

**Sani Abacha**  
Nigeria

**Thanks for the suggestions, Sani. I find running a bit boring and I don't have a bike, but judo sounds like a good idea. Maybe I'll try to find a class! Sarah**

## Grammar 1

## Zero and first conditional

## Look!

Zero conditional:

If you **don't write** something every day,  
people **stop** reading!

If you **exercise**, you **feel** much better.

First conditional:

If you **train** twice a week, you'll soon **get**  
better at it.

## Use

We use the zero conditional to talk about things that are always true, like scientific facts, or rules, etc.

We use the first conditional to talk about real possibilities we think are likely to happen.

For more information, see *Grammar database 23* on page 153.

## 1 Match to make sentences.

- |   |  |
|---|--|
| 1 If you have basketball lessons, ___         | a you will get fit in no time!               |
| 2 If you want to go cycling, ___              | b you will soon learn how to play it.        |
| 3 If you don't like team sports, ___          | c you score three points.                    |
| 4 If you start running to work, ___           | d you will have a chance of winning the cup. |
| 5 If you get to the final, ___                | e you need to have a bike!                   |
| 6 If you throw the ball through the hoop, ___ | f you won't enjoy volleyball.                |

## 2 Choose the correct option.

- If you \_\_\_ the ball in the net, you score a point.  
a get  
b will get
- If you tell me what you like, I \_\_\_ a sport to take up.  
a suggest  
b will suggest
- If a player \_\_\_ the ball with their hands, it's a penalty.  
a touches  
b will touch
- If your sister wants to come to the match, my dad \_\_\_ another ticket.  
a buys  
b will buy
- If there \_\_\_ no seats left at the stadium, we might stand at the back.  
a are  
b will be
- If we have a match on Saturday, I \_\_\_ you.  
a tell  
b will tell

## 3 Choose the correct word or phrase.

## How to play ice hockey

Ice hockey is a great game. If you (1) **learn / will learn** the rules, you will enjoy watching it more. And if you (2) **enjoy / will enjoy** watching it more, you might want to play it, too! I'm sure that if you try it, you (3) **love / will love** it!

Each ice hockey team has six players, who hit the puck (a small round disc) with their sticks. You pass the puck to your team-mates and you try to get it into the other team's net. If the puck (4) **goes / will go** in, you score a goal. The team with the most goals wins the match.

If you (5) **hold / will hold** the puck with your hands, it (6) **is / will be** called 'falling on the puck'. If you (7) **hit / will hit** another player with your elbow, it's called 'elbowing'. If you do anything like that, the referee (8) **blows / is blowing** his whistle and the other team gets a penalty.

Ice hockey is a lot of fun, and people all over the world love it!



## HOMEWORK!

Do exercises 1–3 on page 77 of your Workbook.

## Wordpower!

1 Complete these phrases using the words in the box.

beat • do • go • learn • play • score • train • win



1 \_\_\_\_\_ a point



5 \_\_\_\_\_ how to do



2 \_\_\_\_\_ a match



6 \_\_\_\_\_ horse-riding



3 \_\_\_\_\_ the other team



7 \_\_\_\_\_ judo



4 \_\_\_\_\_ for an event



8 \_\_\_\_\_ baseball

2 In pairs or small groups, make a list of other sports you know. For each one, decide whether we use *go*, *do* or *play*.

3 Write one word in each gap.

- Bolton Wanderers \_\_\_\_\_ Manchester United 3-0 in a fantastic game.
- It takes a long time to \_\_\_\_\_ how to play golf.
- They \_\_\_\_\_ baseball in Cuba and Japan, as well as in America.
- We are \_\_\_\_\_ horse-riding tomorrow. I can't wait!
- If you miss the ball, the other player \_\_\_\_\_ three points.
- Kate started to \_\_\_\_\_ judo when she was only four years old.
- I've been \_\_\_\_\_ for the cycling competition for over two years now.
- Murray \_\_\_\_\_ the final match after playing for nearly four hours!



### HOMWORK!

Do exercises 1 and 2 on page 78 of your Workbook.

## Listening

1 39 Listen to the sports news.

Tick (✓) the player or team who won each match.

- |                |                          |                          |                    |
|----------------|--------------------------|--------------------------|--------------------|
| Tim Grey       | <input type="checkbox"/> | <input type="checkbox"/> | Silvio Basso       |
| Middleton City | <input type="checkbox"/> | <input type="checkbox"/> | Chesterford United |
| Argentina      | <input type="checkbox"/> | <input type="checkbox"/> | France             |
| Mia Dawson     | <input type="checkbox"/> | <input type="checkbox"/> | Caitlin O'Connor   |

2 39 Listen again and write a word or short phrase in each gap.

- The tennis players were in an important final for \_\_\_\_\_.
- Tim Grey was supported by many of the \_\_\_\_\_.
- For the last \_\_\_\_\_, Chesterford have been at the top.
- In the second \_\_\_\_\_, Chesterford scored three goals.
- The Argentina-France game nearly didn't happen because of \_\_\_\_\_.
- The score was 1-0 after \_\_\_\_\_ of the game.
- O'Connor has won \_\_\_\_\_ recent competitions.
- Dawson has never appeared in such a large \_\_\_\_\_ before.



### HOMWORK!

Do exercises 1 and 2 on page 78 of your Workbook.



## Speaking

- 1 Write a sport from the box in each gap to complete the phrases.

baseball • fishing • football  
golf • swimming • tennis



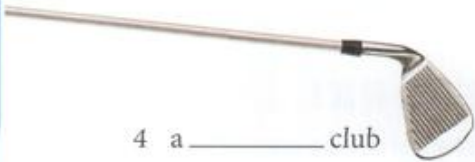
1 a \_\_\_\_\_ glove



2 \_\_\_\_\_ goggles



3 a \_\_\_\_\_ racket



4 a \_\_\_\_\_ club



5 a \_\_\_\_\_ rod



6 \_\_\_\_\_ boots

- 2 Choose a sport you like. You can choose one of the sports in exercise 1 or any other sport. Complete the table.

My sport:

What you need to do this sport:

How you do this sport:

Why I like this sport:

- 3 In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** Explain what you need to do this sport. Explain how you do/play this sport. Say why you like this sport. If you're not sure, use your imagination!

**Student B:** Ask Student A questions about their sport. Ask about the equipment you need. Ask about how you do/play this sport.

**Student A:** I'm going to talk about golf. To play golf, you need a ball and some clubs.

**Student B:** What are the clubs for?

**Student A:** They're for hitting the ball. You hit the ball with the clubs and try to get it in the hole.

**Student B:** How do you score a point?

**Student A:** You count how many times you hit the ball. If the other person has more hits, you win.

**Student B:** Why do you like golf?

**Student A:** I like it because it's difficult but it's enjoyable.

## Phrase Bank!

## Describing objects and their use

You use it for hitting the ball.

It's for hitting the ball.

You use it to hit the ball.

You hit the ball with it.

It's used to hit the ball.

P



## SoundSpot

- 1 40 Listen and underline the syllable that is stressed the most. Is it in the first word or the second word?



boxing glove



squash racket



rugby ball



ski mask

- 2 41 Listen and repeat.

- 1 I need a new pair of boxing gloves.
- 2 I can't find my squash racket.
- 3 Have you seen my rugby ball?
- 4 Shall I bring my ski mask?

## Second conditional

### Look!

If I **had** more time, I **would do** more sport.  
If you **took up** a sport, you **would be** healthier.

### Use

We use the second conditional to imagine the present being different, and to talk about possibilities that we think are unlikely to happen.

For more information, see *Grammar database 24* on page 153.

### 1 Match to make sentences.

- |  |  |
|--|--|
| 1 If you were really good at basketball, ___ | a I would love to take part in races.  |
| 2 If I knew how to swim, ___                 | b I'm sure we'd all feel a lot better. |
| 3 If there was a gym near me, ___            | c what team would you play for?        |
| 4 If everyone did more sport, ___            | d I would take up fishing.             |
| 5 If I lived near a lake, ___                | e I would join it and try to get fit.  |
| 6 If United bought new players, ___          | f they would win more matches.         |

### 2 Choose the correct option.

- If you \_\_\_ harder, you would win this competition.  
a tried  
b would try
- If I did more sport, I \_\_\_ better.  
a felt  
b would feel
- If you \_\_\_ a team, you could make new friends.  
a joined  
b would join
- If I trained more, \_\_\_ a better footballer?  
a was I  
b would I be
- If the tickets were cheaper, I \_\_\_ more matches.  
a watched  
b would watch
- If we had rackets, we \_\_\_ a game of tennis.  
a had  
b could have

### 3 Write the verbs in the correct form. Add any other words you need.

**Erin:** I'm so bored! If we had some money, we  
(1) \_\_\_\_\_ (go) to see a football match.

**Daisy:** Yeah. And if we went to the stadium, we  
(2) \_\_\_\_\_ (not/be) bored.

**Erin:** Oh, well. We haven't got any money, so let's do something else.

**Daisy:** OK. I've got a question. What sport would you do if you  
(3) \_\_\_\_\_ (have) the chance?

**Erin:** I (4) \_\_\_\_\_ (take up) boxing. I've always wanted to try it.

**Daisy:** Really? If you (5) \_\_\_\_\_ (take up) boxing, you (6) \_\_\_\_\_ (get) hurt.

**Erin:** No, it's very safe. What about you? What sport  
(7) \_\_\_\_\_ (you/do) if you had the chance?

**Daisy:** Judo.

**Erin:** Judo? Why (8) \_\_\_\_\_ (you/choose) that?

**Daisy:** To protect myself from you and your boxing!



## HOMWORK!

Do exercises 1–3 on page 79 of your Workbook.

## Writing

### Project: writing a description of a sport

1 Read this description and label the picture.

arrow • bow • target



### A FUN SPORT



One sport that I like is archery. It's not very popular in my country and people think it's a bit unusual. It's a difficult sport, but it's also very enjoyable. You can do it on your own in your garden, or you can join an archery club. It can be dangerous, so you have to be careful.

To do archery, you need a bow, some arrows and a target. The bow is made of wood or metal, and the arrows are usually wood. The target has yellow, red and blue circles on it. The bow is used to shoot arrows at the target.

Each player shoots three arrows at the target. If you hit the yellow circle, you score 10 points. The other circles are worth fewer points. You add the points from your three arrows and that gives you your total score. If you score more points than the other people, you win the competition.

2 Read the description again and match each paragraph with a statement. There is one statement you do not need to use.

- |                              |   |
|------------------------------|---|
| 1 Paragraph 1 describes ____ | a how you do this sport and some of the rules.            |
| 2 Paragraph 2 describes ____ | b what you need to do this sport and how things are used. |
| 3 Paragraph 3 describes ____ | c how the writer became interested in the sport.          |
|                              | d what the sport is and gives some general information.   |

## Language Lab

Read these statements. Find and underline examples in the description.

- We give the description a title.
- We use zero conditionals to talk about rules.
- We use the passive voice to describe an object's purpose.
- We use the present simple to describe what a player does.



### HOMEWORK!

Do exercises 1 and 2 on page 80 of your Workbook.

## Plan your project!

**1** You are going to write about a sport you are interested in. Answer these questions.

1 Which sport are you going to write about?

---

2 Is it a team sport or an individual sport? If it's a team sport, how many people are in a team?

---

3 Is it popular in your country? What do most people think of it?

---

4 Where can you do this sport? Can you join a team or a club?

---

**2** Draw a picture of the things you need to do this sport and write what each one is called. Explain what each thing is for.

**What you need**

*tennis racket*



**What it's for**

*hitting the ball to the other person*

**3** Complete the planner for your description.

### PLANNER

Part of description	Useful information	Your notes
<b>Title</b>	Make it sound interesting! <i>An exciting sport</i>	
<b>First paragraph</b>	Say what the sport is and describe it generally. <i>One of my favourite sports is...</i> <i>I would like to describe how to play...</i>	
<b>Second paragraph</b>	Describe what you need to do the sport. Explain what some of the things are for. <i>For baseball, you need a ball and a bat.</i> <i>You also need...</i> <i>The bat is used to hit the ball.</i>	
<b>Third paragraph</b>	Describe how you do this sport. <i>One player throws the ball to the player with the bat. Then...</i>	

**4** Make your project. Use the ideas above and photos or drawings to create a description of a sport. When you have all finished, why not display your projects on the wall?



# Revision

## Units 11-12

### 1 Vocabulary: clothes

Write a word from the box in each gap.

casual • colourful • dyed • skinny • spiky • tight

- 1 Do you have \_\_\_\_\_ hair, or is it naturally that colour?
- 2 I'm wearing a plain dress, so I want a \_\_\_\_\_ belt to make it more fun.
- 3 I use gel on my hair every day so that it stands up and looks \_\_\_\_\_.
- 4 These shoes are too \_\_\_\_\_. Do you have a bigger size?
- 5 Just choose \_\_\_\_\_ clothes to wear to the party. It's not very formal.
- 6 I prefer \_\_\_\_\_ jeans to flared ones because they make your legs look better.

### 2 Vocabulary: sport

Write one word in each gap.

- 1 I'm thinking about taking \_\_\_\_\_ a sport. What do you think?
- 2 If you want to \_\_\_\_\_ fit, why not join a gym?
- 3 Liam's training \_\_\_\_\_ the marathon next month.
- 4 We finally managed to \_\_\_\_\_ the other team 3-0!
- 5 It's not easy to learn \_\_\_\_\_ to ride a horse.
- 6 I'm sure they'll let you \_\_\_\_\_ part in the game if you ask them.

### 3 Vocabulary: phrasal verbs

Write a word from the box in each gap. There are some words you won't use and you will use some words more than once.

on • off • up • out • in

**Customer:** Excuse me. Can I try that dress (1) \_\_\_\_\_?

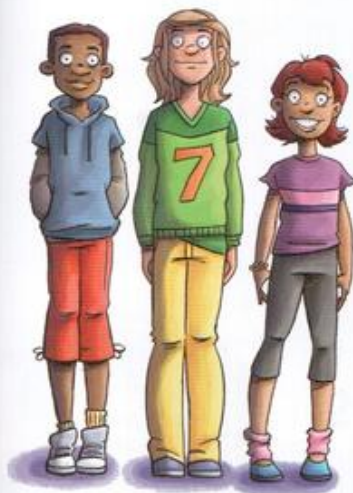
**Assistant:** Of course. Just take your coat (2) \_\_\_\_\_ and I'll hang it (3) \_\_\_\_\_ for you.

**Customer:** Here you are. I'll leave my t-shirt (4) \_\_\_\_\_ and put the dress (5) \_\_\_\_\_ over that. There. How's that?

**Assistant:** Let me just do it (6) \_\_\_\_\_ at the back. Is it comfortable?

**Customer:** Yes, it's great. I'll take it!





## 4 Comparatives and superlatives

Read the information and write a word or short phrase in each gap.

**Rick:** 14 years old, 1.45m tall, very short hair

**Dennis:** 13 years old, 1.5m tall, very long hair

**Polly:** 12 years old, 1.35m tall, medium-length hair

### Age

- Dennis is older \_\_\_\_\_ Polly, but \_\_\_\_\_ than Rick.
- Polly is the \_\_\_\_\_ of the three, and Rick is \_\_\_\_\_.

### Height

- Rick is \_\_\_\_\_ Dennis, but he's \_\_\_\_\_ Polly.
- Dennis is the \_\_\_\_\_ of the three, and Polly is \_\_\_\_\_.

### Hair

- Polly's hair is \_\_\_\_\_ Rick's, but \_\_\_\_\_ Dennis's.
- Dennis's hair is \_\_\_\_\_ of the three, and Rick's is \_\_\_\_\_.

## 5 First conditional

Write first conditional sentences using the prompts.

- I go to the party / I take a present  
If \_\_\_\_\_
- you not set your alarm clock / you not wake up at the right time  
If \_\_\_\_\_
- Nick hear about this / he be angry?  
If \_\_\_\_\_
- it rain / we not have a picnic on Sunday  
If \_\_\_\_\_
- I not study / I do badly in the exam  
If \_\_\_\_\_
- my parents say yes / I stay with you this weekend  
If \_\_\_\_\_

## 6 Second conditional

Write second conditional sentences using the prompts.

- I be you / I not tell Adam about it  
If \_\_\_\_\_
- I have more money / I buy a new phone  
If \_\_\_\_\_
- Emma not be so lazy / she offer to help us  
If \_\_\_\_\_
- my parents not worry about me / they let me go to the concert  
If \_\_\_\_\_
- you buy better clothes / they last longer  
If \_\_\_\_\_
- we lose the match / how you feel?  
If \_\_\_\_\_

# Right Time, Right Place!

## »» Get ready!

Think about the last time you arranged to meet someone. Make notes to complete the information, then tell your partner about what happened. Look at the example.

Who did you meet?  
 MY FRIEND YUSUF

Where did you meet?  
 OUTSIDE THE CINEMA

Which day did you meet?  
 SATURDAY

What time?  
 7pm

Was anyone late?  
 YES, I WAS.

What did you do after you met?  
 WE WENT TO THE CINEMA.

My friend Yusuf and I arranged to meet outside the cinema at 7 o'clock on Saturday. Yusuf wasn't late but I was. After we met, we went to the cinema to see a film.

Who did you meet?

Where did you meet?

Which day did you meet?

What time?

Was anyone late?

What did you do after you met?

## 📖 Reading



### 📞 1 Wednesday – 6pm

**Ellie:** Hi, Katrina! It's Ellie.

**Katrina:** Oh, hi, Ellie! How are you?

**Ellie:** Fine thanks. Listen, would you like to come with me to a concert on Saturday night? I've got two free tickets!

**Katrina:** Sounds great! Who's playing?

**Ellie:** They're a local rock band called Despite Everything. They're very good!

**Katrina:** Great! I'd love to come. Where and when shall we meet?

**Ellie:** Well, the concert's at the Queen's Theatre in the town centre. Do you know where that is?

**Katrina:** Not really.

**Ellie:** It's next to the main post office. You know, opposite the hospital. It's quite near that new shopping centre.

**Katrina:** Oh, I know!

**Ellie:** Great. It starts at 9 o'clock, so shall we meet outside the theatre at, say, half past eight?

**Katrina:** Half past eight outside the theatre. OK.

**Ellie:** Brilliant! OK – see you then, Katrina!

**Katrina:** Bye! And thanks!

**Ellie:** Bye!

### 📞 2 Saturday – 8.40pm

**Ellie:** Hi, Katrina! It's Ellie.

**Katrina:** Oh, hi, Ellie! How are you?

**Ellie:** I'm fine thanks. Err... where are you?

**Katrina:** Where am I? I'm at home. Why?

**Ellie:** Because you're supposed to be meeting me.

We're going to a concert tonight, remember?

**Katrina:** Tonight? But you said it's on Sunday.

## 1 Quickly read the three conversations and choose the correct answers, A, B or C.

- The two girls are \_\_\_\_\_.  
A sending text messages  
B talking on the phone  
C talking face-to-face
- The first problem is that Katrina gets the \_\_\_\_ wrong.  
A day B place C time
- The second problem is that Katrina gets the \_\_\_\_ wrong.  
A day B place C time
- In the end, \_\_\_\_ to the concert with Ellie.  
A Katrina doesn't go  
B Katrina goes  
C we don't know if Katrina goes

**Ellie:** No, I didn't. I said Saturday.

**Katrina:** Oh, no!

**Ellie:** Well, it's not supposed to start for another 20 minutes and these things always start late. Do you want to come? Can you get here in time?

**Katrina:** I'll get my dad to drive me. I'll be there in 10 minutes! Wait for me!

**Ellie:** OK. See you soon!

**Katrina:** Bye!

## 3

### Saturday – 8.53pm

**Katrina:** Hi, Ellie. It's me. I'm here, but I can't see you. Where are you?

**Ellie:** I'm standing right in front of the main doors. Where are you?

**Katrina:** Right in front of the main doors.

**Ellie:** You can't be.

**Katrina:** I am!

**Ellie:** What colour are they?

**Katrina:** Black.

**Ellie:** And... what's the name above the doors?

**Katrina:** The King's Theatre.

**Ellie:** Oh, no! You're in the wrong place! You've gone to the wrong theatre!



## 2 Read the conversations again and write a word or short phrase in each gap to complete the text.

On (1) \_\_\_\_\_ evening, Ellie called Katrina and invited her to a Despite Everything concert on (2) \_\_\_\_\_ night at the (3) \_\_\_\_\_. The theatre is (4) \_\_\_\_\_ the main post office, (5) \_\_\_\_\_ the hospital and quite (6) \_\_\_\_\_ a new shopping centre in the (7) \_\_\_\_\_. The concert started at (8) \_\_\_\_\_, so they arranged to meet (9) \_\_\_\_\_ the theatre at (10) \_\_\_\_\_.

On (11) \_\_\_\_\_ evening, after waiting for Katrina for 10 minutes, Ellie decided to call her. Katrina was at (12) \_\_\_\_\_ because she'd made a mistake. She thought the concert was on (13) \_\_\_\_\_. She asked her dad to take her to the theatre quickly. She thought she could get there in (14) \_\_\_\_\_ minutes. Unfortunately, she got the name of the theatre wrong and ended up at the (15) \_\_\_\_\_ instead.



## Wordpower!

Write one word in each gap to complete the sentences. Use the clues in brackets to help you.

- Can you \_\_\_\_\_ here in ten minutes? (= arrive, be)
- I'll \_\_\_\_\_ my mum to drive me. (= ask, persuade)
- Let's make sure we're there \_\_\_\_\_ for the show. (= not late)
- I'm \_\_\_\_\_ behind you! (= exactly, directly)
- That's the \_\_\_\_\_ door over there. (= biggest, most important)
- I think we've come to the \_\_\_\_\_ place. (= not correct)
- The bookshop is \_\_\_\_\_ the chemist. (= facing)
- What does the sign \_\_\_\_\_ the shop say? (= over, on top of)



## HOMEWORK!

Do exercises 1–5 on pages 82 and 83 of your Workbook.

## Grammar 1



## Prepositions of time and place

## Look!

...would you like to come with me **to** a concert **on** Saturday night?

...the concert's **at** the Queen's Theatre **in** the town centre.

It's **next to** the main post office. You know, **opposite** the hospital. It's quite **near** that new shopping centre.

It starts **at** 9 o'clock, so shall we meet **outside** the theatre **at**...half past eight?

...it's not supposed to start **for** another 20 minutes...

I'll be there **in** 10 minutes!

I'm standing right **in front of** the main doors.

...what's the name **above** the doors?

## Use

We use prepositions before times and places, and to talk about movement.

For more information, see *Grammar database 25* on page 153.

## 1 Choose the correct word or phrase.

- I'll see you **at / in / on** Thursday!
- I'll be back **on / in / at** about 15 minutes.
- Let's meet **on / in / at** quarter past three.
- I waited for him **during / for / in** over an hour!
- The café's quite **next / in front / near** the park.
- It's not far – let's go **on / by / with** foot.
- When we got **at / in / to** the cinema, it was shut.
- Sarah was standing **in / on / into** the bridge, waving at us.
- What time does the plane land **in / on / at** Heathrow Airport?
- What time do you arrive **in / on / at** London?

## 2 Write short answers about you. Use prepositions.

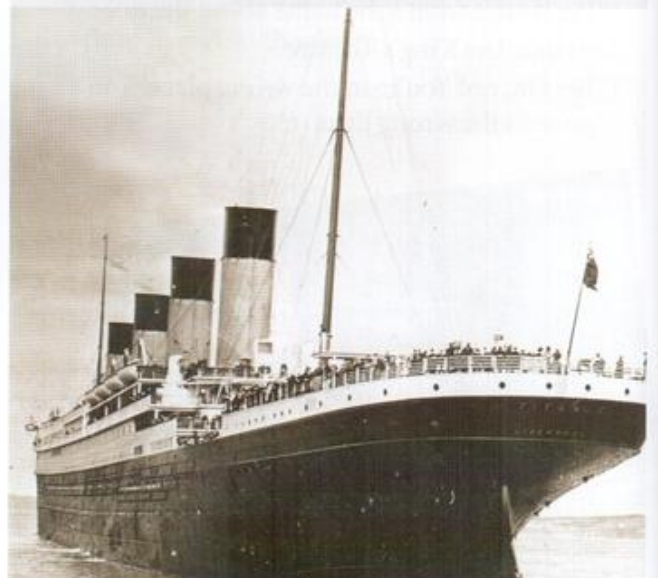
- When's your birthday? on 15th May
- How do you get to school? \_\_\_\_\_
- Where do you live? \_\_\_\_\_
- Where's your best friend right now? \_\_\_\_\_
- Where are you right now? \_\_\_\_\_
- Where were you four hours ago? \_\_\_\_\_
- When do the summer holidays start? \_\_\_\_\_
- Where did you go last Saturday? \_\_\_\_\_
- If you go to another country, how will you get there? \_\_\_\_\_
- What time did you get up this morning? \_\_\_\_\_
- Where's the washing machine in your house/flat? \_\_\_\_\_

3 **OKET** Write one word in each gap to complete the text.

## Strange but true!

Everyone has heard of *Titanic*, the ship which, (1) \_\_\_\_\_ 1912, hit an iceberg (2) \_\_\_\_\_ the North Atlantic (3) \_\_\_\_\_ 11.40pm (4) \_\_\_\_\_ 14th April and which sank (5) \_\_\_\_\_ 2.20am the next day. But here's something very strange.

There's a book called *Futility, or the Wreck of the Titan*, written by a writer called Morgan Robertson. In the story, there's a ship called *Titan*. Like *Titanic*, it's the biggest ocean liner (6) \_\_\_\_\_ the world and, like *Titanic*, it's sailing across the North Atlantic (7) \_\_\_\_\_ April when it hits an iceberg (8) \_\_\_\_\_ night and sinks. What's so strange about that? The book was written (9) \_\_\_\_\_ 1898 – that's 14 years before *Titanic* went (10) \_\_\_\_\_ her one and only voyage!



## HOMEWORK!

Do exercises 1–3 on page 84 of your Workbook.

## Wordpower!

1 Complete the table with one word from the box in each gap.

do • have • have or take • make • take

- 1 \_\_\_\_\_ an arrangement / an appointment / a plan / a mistake
- 2 \_\_\_\_\_ someone a favour / homework / housework / your best
- 3 \_\_\_\_\_ a bus / train / plane / your time
- 4 \_\_\_\_\_ a good / great, etc time / a party
- 5 \_\_\_\_\_ a shower

2 Write a verb from exercise 1 in the correct form in each gap to complete the sentences.

- 1 When do you usually \_\_\_\_\_ your homework?
- 2 There's no hurry! \_\_\_\_\_ your time!
- 3 I'm going to \_\_\_\_\_ a shower.
- 4 Could you \_\_\_\_\_ me a favour?
- 5 Let's \_\_\_\_\_ the bus into town – it's too far to walk.
- 6 I'd like to \_\_\_\_\_ an appointment to see the doctor, please.



## HOMWORK!

Do exercises 1 and 2 on page 85 of your Workbook.



## Listening

1 42 Listen to two people talking on the phone. For each question, tick (✓) the statement that is true.

- 1  a Melanie and Harry are organising a party together.  
 b Harry is organising a party and wants to invite Melanie.
- 2  a At first, Melanie thinks she's free on Saturday night.  
 b At first, Melanie thinks she's not free on Saturday night.
- 3  a In the end, Melanie says she can't accept Harry's invitation.  
 b In the end, Melanie accepts Harry's invitation.

2 42 Listen to the conversation again. For each question, choose the correct answer A, B or C.

1 What is Melanie doing when Harry calls?



A



B



C

2 At first, where does Melanie think she will be on Saturday evening?



A



B



C

3 When is Melanie actually meeting Jenny?



A



B



C

4 What time does Harry's party start?



A



B



C

5 How will Melanie get there?



A



B



C

6 What does Harry want the party to be like?



A



B



C



## HOMWORK!

Do exercise 1 on page 85 of your Workbook.



## Speaking

1 In pairs, read the two dialogues aloud.



**1**

**Mindy:** Are you planning to go to Molly's party on Saturday?

**Mandy:** Yes! It sounds fun!

**Mindy:** Great! Shall we go together? We could meet in front of the theatre at half past nine.

**Mandy:** Do you mean the King's Theatre or the Queen's Theatre?

**Mindy:** Oh, the King's Theatre. It's very near Molly's house.

**Mandy:** Great! See you there!

**2**

**Chad:** Are you going swimming next Thursday evening?

**Brad:** Yes, I think so.

**Chad:** OK. Shall we meet at 6pm outside the swimming pool?

**Brad:** Sure! So that's next Thursday at 6 o'clock.

**Chad:** Great! See you then!



2 Think of four different situations where people meet, and complete the table.

	What?	Meet where?	Day?	Time?
Example 1	<i>swimming</i>	<i>outside the swimming pool</i>	<i>next Thursday</i>	<i>6 o'clock</i>
Example 2	<i>Molly's party</i>	<i>in front of the theatre</i>	<i>Saturday</i>	<i>9.30</i>
Situation 1				
Situation 2				
Situation 3				
Situation 4				

3 In pairs, have a conversation for each situation. If Student A is suggesting the time and place, Student B should check they have understood correctly.

### Phrase Bank!



#### Checking intention

*Are you going...?*

*Are you planning to...?*

#### Checking meaning

*So that's...*

*Do you mean...?*

*What/Where do you mean exactly?*



## SoundSpot

1 43 The way we write times and dates is sometimes different to the way we say them. Listen and write what you hear.

	We write...	We say/hear...
Example	<i>7.30pm</i>	<i>half past 7 in the evening</i>
1	<i>17th March</i>	
2	<i>5am</i>	
3	<i>6am</i>	
4	<i>7.45pm</i>	
5	<i>Feb 28th</i>	
6	<i>11.15pm</i>	

2 44 Listen again and repeat.

## Grammar 2



### Present perfect simple 3

#### Look!

I've been here **for** an hour.

I've been here **since** one o'clock.

She's lived here **for** four months.

She's lived here **since** April.

#### Use

We use *for* with the present perfect simple to show how long a situation has continued.

We use *since* with the present perfect simple to show when a situation – which is still continuing – started.

For more information, see *Grammar database 26* on page 154.

### 1 Write *for* or *since* in each gap to complete the sentences.

- I've been here \_\_\_\_\_ 20 minutes! Where were you?
- I've been here \_\_\_\_\_ two o'clock. Where were you?
- I've just got here but Dawn's been here \_\_\_\_\_ half past one.
- I've just got here but Dawn's been here \_\_\_\_\_ three hours.
- They've lived in Madrid \_\_\_\_\_ the past eight years.
- They've lived in Linz \_\_\_\_\_ last January.

### 2 Write answers about you.

- How long have you been where you are right now?  
**for** I've been here for half an hour.  
**since** I've been here since half past four.
- How long have you been where you are right now?  
**for** \_\_\_\_\_  
**since** \_\_\_\_\_
- How long have you lived where you live right now?  
**for** \_\_\_\_\_  
**since** \_\_\_\_\_
- How long have you gone to the school you go to now?  
**for** \_\_\_\_\_  
**since** \_\_\_\_\_
- How long have you had a pet/bike/mobile phone/games console? [choose one]  
**for** \_\_\_\_\_  
**since** \_\_\_\_\_

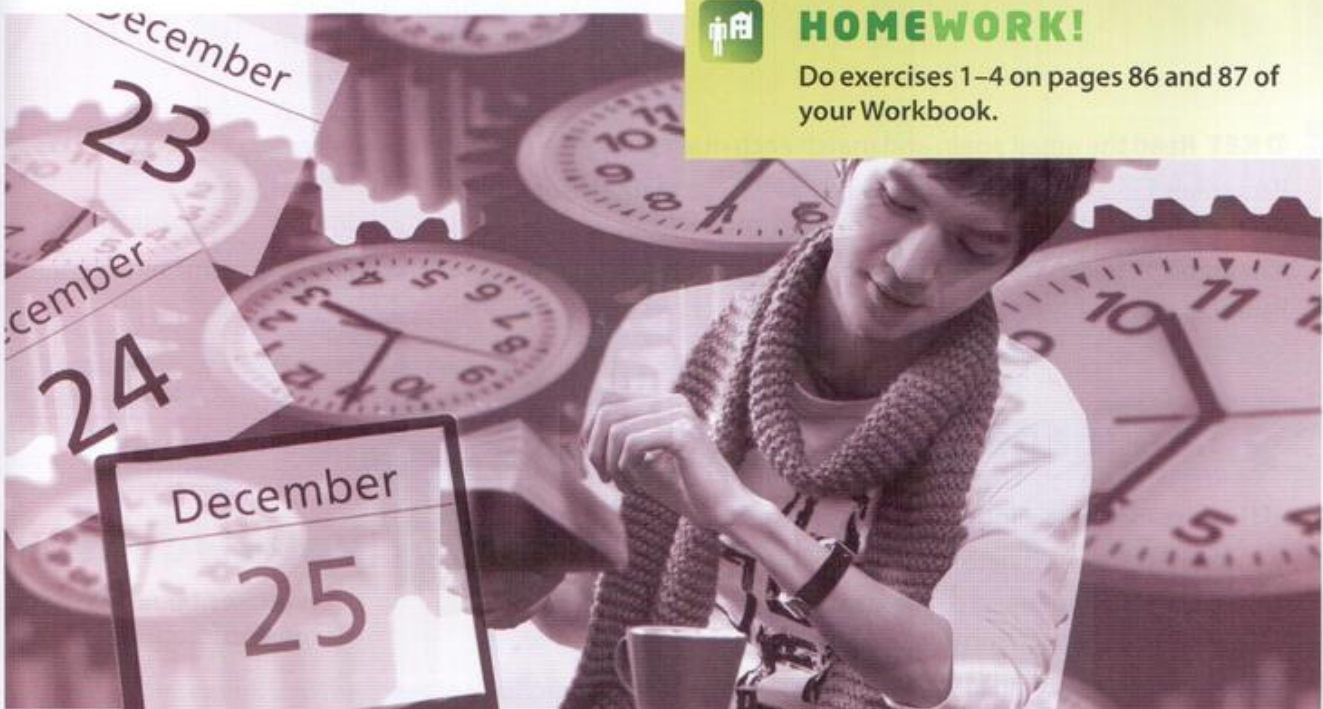
### 3 Make sentences using the **word(s)** given.

- They moved to this town three years ago. **lived/for**  
They've lived in this town for three years.
- I got my computer a year ago. **had/for**  
\_\_\_\_\_
- He got his digital camera last December. **had/since**  
\_\_\_\_\_
- Eric got here 10 minutes ago. **been**  
\_\_\_\_\_
- Julie arrived here at quarter past three. **been**  
\_\_\_\_\_



## HOMWORK!

Do exercises 1–4 on pages 86 and 87 of your Workbook.

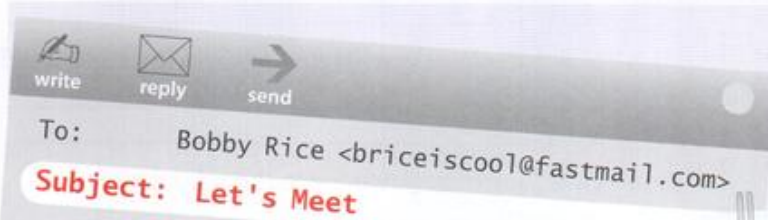




## Writing

## Project: writing an informal email

- 1 **OKET** Read the email and write a word or short phrase in each gap to complete Bobby's notes.



Hi, Bobby!

Thanks for your email! I'm really glad you did well in your exams. Well done!

So, you've got some free time in the summer and can come and visit me for a weekend. That's fantastic! I'm so happy! We'll have a great time! (I've lived here for two years now and you've never visited me, so it's time you did!)

Here's what I suggest. Why don't you come on Friday 29th July in the afternoon? You can take the train from Newport to Cardiff. It only takes about 20 minutes. I'll meet you at the station.

We'll have dinner at my house on Friday evening. (My mum's a great cook!) Then on Saturday we can go shopping during the day and maybe go to the cinema or a concert in the evening. On Sunday we'll get up late and go for lunch before you go home. What do you think?

Write back soon!

Love,  
Tim



My visit to see Tim - things to remember

leave Newport: AFTERNOON of (1) \_\_\_\_\_

Journey time to Cardiff: about (2) \_\_\_\_\_

(must buy (3) \_\_\_\_\_ ticket!) Tim will meet me (4) \_\_\_\_\_

Friday evening: (5) \_\_\_\_\_ Tim's house. (Sounds great!)

Saturday during the day: (6) \_\_\_\_\_

Saturday evening: (7) \_\_\_\_\_ or (8) \_\_\_\_\_

Sunday: lunch, then (9) \_\_\_\_\_

Must (10) \_\_\_\_\_ to Tim saying it all sounds great!

- 2 **OKET** Read the email again and match each main paragraph with a statement.

- |                     |   |
|---------------------|---|
| 1 Paragraph 1 _____ | a This paragraph talks about their idea of visiting.                                |
| 2 Paragraph 2 _____ | b This paragraph describes what they'll do over the weekend.                        |
| 3 Paragraph 3 _____ | c This paragraph thanks Bobby for his email and talks about something he mentioned. |
| 4 Paragraph 4 _____ | d This paragraph suggests travel plans.   |



## Language Lab

Read these statements. Find and underline examples in the email.

- We use short forms (*it's*, etc).
- We use exclamation marks to show excitement.
- We use words like *So* to introduce some sentences.
- We use parentheses ( ) to give extra information.



## HOMEWORK!

Do exercises 1 and 2 on page 87 of your Workbook.

## Plan your project!

- 1** Read this extract from an email from a friend. Underline one thing you can mention in paragraph 1 of your reply, and circle the other important information you'll talk about in your reply.



Oh, I've got some great news. I've just joined the school drama club. It should be fun!

Now, I've got some free time in the summer holidays between 15th and 30th August and I'd love to come and stay with you for a few days. Are you around then? I hope so! Let me know when you're free and we'll arrange something. I've never seen your house so I'd love to come!

- 2** You're going to write a reply to your friend. Use your imagination to complete the planner.

### PLANNER

Part of email	Useful information	Your notes
To	What's your friend's name?	
Subject	What's your email about?	
1st line	Hi + first name, Dear + first name,	
Paragraph 1	Thank your friend for their email. Mention something in their email.	
Paragraph 2	Talk about their idea of visiting.	
Paragraph 3	Suggest the day and time of day they should come. Suggest how they should get there. Mention the journey time. Say where you'll meet them. <i>Here's what I suggest.</i> <i>Why don't you...?</i> <i>You can...</i> <i>It only takes...</i> <i>I'll meet you at...</i>	
Paragraph 4	Describe what you'll do during the visit. <i>We'll...</i> <i>We can...</i> <i>What do you think?</i>	
Closing expressions	<i>I've got to go now because...</i> <i>Write back soon!</i> <i>Love,</i> <i>Bye for now!</i> <i>From,</i>	
Final line	Your first name	

- 3** Write your email. Use the ideas in your planner. Remember to be friendly!

# Words and Pictures!

## »» Get ready!

For each type of newspaper or magazine, name one you know in your own country. If you can, also name one that appears in English.

- 1 a daily newspaper
- 2 a weekly news magazine
- 3 a young person's magazine
- 4 a music magazine



## Reading

- 1 Read this magazine article quickly and tick (✓) the main thing the writer is talking about.
  - why some newspapers were successful
  - how the media are changing
  - how to get a job in the media
  - the best newspapers to read
- 2 Read the magazine article again and choose the best summary.
  - a Newspapers are very popular. You can learn what is happening everywhere. Journalists write about the news in newspapers. You can read some magazines on your phone.
  - b We have had newspapers for three hundred years, but the media are changing. Today, people want to read the news online. In the future, we might not print newspapers at all.
  - c The *Daily Courant* appeared in 1702. *The Times* appeared in 1785. Today, we have the iPad™ and the iPhone™. In the future, we will have more phones and more computers.

## READ ALL ABOUT IT!

Is it possible that one day we will no longer print newspapers and magazines? It seems unbelievable today, but people who work in the media are worried. Perhaps we should remember that there was a time before newspapers, and there might be a time after newspapers.

The first daily newspaper printed in English was the *Daily Courant* in 1702. It was the first to inform British readers every day about world news. It was amazing that a copy of a newspaper could tell you about things that were happening far away. Since then, many newspapers and magazines have appeared. Some have had a long life – *The Times* has been around since 1785, for example – and today there are about six and a half thousand different daily newspapers worldwide. For over three hundred years, reports and articles by journalists have appeared in newspapers and magazines.

Today, though, things are changing very quickly. More and more of us are finding the news online. Instead of turning a page, we click on a story and read about it or watch a video clip. Editors of newspapers and magazines have watched their sales fall. Tablet computers such as the iPad™ have made the problem worse because now people can go online wherever they want.



Newspapers whose editors understand the problem might survive – but they might disappear from the shops. Already, some newspapers are available as ‘apps’ – small programs that run on smartphones such as the iPhone™. Soon, the only place where you can find your daily newspaper or your favourite music magazine could be on your phone or your computer.

So, the next time you look at a magazine, just remember – it might not be there forever.

**3** **KEY** Read the text again and for each question, choose the correct answer, A, B or C.

- The *Daily Courant* was the first newspaper to ...
  - appear every day.
  - appear in English.
  - appear every day in English.
- The Times* is an example of a newspaper which ...
  - is older than the *Daily Courant*.
  - has appeared every day for a long time.
  - appears in many places around the world.
- The biggest problem for newspapers is that people ...
  - want to read the news in a different way.
  - aren't interested in the news.
  - don't like what journalists say.
- What does the writer say might happen in the future?
  - Very few people will read the news.
  - Music magazines will become more popular.
  - There will be no newspapers in the shops.

### **Wordpower!**

**KEY** Write a word or phrase to match each definition. The first letter is given to help you.

- television, newspapers, magazines, etc (n)  
t \_ \_ \_ m \_ \_ \_ \_
- produce a newspaper, etc (v)  
p \_ \_ \_ \_
- tell someone something or give them information (v)  
i \_ \_ \_ \_
- the people who read a newspaper, article, etc (n)  
r \_ \_ \_ \_ \_
- a single newspaper or magazine (n)  
c \_ \_ \_ \_
- people who write for newspapers and magazines (n)  
j \_ \_ \_ \_ \_ \_ \_ \_
- press on a link on a page on the internet (v)  
c \_ \_ \_ \_
- people who are in charge of newspapers (n)  
e \_ \_ \_ \_ \_



### **HOMEWORK!**

Do exercises 1–4 on page 88 and 89 of your Workbook.

## Grammar 1



## Relative clauses

## Look!

...people **who work in the media** are worried.  
 The first daily newspaper **which was printed in English**  
 was the Daily Courant...  
 ...a newspaper could tell you about things **that were**  
**happening far away**.  
 Newspapers **whose editors understand the problem**  
 might survive...  
 Soon, the only place **where you can find your daily**  
**newspaper**...could be on your phone...

## Use

We use defining relative clauses to show which particular thing we are talking about:  
 People **who work in the media** are worried.  
 (Which people are we talking about? The ones who work in the media.)

For more information, see *Grammar database 27* on page 154.

## 1 Match to make sentences.

- |   |   |
|---|---|
| 1 I don't like reading magazines ____           | a who just talk about the lives of celebrities.   |
| 2 I learned about the story from someone ____   | b where they make my favourite show.              |
| 3 We got the chance to visit the TV studio ____ | c which just talk about the lives of celebrities. |
| 4 I'm not interested in people ____             | d that printed my article about the media.        |
| 5 That's the magazine ____                      | e who works in the media.                         |

## 2 Tick (✓) the sentences where the word in bold is correct. If it's wrong, write the correct word.

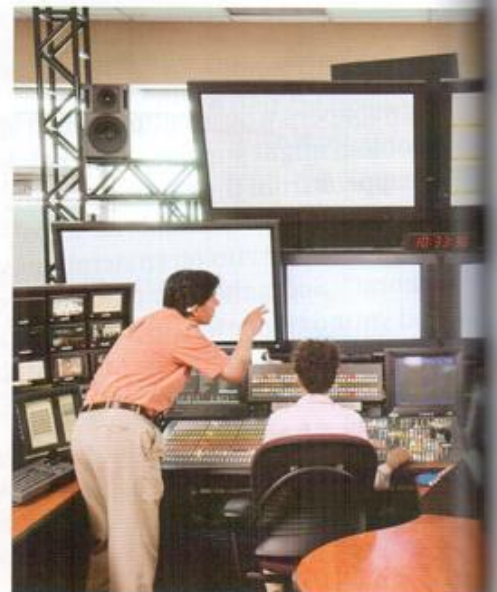
- Where's the magazine **that** I was reading? \_\_\_\_\_
- The journalist **whose** wrote the article appeared on TV. \_\_\_\_\_
- The app **who** I bought didn't work on my phone. \_\_\_\_\_
- That's the building **where** they print *The Times*. \_\_\_\_\_
- There will be many people in the media **who** lose their jobs. \_\_\_\_\_
- The music magazine **that** I usually read is *Rolling Stone*. \_\_\_\_\_

3 **OPEN** Write one word in each gap to complete the text.

## A job in TV

The room (1) \_\_\_\_\_ it all happens when you're making a TV show is called the 'control room'. The people (2) \_\_\_\_\_ work in the control room tell everyone else what to do, and the person (3) \_\_\_\_\_ is in charge of the control room is the director. That's the job (4) \_\_\_\_\_ I would most like to do.

You look at the screens (5) \_\_\_\_\_ are in front of you and you decide which shots to use. You communicate through a microphone with the studio (6) \_\_\_\_\_ the programme is being made and you tell the people (7) \_\_\_\_\_ are controlling the cameras what to film next. There's a lot of pressure to get it right, and the decisions (8) \_\_\_\_\_ you make have to be the right ones. It's tough, but it's a very exciting career!



## 4 Read the text in exercise 3 again and tick (✓) the relative pronouns that could be left out.



## HOMEWORK!

Do exercises 1–3 on page 90 of your Workbook.

## Wordpower!

1 Write the opposites of these adjectives in the table. Use a dictionary if necessary.

able • active • believable  
capable • certain  
comfortable • fashionable  
formal • happy • perfect  
polite • possible • sure

un-	in-	im-
eg <i>unhappy</i>		

2 Use the words given in capitals to form a word that fits in the gap in the same line.

### A Career in the Media

If you're (1) \_\_\_\_\_ about what career you'd like to do, why not consider a career in the media? You might be (2) \_\_\_\_\_ that you have the right qualities or think that you'd be (3) \_\_\_\_\_ in front of the camera, but it's not (4) \_\_\_\_\_ to find the job that's right for you. It might seem (5) \_\_\_\_\_, but once you try TV presenting, you might like it! Or if you're (6) \_\_\_\_\_ of that, you could work behind the cameras. It's (7) \_\_\_\_\_ compared to presenting, but you don't have to worry about saying something (8) \_\_\_\_\_ by mistake! There's a career in the media for everyone!

SURE  
CERTAIN  
COMFORTABLE  
POSSIBLE  
BELIEVABLE  
CAPABLE  
FASHIONABLE  
POLITE



### HOMEWORK!

Do exercises 1 and 2 on page 91 of your Workbook.



## Listening

1 Listen to this radio show. Tick (✓) the number of stars the speaker gives each programme this week.

	1	2	3	4	5
	★	★	★	★	★
<i>The Great Outdoors</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Teen Time</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Life tomorrow</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Listen again and write a word or short phrase in each gap to complete the notes.

### TV Programmes

- *The Great Outdoors*  
Starts at: 1 \_\_\_\_\_  
Best thing about this programme: 2 \_\_\_\_\_  
with local people
- *Teen Time*  
Presented by: Jenny Atkinson and 3 \_\_\_\_\_  
Best thing about this programme: 4 \_\_\_\_\_
- *Life tomorrow*  
Starts at: 5 \_\_\_\_\_  
Worst thing about this programme: 6 \_\_\_\_\_



### HOMEWORK!

Do exercise 1 on page 91 of your Workbook.



## Speaking

- 1 Tick (✓) the two types of TV show you like the most. Then write the names of the ones you usually watch.



nature programme



sports programme



drama



comedy programme



news programme

- 2 Choose one of the programmes from exercise 1 and complete the notes.

Programme \_\_\_\_\_  
 Type of programme \_\_\_\_\_  
 Who is in it? \_\_\_\_\_  
 When is it on TV? \_\_\_\_\_  
 Why do you like it? \_\_\_\_\_

- 3 In pairs, do the role-play. Follow the instructions. When you have finished, swap roles.

**Student A:** Tell Student B about your programme.

- Say what the programme is and what kind of programme it is.
- Say when it's on TV and how often you watch it.
- Say why you like it.

**Student B:** Student A is going to tell you about a TV programme.

- Ask questions to get more information.
- Make a note of what Student A tells you.
- When Student A has finished, tell the rest of the class what you learnt.

## Phrase Bank!



### Asking for repetition and clarification

Could you repeat that?  
 I'm sorry. What did you say?  
 Did you say...?  
 How do you spell that?  
 Do you mean...?



## SoundSpot

- 1 46 Listen to these sentences. Pay attention to the words in bold.

**Do you** mean you like the animals?  
**Do you** like it because it makes you laugh?  
 How **do you** spell the name of the programme?  
 What **do you** like about it?

- 2 47 Listen and repeat.

- |   |  |
|---|--|
| 1 Do you<br>Do you want<br>Do you want to watch TV?   | 3 Do you<br>Do you listen<br>Do you listen to the radio often? |
| 2 do you<br>How do you<br>How do you spell your name? | 4 do you<br>What do you<br>What do you want to say?            |

## Grammar 2



## Question tags

## Look!

This show is great, **isn't it?**

You work in the media, **don't you?**

## Use

We use question tags to check information we think is correct or to check that someone agrees with us.

For more information, see Grammar database 28 on page 154.

1 Tick (✓) each sentence where the question tag is correct. If it is incorrect, write the correct question tag.

- 1 Maria told you the good news, **didn't she?** \_\_\_\_\_
- 2 You were watching TV when I rang, **didn't you?** \_\_\_\_\_
- 3 There aren't any good programmes on TV, **are there?** \_\_\_\_\_
- 4 Alexander works for a local radio station, **isn't he?** \_\_\_\_\_
- 5 You have a copy of *Teenlife* magazine, **aren't you?** \_\_\_\_\_
- 6 Wayne went to see the show being made, **didn't he?** \_\_\_\_\_
- 7 You don't read the newspaper every day, **don't you?** \_\_\_\_\_
- 8 The TV news can be really boring, **isn't it?** \_\_\_\_\_

2 Match the sentences to the question tags. There is one extra question tag you won't use.

- |   |                   |
|---|-------------------|
| 1 There are many more TV channels now than in the past, ____    | a has there?      |
| 2 There won't be any newspapers left soon, ____                 | b weren't there?  |
| 3 There always seems to be a lot of bad news in the media, ____ | c couldn't there? |
| 4 There could be something interesting on TV, ____              | d isn't there?    |
| 5 There hasn't been any news about the earthquake, ____         | e doesn't there?  |
| 6 There were some great programmes on last night, ____          | f will there?     |
|   | g aren't there?   |

3 Write a question tag in each gap.

**Presenter:** I have with me today the writer Mattie Wilson. Now, Mattie, you've just written a new book, (1) \_\_\_\_\_?

**Mattie:** That's right. It's called *Living With The New Media*.

**Presenter:** And it's about media in the modern world, (2) \_\_\_\_\_?

**Mattie:** Yes. In the book, I say that we all need to know about the new media.

**Presenter:** That means things like blogs and podcasts, (3) \_\_\_\_\_?

**Mattie:** Yes, that's part of it. It also includes Facebook and Twitter.

**Presenter:** Right. And they're very popular today, (4) \_\_\_\_\_?

**Mattie:** Very popular. I'm sure that you're on Facebook, (5) \_\_\_\_\_?

**Presenter:** Yes, I am. And it's part of the new media, (6) \_\_\_\_\_?

**Mattie:** Oh, yes. It's a way that people use to get information.

**Presenter:** But the new media differ from the old media, (7) \_\_\_\_\_?

**Mattie:** Yes. One important way is that instead of journalists creating the news, now we all create the news.

**Presenter:** That's very interesting, but we've run out of time. You'll come back and talk to us about the media again, (8) \_\_\_\_\_?

**Mattie:** Of course.



## HOMEWORK!

Do exercises 1–3 on page 92 of your Workbook.





## Writing

### Project: writing a magazine article

1 Read this advertisement for a competition and decide if the statements are true (T) or false (F).

- |   |     |
|---|-----|
| 1 You can write as many words as you like.          | T/F |
| 2 You can choose your own title for your article.   | T/F |
| 3 You have a choice of two topics to write about.   | T/F |
| 4 Your readers will be other young people like you. | T/F |

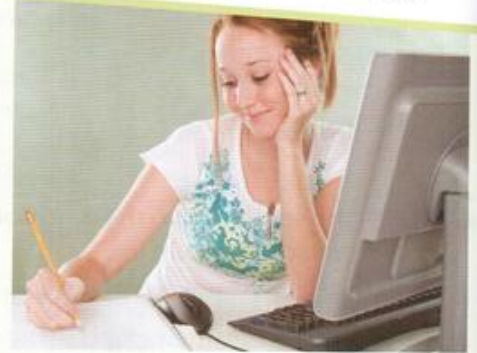
2 Read this article and match each paragraph with a statement. There is one statement you won't use.

- |               |     |   |   |
|---------------|-----|---|---|
| 1 Paragraph 1 | ___ | a | describes what the media were like in the past.   |
| 2 Paragraph 2 | ___ | b | summarises the article and concludes.             |
| 3 Paragraph 3 | ___ | c | talks about some of the writer's favourite shows. |
| 4 Paragraph 4 | ___ | d | describes what the media are like in the present. |
|               |     | e | asks questions and introduces the topic.          |

## Young writer of the year

Here at *Teenlife* magazine we're having our Young Writer of the Year competition for people aged 16 and under. Write a short article (up to 150 words) and you could be the winner! The title for your article is 'The Changing Media'. Write about how the media have changed since your parents were young.

Simple, isn't it? Remember our readers are young people just like you. Make it interesting to them and we might print your article! So what are you waiting for? Good luck!



## The Changing Media

We all watch TV, don't we? But have you ever thought about how the media have changed? When our parents were young, the world was very different.

Our parents had few TV channels to choose from. They listened to the radio more and people read newspapers and magazines. Of course, they didn't have the internet! When something happened, it took a long time for them to learn about it.



The media we have today are much faster. News travels around the world in seconds. We still read newspapers and magazines, but we also use the internet. People don't listen to the radio as much, and we have a lot of TV channels.

The life we lead today is very different from the lives our parents led. However, some things have stayed the same. We all want to know what's happening, and we want to know as soon as possible!



## Language Lab

Read these statements. Find and underline examples in the article.

- We give our article a title.
- We use question tags to ask our readers to agree with us.
- We use *we*, *us* and *our* to get close to our readers.
- We use exclamation marks for emphasis.



## HOMEWORK!

Do exercises 1 and 2 on page 93 of your Workbook.

## Plan your project!

1 Read this advertisement and answer the questions.

- Who reads this magazine? \_\_\_\_\_
- What is the title for this month's competition? \_\_\_\_\_
- What is the word limit for your article? \_\_\_\_\_
- What do you have to write about? \_\_\_\_\_

2 In pairs or small groups, talk about how you think the media will change in the future. Make a note of your ideas.

### A WRITING COMPETITION



*Teens Today* is a new magazine for young people. We're going to have a writing competition every month and we'll print the best articles. This month's title is 'Tomorrow's media'. Tell us in less than 150 words how you think the media of tomorrow will be different from the media of today!



radio

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



newspapers and magazines

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



TV

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



the internet

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Complete the planner for your article.

PLANNER		
Part of article	Useful information	Your notes
Title	<i>Tomorrow's media</i>	
Paragraph 1	Start with a question and introduce your topic. <i>We all..., don't we?</i> <i>Have you ever...?</i>	
Paragraph 2	Describe what the media are like today. <i>We have a lot of TV channels.</i> <i>We read blogs on the internet.</i>	
Paragraph 3	Describe what the media will be like in the future. <i>I believe people will no longer listen to the radio.</i> <i>I think newspapers will disappear.</i> <i>The internet will get much faster.</i>	
Paragraph 4	Summarise your article and conclude. <i>So, the future will be very different.</i> <i>What do you think tomorrow's media will look like?</i>	

4 Make your project. Use the ideas above and photos or drawings to create an article for a young person's magazine. When you have all finished, why not display your projects on the wall?



# Revision

## Units 13–14

### 1 Vocabulary: negative adjectives

Complete the words.

- 1 'I don't know what to do.' \_\_\_\_ sure
- 2 'Why didn't you say thank you?' \_\_\_\_ polite
- 3 'You look sad. What's wrong?' \_\_\_\_ happy
- 4 'Those jeans look awful – they're really old.' \_\_\_\_ fashionable
- 5 'No-one can stay underwater for an hour without special equipment.'  
\_\_\_\_ possible
- 6 'I've never seen anything like it!' \_\_\_\_ believable
- 7 'These jeans are too tight.' \_\_\_\_ comfortable
- 8 'I can't do it!' \_\_\_\_ able

### 2 Vocabulary: patterns

Write a verb from the box in the correct form in each gap. You will use some of the verbs more than once.

do • have • make • take

- 1 \_\_\_\_\_ your time with your homework because I want you to do it well.
- 2 Could you \_\_\_\_\_ me a favour and look after my dog this weekend?
- 3 Oh, no! I've \_\_\_\_\_ a big mistake!
- 4 I think they \_\_\_\_\_ a really great time at the party last weekend.
- 5 Are you going to \_\_\_\_\_ the train to Paris, or fly?
- 6 I think you should \_\_\_\_\_ an appointment to see the dentist.
- 7 Good luck in the singing competition. I know you'll \_\_\_\_\_ your best!
- 8 Who \_\_\_\_\_ the housework in your family?

### 3 Vocabulary: the media

Each of the words in bold is in the wrong sentence. Write the correct word on the line.

- 1 I'm sure they'll **click** us as soon as they know what's happening. \_\_\_\_\_
- 2 Have you got a **editor** of today's paper? \_\_\_\_\_
- 3 Three **copies** write all the articles so they're very busy. \_\_\_\_\_
- 4 The **magazine** makes all the final decisions about the newspaper. \_\_\_\_\_
- 5 Just **inform** on the link and it'll take you to the website. \_\_\_\_\_
- 6 How many **journalists** do they print each day? \_\_\_\_\_
- 7 It's a great **copy**. I get it every Friday. \_\_\_\_\_

## 4 Prepositions of time and place

Write one word in each gap.



### The school trip

Yesterday we went (1) \_\_\_\_\_ Stratford on a school trip. (Well, all of us apart from Stacey. She stayed (2) \_\_\_\_\_ home because she was ill.)

I got up (3) \_\_\_\_\_ seven o'clock because we had to meet (4) \_\_\_\_\_ school (5) \_\_\_\_\_ eight. We went (6) \_\_\_\_\_ a coach, which is like a comfortable bus. I sat right at the back, next (7) \_\_\_\_\_ my best friends Becky and Caroline. Some other friends sat in (8) \_\_\_\_\_ of us, so we had a great time. We told lots of jokes and sang songs. When we got there, we walked round the town (9) \_\_\_\_\_ foot (10) \_\_\_\_\_ about an hour, then had lunch in a fast-food restaurant. After lunch, we saw a Shakespeare play (11) \_\_\_\_\_ the theatre. It was very good, but a bit long. It went on (12) \_\_\_\_\_ nearly three hours! We all slept (13) \_\_\_\_\_ the coach on the way back – we were so tired! It was a great day.

## 5 Present perfect simple

Write *for* or *since* in each gap.

- I've known Ben \_\_\_\_\_ five years.
- They've lived next door to us \_\_\_\_\_ October.
- We've been friends \_\_\_\_\_ we were six years old.
- I've only been here \_\_\_\_\_ about 20 minutes.
- Have you lived in the same house \_\_\_\_\_ you were born?

## 6 Defining relative clauses

Choose the correct word or phrase.

- That's the man **who** / **which** painted our house for us.
- This is the book **who** / **which** I told you about.
- There's a place near here **which** / **where** you can get really cheap clothes.
- I've got a friend **who his** / **whose** brother is a TV star.
- Is this the game **this** / **that** you got for your birthday?

## 7 Question tags

Write the correct question tag to complete each sentence.

- Your brother went to university, \_\_\_\_\_ ?
- It's cold today, \_\_\_\_\_ ?
- You don't like chocolate, \_\_\_\_\_ ?
- There were some people you knew there, \_\_\_\_\_ ?
- You've got a bike, \_\_\_\_\_ ?
- You will come to my party, \_\_\_\_\_ ?

# Writing database

## Introduction

Before you write something in English, always ask yourself two questions:

- 1 *What am I writing?* Is it a letter, a postcard, a note, a magazine article, a story, a description, or a profile, etc. This is important because we write different writing types in different ways. They look different on the page, and sometimes they use different language.
- 2 *Who is going to read what I'm writing?* This is important because we sometimes use different language with friends than when we're writing to/for strangers. A letter to a friend should use very friendly (informal) language. Other types of writing might need to sound more serious (formal).

On the following pages, there are examples of all the different writing types in this book. Here are some basic rules to help you with your writing.

- Articles, descriptions and stories should have a title.
- Paragraphs help the reader read the text. Each main idea should have its own paragraph.
- We often use short forms (*it's*, etc) in informal writing.
- We use exclamation marks for emphasis and to make what we say sound exciting.
- We use the present simple for general situations.
- We use the present continuous for things happening now or around now.
- We use the past continuous to show a situation in progress when something happened.
- We use quote marks ('*Hello!*') to show the exact words that people said.
- We use question marks at the end of questions.
- We use question tags (eg *I think that's great, don't you?*) to ask our readers to agree with us.
- We use *can* to ask the other person to do something.
- With letters, we use phrases to say goodbye before we write our name at the end.
- We don't always write complete sentences in an informal letter.
- We use *You should...*, *Why don't you...*, *How about...* and *What about...* to make suggestions.
- We use adjectives to describe how good something is, and to describe appearance and character.
- We use adverbs to describe verbs, and to describe how someone acts.
- We use the imperative (eg *Do this!*) to give instructions, to tell people what to do, and to encourage people to do something.
- We use the negative imperative (eg *Don't do that!*) to give warnings.
- We can use *then* to say what happens next.
- We can use *If you want...*, to give people a choice.
- We can use *because* to introduce a reason.
- We use the superlative (*the best*, *the largest*, etc) to make something sound very impressive.
- We can use the zero conditional to talk about rules.
- We can use the passive voice to describe an object's purpose.
- We use parentheses ( ) to give extra information.

This is your welcome message.

This is the website address

www.MyTeenSite.org/carrie

Section 1 is about you.

## Welcome to Carrie's page!

**About me**  
My name's Carrie and I'm 11 years old. I live in London, in the UK.

Each different section has a title.

Section 2 is about your family.

**My family**  
My mum's called Susan. She's a vet. My dad's called Pete and he's a train driver. I've got a brother called Doug and two sisters – Helen and Barbara. Doug's 8 years old, Helen's 6 years old and Barbara's 5 years old. We've also got a puppy called Fudge. She's brown and white and very funny!

We use the present simple for general situations.

Short forms are fine.

Section 3 is about your hobbies.

**My interests**  
I love playing video games and skateboarding. I also like swimming and dancing. At the moment, I'm learning to play the piano!


We use the present continuous for things happening now or around now.

Exclamation marks make things sound exciting.


Include photos if you have some.

This shows what your friends are doing right now.


**My best friends**



**Maddie**  
is playing basketball.




**Tammy**  
is visiting friends.




**Steph**  
is online.

These are your photos. Each one needs a description/title.

**My photos**



**Me**  
At the moment, I'm watching TV.



**Fudge**

This says what you're doing right now.

**My favourite cities**  
London, New York, Athens, Moscow, Sydney, Istanbul, Vienna, Rome

This could be: *My favourite pop groups, My favourite books, etc.*

## An informal email

This is the name and email address of the person you are writing to.

To: Ethan Wallace <ewallace@fastmail.com>

This says what the email is about.

Subject: My Hobbies

Greet your friend (first name only).

Hi, Ethan!

Thank your friend for their email.

Thanks for your email. I liked hearing about your weekend. You said you went to the cinema. That's great! Did you enjoy the film?

Paragraph 1: Ask your friend some questions.

Paragraph 2: Tell your friend about your first main point.

You asked about my hobbies. Well, I don't have a lot of free time, but I like playing computer games. I play with friends online. I have friends all over the world and it's a lot of fun to play together.

We use short forms.

Paragraph 3: Tell your friend about your second main point.

I also really like collecting coins. My uncle gave me a coin from China last year. I thought it was interesting and now I've got ten coins from lots of countries! There's a photo of some of them with this email.

Tell your friend to write soon.

Write soon, and send me photos of your family!

We use exclamation marks to show excitement.

Jake

Write your first name at the end.

## A story

Give your story a good title.

**A cat - and my cousin - in a tree!**

We use the past continuous to show a situation in progress when something happened.

In paragraph 1, we answer these questions: When? Where? Who? What were you/they ...?

Last summer, my cousin Ed came to stay. One Saturday morning, we were playing in the garden when we heard someone shout 'Help!' in the street.

In paragraph 2, we say what happened next.

Ed and I quickly ran to the street. We found Mrs Taylor, our neighbour. She was pointing to the top of a big tree. 'What's the problem, Mrs Taylor?' I asked.

We use the past simple for the main events in a story.

'My cat, Fluffy, is in the tree and she can't get down.'

'Don't worry, Mrs Taylor,' said Ed. 'I'm good at climbing trees. I'll climb up and get her.'

We use quote marks to show the exact words that people say.

Ed climbed up the tree. He took a long time because it was very difficult. After about twenty minutes, he shouted to us. 'I'm at the top! And I can see Fluffy! She's fine!' Then, a minute later, he shouted, 'Oh no! I can't move! Help!' I went inside and found my dad.

We use because to give a reason.

If different people speak, we start each person's speech on a new line.

In the end, Fluffy climbed down the tree on her own. She was fine, and Mrs Taylor was very happy. My dad climbed the tree and helped Ed. Ed finally came down with a red face. I thought it was very funny!

In paragraph 3, we say what happened after that.

In paragraph 4, we say what happened at the end of the story.

## A note to a friend

Greet your friend (first name only).

Dear Matt,

We use short forms.

Paragraph 1: Explain what the note is about and why you're writing it.

This is just a quick note to ask you to do a few things before our party on Saturday. It's going to be great! I hope you're looking forward to it.

Paragraph 2: Talk about your first main point.

The first thing we have to do is get some food and drinks. I'm sure everyone will want to eat something! Can you go to the supermarket and get a few things, like crisps and cakes? Oh, and maybe we need bread to make sandwiches. What shall we have in our sandwiches? You decide!

Ask your friend to do something using can.

Paragraph 3: Talk about your second main point.

The second thing is the decorations. We need balloons, and maybe a sign that says 'Happy Birthday'. There's a party shop near you, and I think they've got some good things there. Can you have a look?

Thank your friend.

Thanks!

Use a phrase such as *Lots of love* to end the note.

Lots of love,

Oscar

Write your first name at the end.

## A postcard

Greet your friend (first name only).

Hi, Dave!

Paragraph 1: Ask your friend some questions.

How are you? I hope you're enjoying the summer! What's the weather like in Linton?

Paragraph 2: Say where you are, what it's like and what you did yesterday. Mention the picture on the front of the postcard.

I'm here in Cornwall with my family. It's lovely - but the weather's not very good! Yesterday we went to a beach near Newquay and it rained in the afternoon. But I still went swimming! (You can see a picture of Newquay on the front of this postcard.)

Paragraph 3: Say what you're doing today.

This morning, we're going to King Arthur's castle in Tintagel. That'll be fun! Then this afternoon we're going shopping in Truro. I'll buy you a present!

Paragraph 4: Say when you're leaving and what you're doing next.

We're leaving Cornwall on Thursday. We're going to London for two days to visit my uncle and aunt. Maybe I'll see the Queen!

Paragraph 5: Say when you get home, and what you'll do then.

We get back on Sunday evening. I'll call you when I get home.

Say goodbye (and express your love if you want to).

See you soon!

Jamie

Write your first name.



Dave Underwood  
27 Green Lane  
Linton  
LT23 4FG

Write the first name and surname, and full address of the person you're writing to.

## A letter giving advice

Write *Dear* or *Hi*, + first name only. Remember to put a comma or exclamation mark after the name.

Paragraph 1: Thank your friend for their letter (or email). Talk about something in their letter (but not the project).

Paragraph 2: Talk about the project. Make your first suggestion.

Paragraph 3: Make another suggestion.

Paragraph 4: Make another suggestion.

We don't always write complete sentences in a friendly letter.

Say goodbye (and express your love if you want to).

Write your first name.

Hi, Rupert,

Thanks for your letter. It was lovely to hear from you! I'm really glad you passed your cycling test.

So, you've got to do a project on an English King or Queen from history, and you don't know who to choose. Yes, it's difficult, isn't it? Maybe you should choose a king in a Shakespeare play, like Richard III or Henry VIII (he had six wives!) or Henry V.

Or, why don't you choose a famous queen? The other students will probably choose men. It would be great to choose a woman! What about Victoria, or Elizabeth I?

I've got one more idea! How about choosing someone who was only King or Queen for a very short time? For example, Edward VIII was King for less than a year. Or Lady Jane Grey. She was Queen for only nine days!

I hope you like my ideas. Let me know what you choose!

Bye for now!

Love,

Joanne

We use exclamation marks to show excitement.

We can use short forms because it's a friendly letter.

We can use *should*, *why don't you*, *how about* and *what about* to make suggestions.

Paragraph 5: Write two or three final sentences.

## An advert

Give your advert an exciting title.

Explain why the reader needs this product to make their life better.

Talk about the first main thing the product does.

Talk about the second main thing the product does.

Talk about the third main thing the product does.

**It will change your life – forever!**

It's finally here! **Homework Master** is an amazing computer program that will change your life. You spend a lot of your time doing homework, and you never have free time. Well, now you can! Here are a few of the amazing things **Homework Master** can do!

- It will do homework in any school subject! Maths, history, English – the Homework Master can do it all!
- It can do all kinds of exercises! It can even write essays!
- Have you got a test soon? The Homework Master can help you prepare by telling you exactly what you need to know!

**Children everywhere love Homework Master. Simply put it on your computer and forget about homework ever again! Buy it today!**

We use exclamation marks to show excitement.

We tell our readers to go out and buy it using the imperative.

## A description of a local place

Give your description an interesting title.

Paragraph 1: Talk about the place generally and say where it is.

Paragraph 2: Talk about what the place looks like and some key features.

Paragraph 3: Talk about what people do there.

**A BEAUTIFUL LOCAL LAKE**

My favourite local place is Watson Lake. It's a few miles from my town and all the local people love it. On summer days, you can see people swimming in the lake, and in the winter it's covered in ice. It's a lot of fun all year round!

Watson Lake isn't very large, but it's very beautiful. There are trees around it, and there's an island in the middle. There's also a picnic area with picnic tables.

People do different things on the lake. Some people sail or swim with their friends. Other people have a picnic on the island or just sunbathe. You can also go fishing! I'm sure anyone who goes to Watson Lake will love it!

Use adjectives to make your description interesting.

Say how much you think people would like this place.

## A recipe

Say what the recipe is for.

Say how long it takes to make.

List all the other things you need to make the dish.

Use the imperative to give instructions.

Is there any extra information you need to give? If there is, mention it here.

**HOMEMADE APPLE SAUCE**

This is the tastiest apple sauce you'll ever eat!

**Preparation time:**  
30 minutes

**Ingredients:**  
4 apples  
 $\frac{3}{4}$  of a cup of water  
 $\frac{1}{4}$  of a cup of white sugar  
 $\frac{1}{2}$  teaspoon of cinnamon

**You'll also need:**  
1 saucepan      1 strong fork  
1 heat source    1 bowl  
1 sharp knife

**What to do:**

- Take the apples and cut off the peel with a sharp knife.
- Remove the apple cores. You won't use them.
- Cut the apples into small pieces.
- Put the pieces of apple, the water, the sugar and the cinnamon into the saucepan.
- Cover the saucepan with a lid, and cook at a medium heat for 15 to 20 minutes, until the apples are soft.
- Remove the saucepan from the heat, then let it cool down.
- Mash the apples with a fork until you have a sauce.
- Put the apple sauce in a bowl.

**Note**  
Different types of apple will give a slightly different taste. Try using different apples and see which you prefer.

Say one or two things about the dish to make it sound nice!

List all the different things that go into the dish. Say how much you need of each one.

List all the different things you have to do, in order. Give as much detail as you can.

## A description of a person

Give your description an interesting title.

### Cool Aunt Jackie

Paragraph 1: Talk about who the person is and introduce them.

My favourite relative is my Aunt Jackie. She's my dad's sister. I've known her all my life and she is one of my best friends.

Paragraph 2: Talk about what the person looks like.

She isn't very tall but she's very beautiful. Her hair is long and blonde. She's got dark skin, brown eyes and she often wears sunglasses. She usually wears very fashionable clothes and she always looks very cool. Everyone in the family calls her 'Cool Aunt Jackie'!

Describe the clothes they usually wear.

Paragraph 3: Talk about what the person's character is like.

She's very friendly and she smiles at everyone. She is always happy to sit down and have a chat about your problems. She often gives me advice and it's always very good advice. My Aunt Jackie always seems to know the best thing to do.

Say how you feel about the person.

I love my aunt very much and I can't wait to see her again!

## A poster

### THE TAMBOURNE DRAMA GROUP

Say who is organising the event.

Use a phrase such as *invite(s) you to* or *proudly present(s)*.

invites you to

## An Evening of Song and Dance!

Say what the event is called.

Come to the show!  
Bring your friends!

Encourage people to come.

Describe what people will see at the event.

Two hours of songs and dances from hit musicals, such as:

- Guys & Dolls • High Society • Evita
  - Cabaret • South Pacific
- and much, much more!

Say where it's happening, the date, when it starts and when it finishes.

Tambourne Town Hall,  
High Street, Tambourne  
Saturday, 19th June. 8-10pm

Entrance fee: €1  
Refreshments available!

Give further information, such as how much it costs and what else is available.

Say who the organisers need to thank, and what for.

Many thanks to Tambourne Council for kindly providing the venue and refreshments.

## A description of a sport

### A great way to get fit

Paragraph 1: Talk about what the sport is and give some general information.

A sport that I like is judo. Lots of young people do it in my country. It's a lot of fun, and it's a great way to get fit. The best way to do it is to join a judo club. Judo isn't very dangerous if you learn to do it right.

Give your description an interesting title.

Paragraph 2: Talk about what you need to do this sport.

To do judo, you don't need a lot of equipment. You need special clothes made out of cotton. You wear a belt, and the colour of the belt shows how good you are. I have a green belt. You also need a large mat. The mat is to stop you getting hurt.

Use the present simple to describe what the players do.

Paragraph 3: Talk about how you do this sport and some of the rules.

Two judo players fight on the mat. They try to throw each other on the ground. If you do that, you score a point and win the match. You can also score half a point if the throw is not so good. Then you have to score twice to win the match.

Use zero conditionals to talk about rules.

## A magazine article

### School life then and now

Paragraph 1: Introduce the topic and say a few general things.

Everyone goes to school when they are young. But have you ever thought about how schools have changed? In the past, school life was very different from today.

Give your article an interesting title.

Paragraph 2: Make your first main points, eg describe what things were like in the past.

When our parents were at school, they didn't have so much technology. There was no internet, no mobile phones and very few computers. They did all their work on paper.

Ask questions to attract your readers' attention.

Paragraph 3: Make your second main points, eg describe what things are like now.

Today, we have modern computers in lessons and we use the internet to find things out. We still have books, but they often have a CD with a computer program on it.

Paragraph 4: Summarise your opinion and conclude.

School life today is very different from our parents' school life. However, education is just as important today as it was then.

Use we, us, and our to get close to your reader.

# Vocabulary database

<b>adventure</b>	adventure story	<i>I love reading adventure stories!</i>
<b>agree</b>	agree with someone	<i>Do you agree with me?</i>
<b>appointment</b>	make an appointment	<i>I'd like to make an appointment to see the doctor, please.</i>
<b>arrangement</b>	make an arrangement	<i>I've made an arrangement for Paul to look after the dog while I'm away.</i>
<b>art</b>	art gallery	<i>Let's go to an art gallery on Saturday!</i>
<b>ask</b>	ask someone for something	<i>We asked the waiter for a big pizza.</i>
<b>baseball</b>	play baseball	<i>Have you ever played baseball?</i>
<b>bed</b>	get out of bed	<i>She got out of bed and opened the curtains.</i>
<b>best</b>	do your best	<i>Just do your best in the race.</i>
<b>bike</b>	ride a bike	<i>Is it dangerous to ride a bike in a big city?</i>
<b>block</b>	office block	<i>It's the tallest office block in the town.</i>
<b>blog</b>	write a blog	<i>I write my blog every evening.</i>
<b>book</b>	guide book	<i>The guide book says the castle is 500 years old.</i>
<b>brush</b>	brush your teeth	<i>Brush your teeth every morning and evening.</i>
<b>bus</b>	take a bus	<i>I'm going to take the bus into the town centre.</i>
<b>bus</b>	bus ticket	<i>How much was the bus ticket?</i>
<b>car</b>	car park	<i>There are lots of cars in the car park.</i>
<b>card</b>	credit card	<i>My mum paid for my shoes with a credit card.</i>
<b>casual</b>	casual clothes	<i>My dad wears casual clothes at the weekend.</i>
<b>centre</b>	shopping centre	<i>The new shopping centre's got hundreds of shops.</i>
<b>chat</b>	chat (with someone) online	<i>I often chat with my friends online.</i>
<b>check</b>	check your email	<i>I check my email 10 times a day!</i>
<b>cinema</b>	go to the cinema	<i>I went to the cinema with my best friend.</i>
<b>clear</b>	a clear day	<i>You can see the sea from here on a clear day.</i>
<b>clock</b>	digital clock	<i>I've got a digital clock by my bed.</i>
<b>clothes</b>	casual clothes	<i>My dad wears casual clothes at the weekend.</i>
<b>come</b>	come from something	<i>Honey comes from bees.</i>
<b>concert</b>	go to a concert	<i>Did you go to the U2 concert last month?</i>
<b>cream</b>	sun cream	<i>Put sun cream on before you go out.</i>
<b>credit</b>	credit card	<i>My mum paid for my shoes with a credit card.</i>
<b>curly</b>	curly hair	<i>Sarah's got very curly hair.</i>
<b>daily</b>	daily newspaper	<i>I read the daily newspaper every morning.</i>
<b>day</b>	a clear day	<i>You can see the sea from here on a clear day.</i>
<b>decide</b>	decide on something	<i>Have you decided on a restaurant for tonight?</i>
<b>detective</b>	detective story	<i>I love reading detective stories!</i>
<b>digital</b>	digital clock	<i>I've got a digital clock by my bed.</i>
<b>distance</b>	in the distance	<i>I think I can see a car in the distance.</i>
<b>do</b>	do homework	<i>I'll do my homework after supper.</i>
<b>do</b>	do housework	<i>I have to do some housework this afternoon.</i>
<b>do</b>	do judo	<i>I've been doing judo for a year now.</i>
<b>do</b>	do someone a favour	<i>Could you do me a favour? I need some help carrying these boxes.</i>
<b>do</b>	do your best	<i>Just do your best in the race.</i>
<b>do up</b>	do up shoelaces, buttons, etc	<i>Do up your laces or you'll fall over!</i>
<b>dress up</b>	dress up in fancy dress, etc	<i>Let's dress up in silly costumes for the carnival party.</i>
<b>drink</b>	fizzy drink	<i>Most fizzy drinks contain sugar.</i>
<b>drive</b>	drive someone to school, to a place, etc	<i>My mum usually drives us to school.</i>
<b>driving</b>	driving licence	<i>My brother's just got his driving licence.</i>
<b>dyed</b>	dyed hair	<i>Lots of actors have dyed hair.</i>
<b>email</b>	check your email	<i>I check my email 10 times a day!</i>
<b>enjoy</b>	enjoy myself/yourself, etc	<i>Did they enjoy themselves at the party?</i>

<b>favour</b>	do someone a favour	<i>Could you do me a favour? I need some help carrying these boxes.</i>
<b>fiction</b>	science fiction story	<i>I love reading science fiction stories.</i>
<b>find out</b>	find out information, etc	<i>What did you find out about the concert?</i>
<b>fit</b>	get fit	<i>I need to get fit before the race.</i>
<b>fizzy</b>	fizzy drink	<i>Most fizzy drinks contain sugar.</i>
<b>food</b>	fresh food	<i>Fresh food is healthier than tinned food.</i>
<b>food</b>	frozen food	<i>You should keep frozen food in the freezer.</i>
<b>football</b>	play football	<i>Let's play football in the park this afternoon.</i>
<b>free</b>	free-time	<i>What do you do in your free time?</i>
<b>free</b>	sugar-free	<i>Make sure that drink is sugar-free.</i>
<b>fresh</b>	fresh food	<i>Fresh food is healthier than tinned food.</i>
<b>friends</b>	group of friends	<i>Do you have a large group of friends?</i>
<b>friends</b>	make friends (with someone)	<i>I made friends with a girl when I went to London.</i>
<b>frozen</b>	frozen food	<i>You should keep frozen food in the freezer.</i>
<b>gallery</b>	art gallery	<i>Let's go to an art gallery on Saturday!</i>
<b>games</b>	video games	<i>What are your favourite video games?</i>
<b>get</b>	get fit	<i>I need to get fit before the race.</i>
<b>get</b>	get here/there, to a place	<i>What time will you get to the theatre?</i>
<b>get</b>	get someone to do something	<i>Get your dad to drive you to the party.</i>
<b>get back</b>	get back home, to a place	<i>What time will you get back to school after the school trip?</i>
<b>get out of</b>	get out of bed	<i>She got out of bed and opened the curtains.</i>
<b>get up</b>	get up in the morning, at seven o'clock, etc	<i>What time do you usually get up in the morning?</i>
<b>ghost</b>	ghost story	<i>I love reading ghost stories in bed at night!</i>
<b>go</b>	go horse-riding	<i>We went horse-riding on holiday last year.</i>
<b>go</b>	go with something	<i>Does this sauce go with chicken?</i>
<b>go</b>	go past (a place)	<i>We went past the museum but didn't go in.</i>
<b>go</b>	go skateboarding	<i>Let's go skateboarding on Saturday!</i>
<b>go</b>	go to a concert	<i>Did you go to the U2 concert last month?</i>
<b>go</b>	go to the cinema	<i>I went to the cinema with my best friend.</i>
<b>go out</b>	go out (of the house, building, etc)	<i>She forgot to lock the door when she went out.</i>
<b>group</b>	group of friends	<i>Do you have a large group of friends?</i>
<b>guide</b>	guide book	<i>The guide book says the castle is 500 years old.</i>
<b>guide</b>	tour guide	<i>The tour guide told us that the castle is 500 years old.</i>
<b>guided</b>	guided tour	<i>Let's go on a guided tour of the castle.</i>
<b>guitar</b>	play the guitar	<i>How long have you played the guitar?</i>
<b>hair</b>	curly hair	<i>Sarah's got very curly hair.</i>
<b>hair</b>	dyed hair	<i>Lots of actors have dyed hair.</i>
<b>hair</b>	spiky hair	<i>Jim's got very spiky hair.</i>
<b>hall</b>	town hall	<i>The town hall is next to the cinema.</i>
<b>hang out</b>	hang out with friends, etc	<i>Why don't you come and hang out with us tonight?</i>
<b>hang up</b>	hang up clothes, etc	<i>Do you want me to hang your jacket up?</i>
<b>have</b>	have a good/great time	<i>We had a great time on Friday night.</i>
<b>have</b>	have a party	<i>I'm going to have a party on my birthday.</i>
<b>have</b>	have a shower	<i>I'll just have a shower and then we can go out.</i>
<b>have (got) on</b>	have (got) clothes/accessories on	<i>Did you have your new shoes on when you were playing football?</i>
<b>homework</b>	do homework	<i>I'll do my homework after supper.</i>
<b>horse-riding</b>	go horse-riding	<i>We went horse-riding on holiday last year.</i>
<b>housework</b>	do housework	<i>I have to do some housework this afternoon.</i>
<b>in time</b>	in time (for) something	<i>Did you get to the cinema in time for the film?</i>
<b>internet</b>	surf the internet	<i>Don't spend all evening surfing the internet.</i>
<b>judo</b>	do judo	<i>I've been doing judo for a year now.</i>
<b>laugh</b>	laugh at a joke/something funny, etc	<i>No-one laughed at Simon's joke.</i>
<b>learn</b>	learn about something	<i>We learned about Africa in school today.</i>
<b>learn</b>	learn how to do	<i>You should learn how to drive.</i>
<b>leave on</b>	leave clothes/accessories on	<i>I'm going to leave my coat on because it's cold in here.</i>

<b>listen</b>	listen to something/someone	<i>I don't listen to music very much.</i>
<b>look</b>	look at something/someone	<i>Look at this! It's amazing!</i>
<b>look</b>	look like someone/something	<i>That man looks like your dad!</i>
<b>love</b>	love story	<i>My mum loves reading love stories.</i>
<b>machine</b>	washing machine	<i>Put your dirty clothes in the washing machine.</i>
<b>magazine</b>	music magazine	<i>I read an article about him in a music magazine.</i>
<b>main</b>	main door(s)	<i>I'll meet you outside the main door of the theatre.</i>
<b>make</b>	make a mistake	<i>Oh, no! I think I've made a mistake!</i>
<b>make</b>	make a plan	<i>Let's make a plan for Saturday night.</i>
<b>make</b>	make an arrangement/appointment	<i>I'd like to make an appointment to see the doctor, please.</i>
<b>make</b>	make friends (with someone)	<i>I made friends with a girl when I went to London.</i>
<b>make</b>	make from/be made from something	<i>Butter is made from milk.</i>
<b>match</b>	win a match, etc	<i>We won the match on Saturday by two goals!</i>
<b>microwave</b>	microwave (oven)	<i>I'll cook these in the microwave.</i>
<b>mistake</b>	make a mistake	<i>Oh, no! I think I've made a mistake!</i>
<b>mobile</b>	mobile (phone)	<i>Call me on your mobile if you need me.</i>
<b>MP3</b>	MP3 player	<i>I always take my MP3 player with me on the bus.</i>
<b>music</b>	music magazine	<i>I read an article about him in a music magazine.</i>
<b>myself/yourself, etc</b>	enjoy myself/yourself, etc	<i>Did they enjoy themselves at the party?</i>
<b>newspaper</b>	daily newspaper	<i>I read the daily newspaper every morning.</i>
<b>office</b>	office block	<i>It's the tallest office block in the town.</i>
<b>office</b>	post office	<i>I'm going to take these letters to the post office.</i>
<b>online</b>	chat (with someone) online	<i>I often chat with my friends online.</i>
<b>oven</b>	oven	<i>I'll cook these in the oven.</i>
<b>park</b>	car park	<i>There are lots of cars in the car park.</i>
<b>part</b>	take part (in something)	<i>In the end, I didn't take part in the game.</i>
<b>party</b>	have a party	<i>I'm going to have a party on my birthday.</i>
<b>past</b>	walk/go past (a place)	<i>We walked past the museum but didn't go in.</i>
<b>pay</b>	pay for something	<i>My dad paid for the meal with a credit card.</i>
<b>phone</b>	(mobile) phone	<i>Call me on your phone if you need me.</i>
<b>photographs</b>	take photographs	<i>Do you like taking photographs?</i>
<b>plain</b>	plain t-shirt/top, etc	<i>Paul's wearing a plain white t-shirt.</i>
<b>plan</b>	make a plan	<i>Let's make a plan for Saturday night.</i>
<b>plane</b>	take a plane	<i>She's taking the 3 o'clock plane.</i>
<b>plane</b>	plane ticket	<i>How much was the plane ticket?</i>
<b>play</b>	play baseball	<i>Have you ever played baseball?</i>
<b>play</b>	play football	<i>Let's play football in the park this afternoon.</i>
<b>play</b>	play the guitar	<i>How long have you played the guitar?</i>
<b>player</b>	MP3 player	<i>I always take my MP3 player with me on the bus.</i>
<b>point</b>	score a point/points	<i>How many points did your team score?</i>
<b>police</b>	police station	<i>The cinema's next to the police station.</i>
<b>post</b>	post office	<i>I'm going to take these letters to the post office.</i>
<b>primary</b>	primary school	<i>Which primary school did you go to?</i>
<b>punish</b>	punish someone for something	<i>Our teacher punished us for talking.</i>
<b>put on</b>	put clothes/accessories on	<i>I'll put my shoes on and then we can go out.</i>
<b>ride</b>	ride a bike	<i>Is it dangerous to ride a bike in a big city?</i>
<b>right</b>	right behind/in front of	<i>She's standing right behind you!</i>
<b>school</b>	school trip	<i>We're going to the theatre on a school trip next week.</i>
<b>school</b>	school uniform	<i>Do you wear a school uniform?</i>
<b>school</b>	primary school	<i>Which primary school did you go to?</i>
<b>school</b>	secondary school	<i>I go to the local secondary school.</i>
<b>science</b>	science fiction story	<i>I love reading science fiction stories.</i>
<b>score</b>	score a point/points	<i>How many points did your team score?</i>
<b>secondary</b>	secondary school	<i>I go to the local secondary school.</i>
<b>send</b>	send a text message	<i>I'll send you a text message when I get there.</i>
<b>shopping</b>	shopping centre	<i>The new shopping centre's got hundreds of shops.</i>
<b>shower</b>	have/take a shower	<i>I'll just have/take a shower and then we can go out.</i>
<b>skateboarding</b>	go skateboarding	<i>Let's go skateboarding on Saturday!</i>

<b>skinny</b>	skinny jeans/trousers	<i>I want to buy some skinny jeans.</i>
<b>spend</b>	spend time (online)	<i>How much time a week do you spend online?</i>
<b>spiky</b>	spiky hair	<i>Jim's got very spiky hair.</i>
<b>station</b>	police station	<i>The cinema's next to the police station.</i>
<b>story</b>	adventure story	<i>I love reading adventure stories!</i>
<b>story</b>	detective story	<i>I love reading detective stories!</i>
<b>story</b>	ghost story	<i>I love reading ghost stories in bed at night!</i>
<b>story</b>	love story	<i>My mum loves reading love stories.</i>
<b>story</b>	science fiction story	<i>I love reading science fiction stories.</i>
<b>sugar</b>	sugar-free	<i>Make sure that drink is sugar-free.</i>
<b>sun</b>	sun cream	<i>Put sun cream on before you go out.</i>
<b>surf</b>	surf the internet	<i>Don't spend all evening surfing the internet.</i>
<b>table</b>	table tennis	<i>Do you want a game of table tennis?</i>
<b>take</b>	take a shower	<i>I'll just take a shower and then we can go out.</i>
<b>take</b>	take a bus/train/plane	<i>I'm going to take the bus into the town centre.</i>
<b>take</b>	take your time	<i>There's no hurry. Take your time.</i>
<b>take</b>	take part (in something)	<i>In the end, I didn't take part in the game.</i>
<b>take</b>	take photographs	<i>Do you like taking photographs?</i>
<b>take off</b>	take clothes/accessories off	<i>Can I take my shoes off?</i>
<b>take up</b>	take up a hobby, etc	<i>When did you take up judo?</i>
<b>talk</b>	talk about something	<i>Let's talk about your birthday party!</i>
<b>talk</b>	talk to someone	<i>I'll talk to your teacher on Monday.</i>
<b>taste</b>	taste like something	<i>This tastes like chicken, but it's not.</i>
<b>taste</b>	taste of something	<i>This soup tastes of fish.</i>
<b>teeth</b>	brush your teeth	<i>Brush your teeth every morning and evening.</i>
<b>tennis</b>	table tennis	<i>Do you want a game of table tennis?</i>
<b>thank</b>	thank someone for something	<i>Don't forget to thank Bob for his help.</i>
<b>think</b>	think about something or someone	<i>I was thinking about you!</i>
<b>ticket</b>	train/bus/plane ticket	<i>How much was the bus ticket?</i>
<b>tidy up</b>	tidy a room up, etc	<i>I have to tidy my room up once a week.</i>
<b>tight</b>	tight trousers, jeans	<i>I want to buy some tight jeans.</i>
<b>time</b>	free time	<i>What do you do in your free time?</i>
<b>time</b>	in time (for something)	<i>Did you get to the cinema in time for the film?</i>
<b>time</b>	have a good/great time	<i>We had a great time on Friday night.</i>
<b>time</b>	spend time (online)	<i>How much time a week do you spend online?</i>
<b>time</b>	take your time	<i>There's no hurry. Take your time.</i>
<b>touch</b>	in touch (with someone)	<i>Are you in touch with your cousin in America?</i>
<b>tour</b>	guided tour	<i>Let's go on a guided tour of the castle.</i>
<b>tour</b>	tour guide	<i>The tour guide told us that the castle is 500 years old.</i>
<b>town</b>	town hall	<i>The town hall is next to the cinema.</i>
<b>train</b>	take a train	<i>I'm going to take the train into the town centre.</i>
<b>train</b>	train for something	<i>Dave's training for the match next week.</i>
<b>train</b>	train ticket	<i>How much was the train ticket?</i>
<b>trip</b>	school trip	<i>We're going to the theatre on a school trip next week.</i>
<b>try on</b>	try clothes/accessories on	<i>I'm going to try these trousers on.</i>
<b>turn off</b>	turn off (a computer, light, etc)	<i>Turn off the lights when you leave.</i>
<b>turn on</b>	turn on (a computer, light, etc)	<i>It's dark in here. I'll turn on the light.</i>
<b>uniform</b>	(school) uniform	<i>Do you wear a uniform at your school?</i>
<b>video</b>	video games	<i>What are your favourite video games?</i>
<b>wait</b>	wait for something or someone	<i>I'll wait for you outside the café.</i>
<b>wake up</b>	wake up in the morning, at seven o'clock, etc	<i>What time did you wake up this morning?</i>
<b>walk</b>	walk past (a place)	<i>We walked past the museum but didn't go in.</i>
<b>washing</b>	washing machine	<i>Put your dirty clothes in the washing machine.</i>
<b>win</b>	win a match, etc	<i>We won the match on Saturday by two goals!</i>
<b>write</b>	write a blog	<i>I write my blog every evening.</i>

# Speaking database



## Introducing and describing other people

- This is Giorgi.
- He's 11 years old.
- He's 11.
- He lives in Tbilisi.
- He's got two brothers.
- He hasn't got a sister.
- His mum is a doctor and his dad is an actor.



## Expressing likes, dislikes and preferences

- My main hobby is collecting stamps.
- I (don't) really like playing games.
- I'm (not) interested in making things.
- I really enjoy it because it's a lot of fun.
- I prefer painting to doing sport.



## Because: expressing purpose and giving reasons

- He was running fast because he wanted to catch the dog.
- He fell over because he was running fast.
- He was running fast and trying to catch the dog. Because of this, he fell over.



## Making and responding to offers and suggestions

- Why don't I bring some CDs?
- Will you make a cake?
- Let's ask David to bring decorations.
- That's a good suggestion.
- Great idea!
- Yes, let's do that.



## Talking about the future and making predictions

- I'm (really) looking forward to going on a cruise.
- I can't wait!
- I can't wait to go on the cruise!
- It's going to be fantastic!
- I think it'll be great fun!
- I don't think it'll be boring!



## Expressing obligation and lack of obligation

- You/We have to turn our phones off.
- You/We don't have to go to school on Saturdays.



## Giving advice

- I think you should speak to your teacher.
- Why don't you get some glasses?
- What/How about sitting at the front of the class?



## Agreeing

- You're right.
- I agree with you.
- Yes, that's right.



## Disagreeing

- I'm sorry. I don't agree with you.
- I disagree because computers are more useful than digital cameras.
- I don't think that's right because computers are more useful than digital cameras.



### Expressing degrees of certainty and doubt

- I'm absolutely sure visitors would love the sea.
- People would definitely love the mountains.
- People would probably like our beaches.
- I'm not so sure people would like our river.
- I doubt tourists would like our parks.



### Talking about places to eat

- Here's an advert for a pizzeria.
- I know where that is.
- Are they open on Sundays?
- They're open from six o'clock to eleven o'clock.
- Do they do vegetarian food?
- I think I'll book a table for eight o'clock.
- I think I'll book a table for four people.
- I'll call them now.



### Describing people

- She's got dark/light/pale skin.
- She looks like she's got blue eyes.
- He is wearing a cap.
- He wears glasses.
- His hair is long and brown.



### Talking about clothes and paying compliments

- It's/They're much nicer than the brown jacket.
- It's/They're great/wonderful/fantastic/lovely/beautiful.
- It really suits you.
- They really suit you.
- It goes (really well) with your jeans.
- You look great/good in black.



### Describing objects and their use

- You use it for hitting the ball.
- It's for hitting the ball.
- You use it to hit the ball.
- You hit the ball with it.
- It's used to hit the ball.



### Checking intention

- Are you going shopping on Saturday?
- Are you planning to tell Phillip?



### Checking meaning

- So that's 6976353544?
- Do you mean the cinema in the town centre?
- What/Where do you mean exactly?



### Asking for repetition and clarification

- Could you repeat that?
- I'm sorry. What did you say?
- Did you say Johnny or Jenny?
- How do you spell that?
- Do you mean the old swimming pool or the new one?

# Grammar database

## 1 Present simple

### Form

#### Regular verbs

Positive	Negative
I/You/We/They <b>eat</b> lunch at 1pm.	I/You/We/They <b>do not/don't</b> eat lunch at 1pm.
He/She/It <b>eats</b> lunch at 1pm.	He/She/It <b>does not/doesn't</b> eat lunch at 1pm.

#### Question

Do I/you/we/they **eat** lunch at 1pm?    Yes, I/you/we/they **do**.  
No, I/you/we/they **do not/don't**.

Does he/she/it **eat** lunch at 1pm?    Yes, he/she/it **does**.  
No, he/she/it **does not/doesn't**.

### ! BE CAREFUL!

I/You/We/They <b>go</b>	He/She/It <b>goes</b>
I/You/We/They <b>watch</b>	He/She/It <b>watches</b>
I/You/We/They <b>carry</b>	He/She/It <b>carries</b>

#### Irregular verbs

I/You/We/They **have**    He/She/It **has**    I **am**    You/We/They **are**    He/She/It **is**

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 She get up at 7 o'clock. / She gets up at 7 o'clock.
- 2 Do you watch TV every evening? / Watch you TV every evening?
- 3 She not do her homework in the morning. / She doesn't do her homework in the morning.
- 4 Do you like pizza?  
Yes, I like. / Yes, I do.
- 5 Sandra carrys her books in a big bag. / Sandra carries her books in a big bag.

## 2 Present simple and present continuous

### Form

#### Present continuous

For the form of the present simple, see *Grammar database 1* above.

Positive	Negative
I <b>am/'m eating</b> now.	I <b>am/'m not eating</b> now.
You/We/They <b>are/'re eating</b> now.	You/We/They <b>are/'re not eating</b> now.
He/She/It <b>is eating</b> now.	
He's/She's/It's <b>eating</b> now.	He/She/It <b>is not/'s not/isn't eating</b> now.

#### Question

Am I <b>eating</b> now?	Yes, you <b>are</b> . No, you <b>aren't/'re not</b> .
Are you <b>eating</b> now?	Yes, I <b>am</b> . No, I <b>am/'m not</b> .
Is he <b>eating</b> now?	Yes, he <b>is</b> . No, he <b>isn't/'s not</b> .
Is she <b>eating</b> now?	Yes, she <b>is</b> . No, she <b>isn't/'s not</b> .
Is it <b>eating</b> now?	Yes, it <b>is</b> . No, it <b>isn't/'s not</b> .
Are we <b>eating</b> now?	Yes, we/you <b>are</b> . No, we/you <b>aren't/'re not</b> .

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 She gets up at 7 o'clock every morning. / She is getting up at 7 o'clock every morning.
- 2 What do you watch at the moment? / What are you watching at the moment?
- 3 Is she working right now? No, she doesn't. / No, she isn't.
- 4 They not riding their bikes now. / They aren't riding their bikes now.
- 5 Are you having lunch? No, I'm not. / No, I'm not having.

### 3 Past simple: regular and basic irregular forms

#### Form

##### Regular verbs

Positive	Negative
I/You/He/She/It/We/They <b>played</b> tennis last week.	I/You/He/She/It/We/They <b>did not/didn't</b> play tennis last week.

##### Question

<b>Did</b> I/you/he/she/it/we/they <b>play</b> tennis last week?	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>did not/didn't</b> .
--	--

##### Basic irregular verbs

##### be

Positive	Negative
I/He/She/It <b>was</b> ... You/We/They <b>were</b> ...	I/He/She/It <b>was not/wasn't</b> ... You/We/They <b>were not/weren't</b> ...

##### Question

<b>Was</b> I/he/she/it ...?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>was not/wasn't</b> .
<b>Were</b> you/we/they ...?	Yes, you/we/they <b>were</b> . No, you/we/they <b>were not/weren't</b> .

##### Other verbs

Verb	Past Simple	Verb	Past simple
choose	chose	have	had
come	came	make	made
do	did	put	put
get	got	see	saw
go	went	take	took
give	gave		

#### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- The film was fantastic! / The film were fantastic!
- Were you play tennis yesterday? / Did you play tennis yesterday?
- Was Alex at the restaurant? Yes, he was. / Yes, he did be.
- I didn't knew you had a dog. / I didn't know you had a dog.
- We had a lot of fun at the park. / We were have a lot of fun at the park.

### 4 Past simple: further irregular forms

#### Form

##### Verbs with a vowel sound change

Verb	Past simple	Verb	Past simple
become	became	know	knew
begin	began	meet	met
blow	blew	read	read
break	broke	run	ran
choose	chose	sing	sang
draw	drew	sit	sat
drink	drank	speak	spoke
eat	ate	wake	woke
fall	fell	wear	wore
find	found	win	won
grow	grew	write	wrote

#### ! BE CAREFUL!

The past tense of *read* is spelled the same, but is pronounced like *red*.

##### Verbs with no change

Verb	Past simple
cut	cut
hit	hit
let	let

##### Verbs with other changes

Verb	Past simple	Verb	Past simple
bring	brought	pay	paid
build	built	say	said
buy	bought	send	sent
catch	caught	spend	spent
feel	felt	stand	stood
fight	fought	teach	taught
keep	kept	tell	told
leave	left	think	thought
lose	lost	understand	understood

#### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- My brother and I fought a lot when we were young. / My brother and I fought a lot when we were young.
- Did you catch a cold in the rain? / Did you caught a cold in the rain?
- Last week, I run to school every day. / Last week, I ran to school every day.
- Tom was here but he left. / Tom was here but he leaved.
- Harry didn't tell me about the test. / Harry didn't told me about the test.

## 5 Past simple and past continuous

### Form

We often use *when*, *while* and *as*.

*Mr Granger was sleeping when the door opened.*

*While Mr Granger was sleeping, the door opened.*

*As Mr Granger was sleeping, the door opened.*

We also use the past continuous to show that a situation was in progress at a particular time in the past.

*What were you doing at five o'clock?*

*I was doing my homework.*

*I was doing my homework at five o'clock*

### Past continuous

Positive	Negative
I/He/She/It was looking.	I/He/She/It was not/wasn't looking.
You/We/They were looking.	You/We/They were not/weren't looking.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- I saw Angie in the supermarket yesterday. / I was seeing Angie in the supermarket yesterday.
- What was Angie doing when you saw her? / What Angie doing when you saw her?
- Was Angie buying food for the party? No, she wasn't buying. / No, she wasn't.
- Conor was breaking the window when we were playing football. / Conor broke the window when we were playing football.
- What were you doing at 2 o'clock? I had lunch. / I was having lunch.

## 6 Imperative, infinitives, -ing form

### ! BE CAREFUL!

When we use *begin*, *continue*, *start* in the present continuous or past continuous, we always use the full infinitive.

It's starting to rain. ✓

It's starting raining.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- Sally, you to wake up! / Sally, wake up!
- Adam, not make a mess! / Adam, don't make a mess!
- Sten promised to help me. / Sten promised helping me.
- Do you enjoy collecting stamps? / Do you enjoy to collect stamps?
- In this photo, you can see Fiona running. / In this photo, you can see Fiona run.

## 7 Present perfect simple 1

### Form

We form the present perfect simple using the past participle. The past participles of regular verbs end in *-ed*. For irregular verbs, you need to learn the past participle. See page 155 for a list.

Positive	Negative
I/You/We/They have/ve invited ...	I/You/We/They have not/haven't invited ...
He/She/It has invited ...	He/She/It has not/hasn't invited ...

Question	
Was I looking?	Yes, you were. No, you were not/weren't.
Were you looking?	Yes, I was. No, I was not/wasn't.
Was he/she/it looking?	Yes, he/she/it was. No, he/she/it was not/wasn't.
Were you/we/they looking?	Yes, you/we/they were. No, you/we/they were not/weren't.

Question	
Have I/You/We/They invited ...?	Yes, I/you/we/they have. No, I/you/we/they have not/haven't.
Has he/she/it invited ...?	Yes, he/she/it has. No, he/she/it has not/hasn't.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- My dad given me some money. / My dad's given me some money.
- What have you done to your arm? / What you have done to your arm?
- Are you sent the invitations? / Have you sent the invitations?
- Have you had an accident? Yes, I have. / Yes, I've had.
- I not have seen Peter today. / I haven't seen Peter today.

## 8 Present perfect simple 2

### Form

For the form of the present perfect simple, see *Grammar database 7*, above.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- I've already seen that film. / I already saw that film.
- I've been to China and India last year. / I went to China and India last year.
- Have you ever visited America? / Were you ever visit America?
- I've ever not met your brother. / I've never met your brother.
- Have you read this book? No, I haven't read. / No, I haven't.

## 9 will and be going to

### ! BE CAREFUL!

With offers that are questions, we don't use *will* with *I* and *we*.  
We use *shall*: *Shall I buy the tickets?*

### Form

#### will

The form is the same for *I/You/He/She/It/We/They*.

Positive	Negative
I/You <b>will</b> /ll walk.	He/She <b>will not/won't</b> walk.
Question	
<b>Will</b> we walk?	Yes, they <b>will</b> . No, I <b>will not/won't</b> .

#### be going to

Positive	Negative
I <b>am</b> / <b>'m</b> going to walk.	I <b>am not</b> / <b>'m not</b> going to walk.
You/ <b>We</b> / <b>They</b> <b>are</b> / <b>'re</b> going to walk.	You/ <b>We</b> / <b>They</b> <b>are not</b> / <b>'re not/aren't</b> going to walk.
He/She/It <b>is</b> / <b>'s</b> going to walk.	He/She/It <b>is not/isn't</b> going to walk.
Question	
<b>Am</b> I going to walk?	Yes, you <b>are</b> . No, you <b>are not</b> / <b>'re not/aren't</b> .
<b>Are</b> you going to walk?	Yes, I <b>am</b> . No, I <b>am not</b> / <b>'m not</b> .
<b>Is</b> he/she/it going to walk?	Yes, he/she/it <b>is</b> . No, he/she/it <b>is not/isn't</b> .
<b>Are</b> we/they going to walk?	Yes, we/they <b>are</b> . No, we/they <b>are not</b> / <b>'re not/aren't</b> .

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- You'll love the London Eye! / You'll to love the London Eye!
- Are you going to tell Paul? / Are you going tell Paul?
- Look at that cat. It will fall out of the tree. / It's going to fall out of the tree.
- I need someone to carry this bag. I will! / I'm going to!
- Will I invite Danny to the concert too? / Shall I invite Danny to the concert too?

## 10 Talking about the future: present simple and present continuous

### Form

For the form of the present simple, see *Grammar database 1* on page 146.

For the form of the present continuous, see *Grammar database 2* on page 146.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- I won't phone you until I get to the station. / I won't phone you until I'm getting to the station.
- I'll call you as soon as I arrive. / I'll call you as soon I arrive.
- We going to the theatre on Saturday. / We're going to the theatre on Saturday.
- The film starts at 7 o'clock on Thursday. / The film will starts at 7 o'clock on Thursday.
- What time does the plane landing? / What time does the plane land?

## 11 Modals 1: ability, permission, obligation and advice

### Form

*can, could, must, should*

The form is the same for *I/You/He/She/It/We/They*.

Positive	Negative	Question
She <b>can/must/should</b> go.	She <b>can't/mustn't/shouldn't</b> go.	<b>Can/Could/Should</b> she go?

*have to*

Positive	Negative
<i>I/You/We/They</i> <b>have to</b> go. <i>He/She/It</i> <b>has to</b> go.	<i>I/You/We/They</i> <b>do not/don't have to</b> go. <i>He/She/It</i> <b>does not/doesn't have to</b> go.

Question

<b>Do</b> <i>I/you/we/they</i> <b>have to</b> go?	Yes, <i>I/you/we/they</i> <b>do</b> . No, <i>I/you/we/they</i> <b>do not/don't</b> .
<b>Does</b> <i>he/she/it</i> <b>have to</b> go?	Yes, <i>he/she/it</i> <b>does</b> . No, <i>he/she/it</i> <b>does not/doesn't</b> .

### ! BE CAREFUL!

*have to = must* but  
*don't have to* = it is not necessary  
*mustn't* = you are not allowed to

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- You can borrow my bike if you like. / You must borrow my bike if you like.
- Could you help me with my homework? / Must you help me with my homework?
- You don't have to do it if you don't want to. / You mustn't do it if you don't want to.
- Should I speak to Rob about it? / Should I to speak to Rob about it?
- Does Debbie have to come? / Does Debbie has to come?

## 12 Modals 2: possibility and probability

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- Work hard and you might pass the test. / Work hard and you might passing the test.
- Might you go abroad on holiday? / You might to go abroad on holiday?
- The weather should be fine this weekend. / The weather should will be fine this weekend.
- Will you be at the meeting tomorrow? Yes, I might be. / Yes, I be.
- Ed won't be late, will he? No, he mayn't be. / No, he shouldn't be.

## 13 The passive 1

### Form

*be* + the past participle of the main verb.

Present simple passive

Positive	Negative	Question
I <b>am called</b> ...	It <b>isn't made</b> ...	<b>Is it made</b> ...?
It <b>is made</b> ...		<b>Why is it made</b> ...?
They <b>are built</b> ...		

Past simple passive

Positive	Negative	Question
It <b>was taken</b> ...	It <b>wasn't taken</b> ...	<b>Was it taken</b> ...?
They <b>were painted</b> ...		<b>When was it made</b> ?

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- This picture was painting by Picasso. / This picture was painted by Picasso.
- What it called? / What's it called?
- This book was wrote in 2011. / This book was written in 2011.
- Where were the photos taken? / Where was the photos taken?
- She wasn't told the news. / She not told the news.

## 14 The passive 2: using by

### Form

For the form of the passive, see *Grammar database 13* on page 150.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 My bike's been stolen! / My bike's been stolen by someone!
- 2 This photo was taken with my dad. / This photo was taken by my dad.
- 3 By me the article was written. / The article was written by me.
- 4 The race was won. / The race was won by Steve Atherton.
- 5 The wedding is being organised by Jackie. / The wedding by Jackie is being organised.

## 15 Articles 1

### ! BE CAREFUL!

We use *an* before vowel sounds: *an earthquake*. It's the sound that is important, not the spelling. Watch out for words like these: *an hour, a euro, a uniform*, etc.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 Suddenly, there was a bright flash. / Suddenly, there was bright flash.
- 2 There are lots of the storms in this area. / There are lots of storms in this area.
- 3 Have you ever been to United Kingdom? / Have you ever been to the United Kingdom?
- 4 No, but I've been to the America. / No, but I've been to America.
- 5 I'd love to sail on the Pacific Ocean. / I'd love to sail on Pacific Ocean.

## 16 Countable and uncountable nouns 1

We can use *some* (in positive statements) and *any* (in questions and negative statements) with plural countable nouns and with uncountable nouns: *some fields, some information*, etc.

### ! BE CAREFUL!

Some words that are countable in your language may be uncountable in English. The opposite might be true as well. Watch out for those words and be careful.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 Our local zoo has lions, tigers and elephants. / Our local zoo has lion, tiger and elephant.
- 2 Hair keeps the top of your head warm. / A hair keeps the top of your head warm.
- 3 Where's money I gave you? / Where's the money I gave you?
- 4 Your advice were very useful. / Your advice was very useful.
- 5 Did you watch a show I told you about? / Did you watch the show I told you about?

## 17 Countable and uncountable nouns 2

### ! BE CAREFUL!

We usually only use **many** and **much** in negative statements and questions. Don't use **many** and **much** in positive statements.

- ✗ He has got **much** chocolate.
- ✓ He has got **a lot of** chocolate.
- ✓ She **hasn't** got **much** chocolate.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 Have you got lot of toys? / Have you got a lot of toys?
- 2 How many money have you got? / How much money have you got?
- 3 How many bread shall I buy? / How much bread shall I buy?
- 4 There are a few oranges in the kitchen. / There are a little oranges in the kitchen.
- 5 Put a few sugar in Dad's coffee. / Put a little sugar in Dad's coffee.

## 18 Clauses and connectives

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 Let's get a pizza and a salad. / Let's get a pizza but a salad.
- 2 I took some money or I didn't buy anything. / I took some money but I didn't buy anything.
- 3 The film's great because it's so funny. / The film's great but it's so funny.
- 4 We can go out or we can stay in. / We can go out because we can stay in.
- 5 That's the place where we went on my birthday. / That's the place when we went on my birthday.

## 19 Articles 2

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 My dad's writer. / My dad's a writer.
- 2 Is your mum in the police? / Is your mum in police?
- 3 Richard's got a long hair and beard. / Richard's got long hair and a beard.
- 4 The French are often very good cooks. / French are often very good cooks.
- 5 I don't know a word of the Japanese. / I don't know a word of Japanese.

## 20 Adjectives and adverbs

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 What a lovely blue dress! / What a blue lovely dress!
- 2 My sister's got long blonde hair. / My sister's got blonde long hair.
- 3 The window broke because you hit it hard. / The window broke because you hit it hardly.
- 4 Make sure you do it very careful. / Make sure you do it very carefully.
- 5 Tim's a handsome young man, isn't he? / Tim's a young handsome man, isn't he?

## 21 Comparatives

### Form

regular adjectives with one syllable	Add <i>-er</i> to the adjective.	eg <i>old</i> → <i>older</i>
regular adjectives with one syllable that end in a vowel + consonant	Double the final letter of the adjective and add <i>-er</i> .	eg <i>big</i> → <i>bigger</i>
regular adjectives with two syllables ending in <i>-y</i>	Replace <i>-y</i> with <i>-ier</i> .	eg <i>happy</i> → <i>happier</i>
other regular adjectives with two or more syllables	Add <i>more</i> before the adjective.	eg <i>colourful</i> → <i>more colourful</i>
irregular adjectives	You have to learn these.	<i>good</i> → <i>better</i> <i>bad</i> → <i>worse</i>

### ! BE CAREFUL!

Look at when we do and don't put **than**.

- ✓ *My brother is **older than** me.* (comparative + *than* between the things being compared)
- ✓ *That's my **older** brother.* (no *than* when the comparative describes the noun)
- ✓ *In the 1960s, girls' skirts became **shorter**.* (= *shorter than they were before*)

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 I'm older my sister. / I'm older than my sister.
- 2 Sally's thinner than Elaine. / Sally's thiner than Elaine.
- 3 He's happier than he was yesterday. / He's happyer than he was yesterday.
- 4 What's importanter to you? / What's more important to you?
- 5 This film is better than that one. / This film is gooder than that one.

## 22 Comparatives and superlatives

### Form

For the form of the comparative, see *Grammar database 21* above.

regular adjectives with one syllable	Add <i>-est</i> to the adjective.	eg <i>old</i> → <i>oldest</i>
regular adjectives with one syllable that end in a vowel + consonant	Double the final letter of the adjective and add <i>-est</i> .	eg <i>big</i> → <i>biggest</i>
regular adjectives with two syllables ending in <i>-y</i>	Replace <i>-y</i> with <i>-iest</i> .	eg <i>happy</i> → <i>happiest</i>
other regular adjectives with two or more syllables	Add <i>most</i> before the adjective.	eg <i>colourful</i> → <i>most colourful</i>
irregular adjectives	You have to learn these.	<i>good</i> → <i>best</i> <i>bad</i> → <i>worst</i>

### ! BE CAREFUL!

We almost always put *the* before the superlative.

- ✓ *Those are **the biggest** trousers I've ever seen!*

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 Liz is the cleverest person in the class. / Liz is cleverest person in the class.
- 2 These are the worst shoes in the shop! / These are the worst shoes than in the shop.
- 3 These tops are nicest than those tops. / These tops are nicer than those tops.
- 4 He's the best football player in the world! / He's the better football player in the world!
- 5 What's the most colourful shirt you've got? / What's the colourfulest shirt you've got?

## 23 Zero and first conditional

### Form

#### Zero conditional

if + present simple, present simple:  
If you **drop** the ball, you **lose** a point.

#### First conditional

if + present simple, will + bare infinitive:  
If you **try** baseball, you **will love** it!

### ! BE CAREFUL!

Instead of *will*, we can also use *might*.  
✓ If you try baseball, you **might** like it!

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 If you go to France, you'll love the food. / If you will go to France, you love the food.
- 2 If a player scores a goal, they get one point. / If a player will score a goal, they get one point.
- 3 If we will go to London, we might see the Queen! / If we go to London, we might see the Queen.
- 4 If you cut yourself, you bleed. / If you will cut yourself, you bleed.
- 5 If it rains, we'll need an umbrella. / If it will rain, we need an umbrella.

## 24 Second conditional

### Form

if + past simple, would + bare infinitive:  
If I **knew** judo, I **would show** you how to do it.

Compare the second conditional to the first conditional:

#### First conditional

If I **have** enough money on Saturday, I'll **buy** a new tennis racket. (Perhaps I will have enough money.)

#### Second conditional

If I **had** enough money, I **would buy** a new tennis racket. (But I don't, so I can't.)

### ! BE CAREFUL!

Instead of *would*, we can also use *could*.  
✓ If you **had** a horse, you **could** go horse-riding.

### ✓ QUICK CHECK

Put a line through the incorrect sentence.

- 1 If I am you, I will go to the party. / If I was/were you, I would go to the party.
- 2 If I was/were rich, I'd buy you a diamond. / If I am rich, I'll buy you a diamond.
- 3 If you knew Jen better, you'd like her. / If you know Jen better, you will like her.
- 4 If you will lost your job, what would you do? / If you lost your job, what would you do?
- 5 If I will have more time, I will go swimming. / If I had more time, I would go swimming.

## 25 Prepositions of time and place

<b>at</b>	at 9 o'clock, at night, at the theatre, at home, at school, at work
<b>behind</b>	behind the supermarket
<b>by</b>	go by car/boat/plane/train/taxi/helicopter/bike/bus
<b>during</b>	during the summer holidays
<b>for</b>	for three hours
<b>in</b>	in five minutes, in three months, in July, in the winter, in the morning/afternoon/evening, in 2050, in the kitchen, in the town centre, in London, in Russia, in the sea, in the world, in the right/wrong place, in hospital, in a car/taxi/helicopter
<b>in front of</b>	in front of the door
<b>inside/outside</b>	inside/outside the room

<b>into</b>	walk into a room
<b>near</b>	near the post office
<b>next to</b>	next to the cinema
<b>on</b>	on Monday, on 23rd July, on the bridge, on a plane/bus/train/bike/boat, on foot, on a journey/voyage, etc
<b>opposite</b>	opposite the cinema
<b>out of</b>	walk out of a room
<b>over/above</b>	over/above the shop
<b>to</b>	go/come/walk/drive, etc to a place
<b>under/below</b>	under/below the bridge

### ! BE CAREFUL!

You ✓ **go home**, not ✗ **go to home**.  
You are ✓ **at home**, not ✗ **at my/your/the home**.

**QUICK CHECK**

Put a line through the incorrect sentence.

- Let's go home! / Let's go to home!
- He's standing right in front you! / He's standing right in front of you!
- My house is next the station. / My house is next to the station.
- Are they going by plane? / Are they going on plane?
- Where's Diane? She's at her home. / She's at home.

**26 Present perfect simple 3****Form**

For the form of the present perfect simple, see *Grammar database 7* on page 148.

**QUICK CHECK**

Put a line through the incorrect sentence.

- You've been on the phone since an hour! / You've been on the phone for an hour!
- I've had a bike since my birthday. / I've had a bike from my birthday.
- Have they been away for two weeks? / Have they been away since two weeks?
- How long has she lived there? Since three years. / For three years.
- How long have you been here? Since one o'clock. / For one o'clock.

**27 Relative clauses****Form**

Defining relative clauses start with a relative pronoun: *who*, *whose*, *where*, *which* or *that*. We use:

*who* or *that* for people  
*which* or *that* for things  
*where* for places  
*whose* for possession

We can leave out the relative pronoun when it is not the subject of the relative clause:

- ✓ *The person who spoke to you was a journalist.*
- ✗ *The person spoke to you was a journalist.*

'The person' is the subject of 'who spoke to you', so we need the relative pronoun.

- ✓ *The person who you saw was a journalist.*
- ✓ *The person you saw was a journalist.*

'The person' is the object of 'who you saw', not the subject, so we can leave out the relative pronoun.

**QUICK CHECK**

Put a line through the incorrect sentence.

- The woman who you saw was my aunt. / The woman which you saw was my aunt.
- The cinema where we saw that film isn't there now. / The cinema which we saw that film isn't there now.
- I realised the man was looking at us was a policeman. / I realised the man who was looking at us was a policeman.
- Is that the man whose window you broke? / Is that the man who window you broke?
- Did the woman you saw speak English? / Did the woman you saw who spoke English?

**28 Question tags****Form**

To form a question tag, we look at the main verb in the sentence.

If it is...	we use...
the verb <i>be</i>	<i>be</i>
eg <i>This is a good website, ...</i>	<i>isn't it?</i>
a verb with an auxiliary verb	the auxiliary verb
eg <i>You haven't seen this show before, ...</i>	<i>have you?</i>
eg <i>You can speak Arabic, ...</i>	<i>can't you?</i>
a verb on its own	<i>do</i>
eg <i>You watch a lot of TV, ...</i>	<i>don't you?</i>

When the main verb is positive, the question tag is negative. When the main verb is negative, the question tag is positive.

- eg *You like this show, don't you?*  
*You don't like this show, do you?*

**QUICK CHECK**

Put a line through the incorrect sentence.

- John's quite tall, isn't it? / John's quite tall, isn't he?
- They haven't finished the meeting yet, haven't they? / They haven't finished the meeting yet, have they?
- Ben can speak Russian, can't he? / Ben can speak Russian, doesn't he?
- Nathan plays tennis quite a lot, isn't he? / Nathan plays tennis quite a lot, doesn't he?
- You weren't with Penny last night, were you? / You weren't with Penny last night, did you?


# Irregular verbs database

Bare infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt

Bare infinitive	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
shoot	shoot	shoot
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

# Songs and Webquests

## Units 1–2 | Song

**1 SONG**  **48** Read the song lyrics. Guess which word fills each gap. Then listen and check.

### Party Girl

She never wakes (1) \_\_\_\_\_ when her alarm clock rings  
She gets (2) \_\_\_\_\_ late and then does lots of things  
She checks her (3) \_\_\_\_\_ and she chats online  
She sends (4) \_\_\_\_\_ messages and has a great time  
She's a party girl!  
She's a party girl!  
Later in the day she chooses what to (5) \_\_\_\_\_  
She brushes her (6) \_\_\_\_\_ and she brushes her hair  
She always has a shower before she goes (7) \_\_\_\_\_  
She (8) \_\_\_\_\_ back late – that's what she's all about!  
She's a party girl!  
She's a party girl!  
In the afternoon, she (9) \_\_\_\_\_ video games  
Or (10) \_\_\_\_\_ skateboarding with her friend James  
When the evening comes, she (11) \_\_\_\_\_ her guitar  
She's a (12) \_\_\_\_\_ of a rock band – gonna be a star!  
She's a party girl!  
She's a party girl!  
She's a modern girl!  
Just a party girl!


**2 SONG**  **48** Listen again – and sing along!

## Units 3–4 | Webquest

**1** Find the answers online!

- 1 Sherlock Holmes is a detective in lots of detective stories. Who wrote the famous Sherlock Holmes stories?  
\_\_\_\_\_
- 2 *2001: A Space Odyssey* is a famous science fiction book and film. Who wrote the book?  
\_\_\_\_\_
- 3 In the film *Titanic*, the two main characters fall in love. The actors are Kate Winslet and Leonardo DiCaprio, but what are the first names of their characters?  
\_\_\_\_\_
- 4 Who plays Indiana Jones in the famous series of adventure films?  
\_\_\_\_\_
- 5 Complete the title of this famous ghost story by Susan Hill:  
*The \_\_\_\_\_ in \_\_\_\_\_*
- 6 In Britain, children often eat jelly at parties. In the USA, they use a slightly different word for 'jelly'. What is it?  
\_\_\_\_\_
- 7 We sometimes spill things at parties. There are two ways to spell the past simple of the verb 'spill'. What are they?  
\_\_\_\_\_ and \_\_\_\_\_
- 8 When is Halloween?  
\_\_\_\_\_
- 9 In Britain, people celebrate Bonfire Night a few days after Halloween. When is Bonfire Night?  
\_\_\_\_\_
- 10 On Bonfire Night, people make very big fires in parks and gardens. They put something called a 'guy' on top of each fire. It's called a guy because of a man called Guy. What was his surname?  
\_\_\_\_\_

## Units 5–6 | Song

- 1 SONG**  **49** Read the song lyrics. Guess which word fills each gap. Then listen and check.

### A New Life

Daddy says that it'll (1) \_\_\_\_\_ fine  
And Mummy says we'll have a good time.  
'You'll soon (2) \_\_\_\_\_ friends, just wait and see.'  
But nobody seems to listen (3) \_\_\_\_\_ me.

'You mustn't worry. You (4) \_\_\_\_\_ cry.  
You'll soon find (5) \_\_\_\_\_ the reason why.  
Your secondary (6) \_\_\_\_\_ will be even better.  
You can stay (7) \_\_\_\_\_ touch with your friends  
by letter.'

It's going to be a new start, they say.  
So why does my (8) \_\_\_\_\_ heart hurt this way?  
(9) \_\_\_\_\_ they punishing me? Did I do  
something wrong?  
Can anyone out there hear my song?

My friends learned (10) \_\_\_\_\_ it yesterday.  
They all want to know why I'm going away.  
They tell me that I have to come back and  
(11) \_\_\_\_\_ .  
It's easy to stay in touch ... or is it?

It's going to be a new start, OK.  
So why am I nervous with nothing to say?  
I don't want this life they've decided (12) \_\_\_\_\_ .  
Can anyone out there hear my song?  
Can anyone out there hear my song?


- 2 SONG**  **49** Listen again – and sing along!

## Units 7–8 | Webquest

- 1** Find the answers online!

- 1 In what year did Christopher Columbus discover America?  
\_\_\_\_\_
- 2 Guglielmo Marconi was an Italian inventor, born in 1874. What was his most famous invention?  
\_\_\_\_\_
- 3 Before 1781, people thought there were six planets: Mercury, Venus, Earth, Mars, Jupiter and Saturn. Who discovered the next one, Uranus?  
\_\_\_\_\_
- 4 In what year was the Sydney Opera House finished?  
\_\_\_\_\_
- 5 One of the first video games was called Pong. Which company made it?  
\_\_\_\_\_
- 6 The hottest place in the world is Al'Aziziyah in Libya. What was the temperature there on 13th September 1922?  
\_\_\_\_\_
- 7 Mawsynram in India gets over 11 metres of what every year?  
\_\_\_\_\_
- 8 What word do we use to describe the scientific study of the weather?  
\_\_\_\_\_
- 9 A man called Laszlo Biro invented the first ball-point pen in 1938. Which country was he from?  
\_\_\_\_\_
- 10 What did James Naismith invent in 1891?  
\_\_\_\_\_

## Units 9–10 | Song

**1 SONG**  **50** Read the song lyrics. Guess which word from the box fills each gap. Then listen and check.

artistic • beautiful • energetic • shy  
helpful • kind • rich • handsome

**I've Got A Friend**

I've got a friend – he's (1) \_\_\_\_\_  
But he's a really great guy  
He isn't (2) \_\_\_\_\_ – looks like a giraffe  
He's not very trendy but he makes me laugh  
He makes me laugh though his jokes aren't funny  
He's not (3) \_\_\_\_\_ – he hasn't got any money  
He's always thoughtful, and always cheerful  
Always friendly, and always (4) \_\_\_\_\_  
He's very tall and he's very thin  
And there's nothing wrong with him  
No, there's nothing wrong with him

I've got a friend – he's (5) \_\_\_\_\_  
The kindest person you'll find  
He isn't handsome – looks like a bear  
But I always smile when he is there  
When he is there life seems OK  
Cos he's (6) \_\_\_\_\_ in his own way  
He's not (7) \_\_\_\_\_, and not athletic  
No-one says he's (8) \_\_\_\_\_  
He's very short and he's very fat  
And there's nothing wrong with that  
No, there's nothing wrong with that


**2 SONG**  **50** Listen again – and sing along!

## Units 11–12 | Webquest

**1** Find the answers online!


- 1 The famous fashion designer Mary Quant is British – but she isn't English. She's Welsh. This means she comes from which country?  
\_\_\_\_\_
- 2 Teddy Boys were called Teddy Boys because they wore clothes like the clothes people wore when King  
\_\_\_\_\_  
VII was the British King.
- 3 Jeans are made from which material? (Clue: it starts with the letter 'd.')
- 4 Clothes are often made of wool. Wool comes from sheep. What's a female sheep called?  
\_\_\_\_\_
- 5 Rubber or plastic boots we wear outside when it's raining or muddy are often called 'wellies.' Their full name is \_\_\_\_\_ boots.
- 6 In the game badminton, you don't hit a ball. What do you hit?  
A \_\_\_\_\_
- 7 In table tennis, how many points do you usually need to win a game?  
\_\_\_\_\_
- 8 Who created judo in Japan in 1882?  
\_\_\_\_\_
- 9 How many players are there in a volleyball team?  
\_\_\_\_\_
- 10 If two teams are playing basketball, how many players are playing?  
\_\_\_\_\_

## Units 13–14 | Song

- 1 SONG**  **51** Read the song lyrics. Guess which word fills each gap. Then listen and check.

### Go, Baby, Go

We had a good time. We were having fun.  
But then I learned (1) \_\_\_\_\_ your behaviour.  
I saw you (2) \_\_\_\_\_ sitting (3) \_\_\_\_\_  
to someone  
And now I want you to do me a (4) \_\_\_\_\_.  
Go, baby, go.  
Just get a ticket and (5) \_\_\_\_\_ the train.  
Go, baby, go.  
Or even better you can take the (6) \_\_\_\_\_.  
You (7) \_\_\_\_\_ a mistake, now I've  
(8) \_\_\_\_\_ a plan.  
I'm gonna (9) \_\_\_\_\_ someone else to be my  
man.  
Now I'm having a party, gonna do my  
(10) \_\_\_\_\_  
To forget about you, and what you've done.  
I've (11) \_\_\_\_\_ an arrangement. Have you  
guessed?  
I'm gonna live my life, gonna have some fun.  
Go, baby, go.  
Just get a ticket and take the (12) \_\_\_\_\_.  
Go, baby, go.  
And when you get there, just forget about us.  
You made a mistake, now I've made a plan.  
I'm gonna get someone else to be my man.  
Go, baby, go!

- 2 SONG**  **51** Listen again – and sing along!

## Units 1–14 | End-of-year Webquest

- 1** Find the answers online!

- 1 In Unit 1, you wrote a personal profile, like the ones people put on Facebook. In which year was Facebook created? \_\_\_\_\_
- 2 In Unit 2, you learned about free-time activities, such as playing music. What instrument did the rock star Jimi Hendrix play? \_\_\_\_\_
- 3 In Unit 3, you learned about stories. Who wrote stories about the spy James Bond?  
\_\_\_\_\_
- 4 In Unit 4, you learned about celebrations. Which country celebrates Thanksgiving?  
\_\_\_\_\_
- 5 In Unit 5, you read about trips to London. When was the London Eye built? \_\_\_\_\_
- 6 In Unit 6, you read a letter that mentioned Yuri Gagarin. In which year did he go into space? \_\_\_\_\_
- 7 In Unit 7, you learned about inventions and discoveries. People in which country invented paper? \_\_\_\_\_
- 8 In Unit 8, you learned about a strange animal, the platypus. Another strange animal is the axolotl. Which country is it from?  
\_\_\_\_\_
- 9 In Unit 9, you learned about food. What are the main ingredients of the British dish cottage pie?  
Beef and \_\_\_\_\_
- 10 In Unit 10, you read about twins. What do we call three babies born at the same time?  
\_\_\_\_\_
- 11 In Unit 11, you learned about clothes. Would you probably wear a cardigan on a hot day or on a cold day? \_\_\_\_\_
- 12 In Unit 12, you learned about sport. Where did the Olympics take place in 1992?  
\_\_\_\_\_
- 13 In Unit 13, you read about a writer called Morgan Robertson. In which year was he born? \_\_\_\_\_
- 14 In Unit 14, you learned about the media. In which city is the magazine *Newsweek* produced? \_\_\_\_\_

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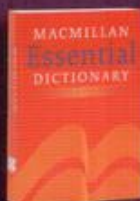
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