

Herbert Puchta & Jeff Stranks
G. Gerngross C. Holzmann P. Lewis-Jones

MORE!

Workbook

2nd Edition
2



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CAMBRIDGE

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Workbook



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MORE! 2nd Edition Workbook 2

by Herbert Puchta & Jeff Stranks with G. Gerngross, C. Holzmann, P. Lewis Jones

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Dialogue work

02
CD1

- 1** Listen to Emma talking to her friend about Tom. Number the dialogue in the correct order, then listen again and check.

- Emma** I met a really nice new boy today – Tom – do you know him?
Emma He's finding it difficult to meet people.
Emma No, but I explained about it – and the choir.
Emma No, he isn't, but he lived in Brisbane for some years.
Emma Yes, I asked him to talk to the games teacher about it.
Emma He played football for his school in Australia and he likes music.
Emma Shall I invite him to have lunch in the canteen with us?
Emma Yes, that's him.
Jake Well, he was in science class, but he wasn't sitting near me.
Jake Does he know about the music club on Thursdays?
Jake Is he Australian? He has a bit of an accent.
Jake What does he like doing?
Jake If he joins the clubs and the football team, he's going to meet a lot of people.
Jake Yes, we can introduce him to some of our friends.
Jake Tall, with dark hair and glasses?
Jake What about football?

1
2

Asking about favourite things

- 2** Write the questions for these answers.

- 1? Blue.
 2? Tuesday.
 3? The park.
 4? Basketball.
 5? Justin Bieber.

- 3** Answer these questions.

- | | |
|--|---|
| 1 What's your favourite TV programme?
..... | 4 What's your favourite shop?
..... |
| 2 Who's your favourite film star?
..... | 5 Who's your favourite musician?
..... |
| 3 What's your favourite film?
..... | 6 Where's your favourite place?
..... |

03
CD1

- 4** Maria is doing a survey for a school project. Listen and complete the chart with the names of these people - *Mum, Dad, Sam, Liz and Pete*.

bedroom	living room	kitchen	garden	office
1	2	3	4	5

Vocabulary and Communication

Clubs and groups

1 Look at the photos and write sentences.



Monday/
Wednesday



every Monday



Tuesday



Thursday



Friday



Saturday

- 1 **John** (play tennis) *John is a member of the tennis club. He plays tennis on Mondays and Wednesdays.*
- 2 **Mary** (take photos)
- 3 **Stuart** (cook)
- 4 **Ian** (do pottery)
- 5 **Alan** (play football)
- 6 **Kelly** (ride)

Talking about clubs

2 Look at this class survey about after school clubs and answer the questions.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
What	volleyball	drama	music	photography	computers	football
Time	17.00	17.00	18.00	18.00	17.00	09.00
Where	gym	hall	music room	room 5	room 3	sports field
How many	14	8	3	9	15	18
What	choir	cooking	pottery	choir	chess	drama
Time	18.00	17.00	17.00	18.00	17.00	14.00
Where	music room	kitchen	studio	music room	room 4	hall
How many	12	5	6	12	7	8

- 1 What is the most popular activity in the class?
- 2 How many people play chess?
- 3 Can you do music and pottery?
- 4 Can you do drama and choir?
- 5 Which groups meet on more than one day?
- 6 Which groups meet in the music room?

Grammar

Past simple *be* and regular verbs

1 Reorder the words and write sentences.

- 1 really / The / was / good / weather /
- 2 people / There / park / were / in / the / a lot / of /
- 3 Children / pool / in / the / played /
- 4 the / flowers / Families / the / paths / along / walked / by /
- 5 A / ball / group / of / a / around / teenagers / kicked /
- 6 because / calm / Everything / was / was / it / hot /
- 7 park / People / the / in / the / enjoyed / sun /
- 8 it / to / rain! / Then / started / suddenly /

2 Circle the correct verb to complete the text.

When it ¹..... to rain, people ²..... at the sky. They ³..... unhappy.
Children ⁴..... playing in the pool and ⁵..... home.
Some teenagers ⁶..... to continue playing, but the rain ⁷..... too heavy.
Suddenly the park ⁸..... calm again and after a few minutes it ⁹..... empty.

- | | | |
|--------------------|------------------|------------------|
| 1 A started | B starts | C start |
| 2 A look | B looks | C looked |
| 3 A are | B was | C were |
| 4 A stop | B stopped | C stops |
| 5 A hurry | B hurries | C hurried |
| 6 A try | B tries | C tried |
| 7 A is | B was | C were |
| 8 A was | B is | C were |
| 9 A is | B was | C were |

3 Complete the sentences with the correct form of the verb in brackets.

- 1 Michael the chess club last year. (join)
- 2 Last week, he his grandfather. (visit)
- 3 He to him about chess. (talk)
- 4 He playing chess with Michael's father. (remember)
- 5 He a game with Michael. (play)
- 6 Tom in Australia. (live)
- 7 He Emma about clubs. (ask)
- 8 In Australia, he the music club. (love)
- 9 Emma about the choir. (explain)
- 10 She Tom to have lunch in the canteen. (invite)

Grammar

Sounds right Past simple endings /t/ /d/ /ɪd/

04
CD1

4 Listen and repeat.

Jenny studied French on Friday evening.
Then she decided to go out with Tom.
They watched a DVD.
They danced until 11 o'clock.
Tom called a taxi.

They waited a long time.
She phoned her parents.
Tom walked home with her.
She arrived home late.

5 Write the verbs from exercise 4 in the correct column.

/ t /	/ d /	/ ɪd /

Disagreeing and correcting

6 Read the first sentence, then match it to the sentences in the second and third columns.

- | | | |
|------------------------------------|---------------------|---------------------------------------|
| 1 The children were asleep. | a Yes, he was. | a She was at home, in bed. |
| 2 Paul likes meat. | b No, they don't. | b They want pizza. |
| 3 The DVDs are on the shelf. | c No, it isn't. | c I think it's interesting. |
| 4 That book is really boring. | d No, they weren't. | d They were watching TV. |
| 5 Sarah was at school. | e Yes, they are. | e They're in the cupboard. |
| 6 The girls want salads. | f Yes, she does. | f He only eats vegetables. |
| 7 The boys aren't at home. | g No, they aren't. | g There's an email from her now. |
| 8 They don't eat fruit. | h No, he doesn't. | h He was sitting behind you. |
| 9 Steve wasn't in class. | i No, she wasn't. | i He's in the garden. |
| 10 Dad isn't here! | j Yes, he is. | j They were sitting in the front row. |
| 11 My parents weren't at the show. | k Yes, they were. | k They're in John's bedroom. |
| 12 Mary never writes to us. | l Yes, they do. | l They eat apples every day. |

7 Disagree with the sentences below. Use the words in brackets.

- | | |
|--|--|
| 1 Horror films are scary. (funny) | <i>No, they aren't. They're funny.</i> |
| 2 Harry collects stamps. (old records) | |
| 3 Kate wasn't at home. (in bed, asleep) | |
| 4 The boys play volleyball. (basketball) | |



05
CD1

Listening

1 Listen to Mike talking about his club and answer the questions.

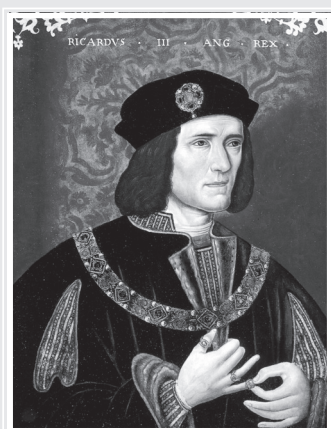
- 1 Which club is Mike a member of?
- 2 What does he want to be?
- 3 What does he want to write books about?
- 4 Why do the boys want to learn about food in other countries?
- 5 What nationality was the lady who talked to the club?
- 6 What is 'brioche'?
- 7 Is 'brioche' a modern food?
- 8 Does Mike like 'brioche'?



Reading

2 Read the text about an exciting discovery and circle T (True) or F (False) for the sentences below.

Hi, I'm Andy and I'm a member of our school History club. We meet on Tuesdays and Saturdays. Yes, I know it might sound boring but it isn't! Last year we decided to help some people from the university. They wanted to see if there was anything interesting underneath a car park in the city centre – not the usual place to dig! Anyway, we expected to find some old coins or maybe a sword but there was something – or someone – incredible under there ... a skeleton! It was exciting, especially when we discovered it was King Richard III!



He is the English king nobody likes because of Shakespeare's play, *Richard III*. He killed a lot of people to get the throne of England. He was small with a humped back. He died in a battle in 1485 but nobody was sure what happened to him after that – until now, of course. It was a big surprise for everyone. TV journalists travelled from all over the world to talk to the archaeologists. Some of them even interviewed us, which was great. Just imagine, I was on TV! I'm definitely joining the club again. Who knows what we'll find next year!

- | | |
|---|--------------|
| 1 The History club meets on Wednesdays. | T / F |
| 2 They wanted to build a new car park. | T / F |
| 3 They discovered a skeleton. | T / F |
| 4 Richard III killed people to become king. | T / F |
| 5 He died after a long battle. | T / F |
| 6 Journalists wanted to talk to Andy. | T / F |

Listening

06
CD1

3 Listen to Lucy talking about the local history club and complete the sentences.

- 1 The club meets on
- 2 Last week, they were at the
- 3 Lucy talked to her
- 4 His father's was in the same
- 5 He talked to her about the shops that were there years ago.
- 6 Lucy's friend visited the local
- 7 He read some
- 8 They want to put up an exhibition in the

Reading

4 Read these adverts for after-school clubs and write the name of the correct club. Choose from the list below.

- a) Martial Arts club
d) Real World Experience

- b) Volunteer club
e) Drum club

- c) Environmental club
f) Nature club

This year, we trained three times a week. Our club entered a competition last month and two members won prizes. Karate and Judo are our most popular sports and, last year, three members earned green belts and one a brown belt. Why not come along? We meet every Wednesday at 4.30 pm in the school gym – it's fun!

1

This was a very interesting year for us. We worked with re-using old things and it was great fun! We produced birthday cards from old magazines, cut up old clothes to make bags and created Christmas decorations and gifts from things we usually throw away. It was a great way to save money and help protect the environment! We meet every Monday at 4.15 in the Art Room – come and see us!

2

We started this year with five members, but now we have twenty-two! Why is our club so popular? Because you can make a lot of noise and exercise at the same time! Did you see us last summer at the 'Party in the Park'? We practised a lot before we played that but we enjoyed it – and everyone danced! Don't join one of those clubs where you sit around talking, do something! We meet every Tuesday at 5 pm in the Music Room – come and make some noise with us!

3

Writing

5 Write about things you enjoy doing and clubs you are a member of.

.....

.....

.....

.....

.....

UNIT 2 Time travel!

Dialogue work

07
CD1

1 Listen to Peter telling Tom about a film he saw last night. Circle T (True) or F (False) for the sentences below.

- | | |
|---|-------|
| 1 Peter saw the film on TV. | T / F |
| 2 It was a horror film. | T / F |
| 3 Peter thought it was funny. | T / F |
| 4 The boy in the film came from a different time. | T / F |
| 5 He came from the future. | T / F |
| 6 He knew how to ride a bicycle. | T / F |
| 7 Tom thinks the film sounds a bit sad. | T / F |
| 8 The end of the film was happy. | T / F |

2 Complete the sentences with the adjectives below. There are various options.

interesting

awful

exciting

funny

brilliant

boring

great

- A film that you laugh at is
- A TV programme that holds your attention is
- An action film is usually
- A very bad concert is
- When a film is very long and you don't understand it, it can be
- Two words to describe something very good: are and

08
CD1

3 Listen to Jo and Anna talking about a concert. Number the dialogue in the correct order.



- | | | |
|-------------|---|--------------------------|
| Anna | Were there a lot of people there? | <input type="checkbox"/> |
| Anna | Was the band good? | <input type="checkbox"/> |
| Anna | What was the concert like? | <input type="checkbox"/> |
| Anna | Did you stay until the end? | <input type="checkbox"/> |
| Anna | What were the singers like? | <input type="checkbox"/> |
| Jo | Mmm. Some of it was good. | <input type="checkbox"/> |
| Jo | The second one was brilliant. | <input type="checkbox"/> |
| Jo | There were two bands – the first one was awful, but the second one was great. | <input type="checkbox"/> |
| Jo | No, we left early because dad came to take us home. | <input type="checkbox"/> |
| Jo | Yes, there was a huge crowd. It was impossible to dance. | <input type="checkbox"/> |

Vocabulary and Communication

TV programmes and films

1 What kind of TV shows do these people watch? Look at the list of programmes on page 16 of your Student's Book and write the types of programme they like.

- 1 Sue likes being scared when she watches films on TV.
- 2 Mark likes programmes about animals.
- 3 John always wants to know what's happening in the world.
- 4 Sally likes mystery and detective shows.
- 5 Jenny is three and loves to watch funny things.
- 6 Mary likes to test her knowledge against the people on these shows.
- 7 Fred is in a pop group and wants to know about other groups and bands.
- 8 Jane is very athletic and loves football.
- 9 Gerry likes informative programmes about the real world.
- 10 Sandy enjoys funny programmes, but not cartoons.

Talking about TV and films

2 Complete the text with words from the box.



serious	programme
fashion	film
drama	comedies
series	hair

My favourite TV ¹..... is Law and Order.
It's a ²..... about crime investigation. I like to
see how the justice system works in the USA and the UK. I know
it is a ³....., but it's very realistic. My sister
is studying to be a clothes designer so she watches a lot of
programmes about clothes and ⁴..... where
experts tell people what to wear and how to do their make up
and ⁵..... My older brother doesn't watch
much television – he's always busy. Sometimes he watches a
⁶..... in the evening. He wants to relax and laugh
so he doesn't like ⁷..... programmes.
His favourites programmes are ⁸.....

Grammar

Past simple Irregular verbs

1 Complete the text with the Past simple form of the verb in brackets.

Susan ¹..... (go) into her bedroom. Her computer ²..... (be) on her desk. She ³..... (sit) down in front of her computer. She ⁴..... (write) the answers to the questions. She ⁵..... (make) a mistake. Her sister ⁶..... (tell) her how to correct it.

2 Write the infinitive of these Past simple forms.

- | | |
|-----------------|---------------|
| 1 did | 6 met |
| 2 got | 7 left |
| 3 had | 8 went |
| 4 ran | 9 found |
| 5 thought | 10 came |

3 Complete the sentences with the Past simple forms from exercise 2.

- 1 Peter to my house for tea.
- 2 We ice-cream because it was a very hot day.
- 3 After tea, we some of our homework.
- 4 Then we the house and to the park.
- 5 We some more friends in the park.
- 6 Peter it was too hot to play football so he a good place to sit under a tree.
- 7 I played football and I about a lot and very hot, so I went home and had a cool shower.

4 Circle the correct form of the verb to complete the sentences.

- 1 Kate's grandfather *lives* / *lived* in London in the 1960s.
- 2 He *lives* / *lived* in Bristol with her family now.
- 3 He *goes* / *went* to school in London.
- 4 There *aren't* / *weren't* any computers then.
- 5 He *does* / *did* all his homework on paper.
- 6 He *writes* / *wrote* everything with a pen.
- 7 Now he *loves* / *loved* his tablet.
- 8 He *uses* / *used* it to write to his friends.

Grammar

5 Look at the pictures and complete the sentences with the correct form of the verb in brackets.



When Kate's grandfather was young...

- 1 He *was* a 'mod'. (be)
- 2 He flared trousers. (have)
- 3 He a scooter. (ride)
- 4 He his friends in coffee bars. (meet)
- 5 He clothes in boutiques in Carnaby Street. (buy)
- 6 His girlfriend long dresses and headbands. (wear)
- 7 They to The Rolling Stones and The Beatles. (listen)
- 8 They to coffee bars and all-night clubs. (go)

6 Complete the text with the Past simple form of the verb in brackets.

George ¹ (read) a report on the web today about a group of people who ² (say) they ³ (have) contact with aliens. One man ⁴ (tell) his story like this: 'One night I ⁵ (see) a bright light in the sky. It was red and then orange. Then a long line of light ⁶ (come) down and ⁷ (stop) just in front of me. There were steps in the light and I ⁸ (go) up them. At the top, there was a door, it ⁹ (be) very small. I ¹⁰ (sit) down on the step and ¹¹ (look) through the door. I ¹² (see) some small people inside a big room. There ¹³ (be) a big computer screen. On the screen, there ¹⁴ (be) a road, just like the road where I ¹⁵ (live). There was a bright line of light going down to the road.'

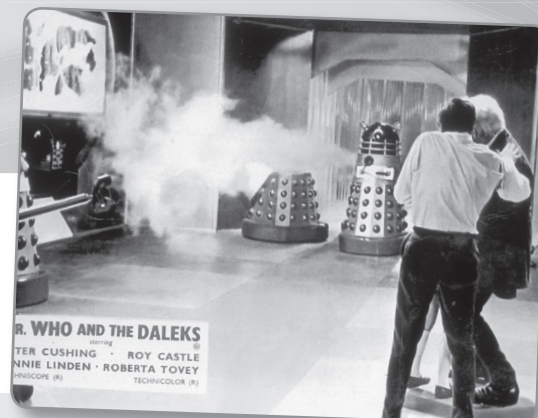
7 Write complete sentences in the Past simple form. Add any necessary words.

- 1 Another man / say / he / go / spaceship
- 2 The aliens / be / tall / thin / big eyes
- 3 The aliens / take him / visit / planet
- 4 They / show him / houses
- 5 The houses / fly / through the air

Skills

Reading

- 1 Read about *Doctor Who* and circle T (True) or F (False) for the sentences below.



Doctor Who, a famous British TV programme, began on British TV in 1963 and is still on TV today. The main character is 'The Doctor'. He explores the universe in his time machine called 'The Tardis', which is a blue police box. Before mobile phones and radios, policemen used ordinary phones inside these boxes to report crimes. All policemen had keys to these boxes so they could use them in emergencies.

The Tardis has special qualities. It is much bigger inside than it is outside and it can travel through time but it doesn't always work well. The Doctor is never quite sure where he is going.

Doctor Who was one of the first TV shows to have electronic music. The music has many different versions. There have been many Doctor Whos too. When the actor who played the first Doctor left the show, the writers had to invent a way of changing him into a different actor. They decided that The Doctor could 'regenerate'— there is a bright light and a new Doctor comes out.

- | | |
|---|-------|
| 1 <i>Doctor Who</i> began about thirty years ago. | T / F |
| 2 Doctor Who travels in space and time in The Tardis. | T / F |
| 3 Blue police boxes were very common in the 1960s. | T / F |
| 4 Policemen could use the phones inside the police boxes. | T / F |
| 5 The Tardis is exactly the same as a police box. | T / F |
| 6 It's impossible to know where The Tardis is going next. | T / F |
| 7 The music is exactly the same now as in 1963. | T / F |
| 8 A new actor becomes Doctor Who when Doctor Who 'regenerates'. | T / F |

Listening

09
CD1

- 2 Listen to Jack talking to his grandmother about *Doctor Who* and match the sentence halves.

- | | |
|-------------------------------------|----------------------------|
| 1 Jack is watching | a Daleks are. |
| 2 His grandmother recognises | b in the first story. |
| 3 In the series Jack is watching | c grandad. |
| 4 Jack doesn't know what | d <i>Dr Who</i> . |
| 5 There weren't any aliens | e the past. |
| 6 In the first story there were two | f the music. |
| 7 Dr Who was Susan's | g escape with The Tardis. |
| 8 The time machine took them into | h teachers. |
| 9 They managed to | i there aren't any Daleks. |



Listening

10
CD1

- 3 Jack's grandmother told him more about The Daleks. Listen and complete the text.**

The Daleks ¹..... the most famous enemies of The Doctor. The writers of the show wanted aliens but they ²..... want the usual little green men. So the designers ³..... The Daleks. They looked like rubbish bins, upside down. They ⁴..... strange thin arms and moved around on wheels. The Daleks appeared in the second series in 1963 and they ⁵..... children's toys. They had strange, metallic voices and their phrase 'Exterminate, exterminate.' ⁶..... part of television history.

Reading

- 4 Read Vicky's story and circle the correct word to complete the sentences below.**

Vicky's Story

I had a strange dream last night. I dreamt I was an astronaut and I went to another planet in a spaceship. I saw some amazing things! I remember seeing a big galaxy and a small planet with a space station on it, then lots of other stars and planets and then I landed. I opened the door and walked out onto strange blue grass all around my spaceship. A small green man walked up to me. He told me the planet was called Ninko. He took me into a big building with more green people. They had three eyes and white hair. They gave me food which wasn't very nice and something to drink. It was purple and delicious! They asked me lots of questions about Earth. They had a big spaceship so we all got in. There were about a hundred aliens and me. The spaceship made some loud noises then went up into the sky and we began our journey to Earth. Then ... I woke up...

- 1 In her dream, Vicky went to another planet in a *time machine* / *spaceship*.
- 2 She saw a small planet with *a space station* / *a laboratory*.
- 3 There were *pink* / *green* aliens on the small planet.
- 4 The *planet* / *space station* she visited was called Ninko.
- 5 The people on Ninko had *green* / *white* hair.
- 6 Vicky liked *the food* / *the drink* they gave her.
- 7 Vicky travelled back to Earth with the aliens in *their* / *her* spaceship.

Writing

- 5 Imagine you visited another planet. Write a story. Say how you got there and what the planet was like. Describe the place and the people.**

.....

Learning to learn (Units 1 and 2)

How to learn irregular verbs

1 Read the list of irregular verbs and complete the table below.

IRREGULAR VERB LIST

become	<i>became</i>	fly	<i>flew</i>	make	<i>made</i>	steal	<i>stole</i>
begin	<i>began</i>	forget	<i>forgot</i>	meet	<i>met</i>	take	<i>took</i>
break	<i>broke</i>	get	<i>got</i>	put	<i>put</i>	take off	<i>took off</i>
build	<i>built</i>	get up	<i>got up</i>	read	<i>read</i>	teach	<i>taught</i>
buy	<i>bought</i>	give	<i>gave</i>	ring	<i>rang</i>	tell	<i>told</i>
come	<i>came</i>	go	<i>went</i>	run	<i>ran</i>	think	<i>thought</i>
cut	<i>cut</i>	have	<i>had</i>	say	<i>said</i>	wake	<i>woke</i>
dig	<i>dug</i>	hear	<i>heard</i>	see	<i>saw</i>	win	<i>won</i>
do	<i>did</i>	hit	<i>hit</i>	sing	<i>sang</i>	write	<i>wrote</i>
drive	<i>drove</i>	hold	<i>held</i>	sit	<i>sat</i>		
fall	<i>fell</i>	know	<i>knew</i>	sleep	<i>slept</i>		
fight	<i>fought</i>	leave	<i>left</i>	speak	<i>spoke</i>		
find	<i>found</i>	lose	<i>lost</i>	stand	<i>stood</i>		

Vowel change	Different form	Change of consonant
<i>became, ...</i>	<i>went, ...</i>	<i>built, ...</i>
No change	Ending in <i>-ought / -aught</i>	
<i>cut, ...</i>	<i>fought, ...</i>	

2 Correct the verbs in these sentences, then rewrite the sentences correctly.

- 1 I buyed some apples at the shop yesterday.
- 2 I wanted to send her a card, but I forgetted.
- 3 He falled over in the park.
- 4 They maked lots of food for the party, but no one come.
- 5 Who leaved the light on? I slepted really badly!

Multiple choice practice

1 Read the text and circle the correct answer.



When you do a multiple choice exam, read the text and then the questions and answers carefully.
Complete your answers in pencil first.
Don't guess! Leave out the answers you don't know and re-read the text again more slowly and carefully and complete the other answers.
Check that your answers make sense.

RESCUE AT SEA

On the 12th of November, two young people, Jennifer and Alan Smith, were very lucky – a helicopter rescued them from a small island in the sea.

At nine o'clock, Jennifer (17) and Alan (13) hired a boat. It was sunny in the morning, but the weather changed in the afternoon. A strong wind came up and it pushed their boat onto the rocks of a small island. There was a big hole in the boat.

Jennifer tried to phone for help on her mobile, but there was no signal. They waited and waited. Then a helicopter arrived. Jennifer and Alan waved and shouted, but the helicopter left again.

Then Alan said: "I've got an idea – let's make a fire!" They found some wood and made a fire. But the wind was really strong, and after 15 minutes the whole island was on fire!

At that moment, a lucky thing happened – the helicopter came back! The men in the helicopter saw the smoke and rescued them.

In the evening, they were back at home, and very happy. "We were really lucky," said Jennifer.

Example

- 0 A helicopter rescued Jennifer and Alan. It was in:
A November.
B December.
C July.
- 1 When the two young people hired a boat in the morning, the weather was:
A very windy.
B nice.
C awful.
- 2 In the afternoon, they had a problem with the boat. There was:
A a rock in the boat.
B not enough wind.
C a hole.
- 3 Jennifer wanted to call for help, but:
A she waited too long.
B her phone didn't work.
C she had no mobile.
- 4 Then a helicopter arrived. Jennifer and Alan gave signals with their hands and:
A laughed.
B jumped up and down.
C made a noise.
- 5 The two young people made a fire because:
A they were hungry.
B they were trying to get help.
C they were cold.
- 6 The helicopter came back and rescued them because:
A there was a fire on the island.
B they got a phone call.
C Jennifer shouted and waved.

Dialogue work

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CD1

1

Listen and circle the correct answer.

- 1 Where did Kate go last year?
 - A to Paris
 - B to London
 - C to Rome
- 2 Who did Kate go with?
 - A her sister
 - B her mother
 - C a friend
- 3 How did she get there?
 - A by car
 - B by plane
 - C by train
- 4 How long did they stay in Paris for?
 - A five days
 - B five weeks
 - C a month
- 5 What did they see in The Louvre museum?
 - A a famous painting
 - B a famous book
 - C a famous sculpture
- 6 What did she buy?
 - A some T-shirts
 - B a bag
 - C nothing
- 7 Where did she stay?
 - A in a big hotel
 - B with friends
 - C in a small hotel



2

Here are the results of a survey. Look at the chart and complete the sentences.

	Jan	Susan	Len	Don
Destination	Paris	Wales	London	Scotland
For how long	five days	two weeks	a week	three days
Who with	family	friend	family	older brother
Where stay	hotel	with aunt	cousin	youth hostel

- 1 stayed in for two weeks.
- 2 and went to and with family.
- 3 went with a friend.
- 4 and went to capital cities.
- 5 and stayed with family.

Vocabulary and Communication

Transport

1 Reorder the letters and write transport words.

- | | |
|-------------------|-----------------|
| 1 kibe = | 6 mtra = |
| 2 lnaep = | 7 riatn = |
| 3 tooersc = | 8 xita = |
| 4 rryfe = | 9 oacch = |
| 5 sub = | 10 betu = |

Sounds right The final /i/

2a Listen and complete, then listen and repeat.

- Seeing you smile makes me so
- Staying up late makes me so
- Missing my breakfast makes me so
- Waiting for hours makes me so



Feelings

2b Complete the sentences with the words below.

tired hungry happy excited bored

- Jenny didn't have any lunch. Now, she's
- Adrian won a prize. He's
- Paul flew to New York last night. Today, he's
- Nicky doesn't like her Maths lesson. She's
- John's father gave him a new skateboard. He's

Talking about holidays

3a Write questions using the words below. Add any necessary words.

- where / Fiona / go / last year / ?
- who / she / stay with / ?
- how / she / get there / ?
- she / a good time / ?
- what / she / do / ?

3b Now listen and answer the questions above.

Grammar

Past simple Negative

1 Rewrite the sentences using the word in brackets and the negative form of the underlined word.

- 1 Jan went to London. (Paris) Jan didn't go to London. She went to Paris.
- 2 She went with her sister. (mother)
- 3 She was there for a month. (five days)
- 4 She climbed to the top of The Empire State Building. (The Eiffel Tower)
- 5 She saw a show. (a film)
- 6 She bought a dress. (T-shirt)
- 7 She stayed with a friend. (in a hotel)

2 Write sentences to say what Tom didn't do last week.

- 1 ~~X~~ do his French homework
- 2 ~~X~~ tidy his bedroom
- 3 ~~X~~ visit his grandmother
- 4 ~~X~~ help his dad
- 5 ~~X~~ take the dog for a walk
- 6 ~~X~~ go to bed early

Past simple Questions and short answers

3 Write short answers for the questions below.

- 1 Did you go to a party last weekend?
- 2 Did you meet any friends in the evenings?
- 3 Did you see the last *X-Men* film?
- 4 Did your teacher give you a lot of homework yesterday?
- 5 Did your teacher arrive late for class today?
- 6 Did you read a book last week?

4 Complete the questions and answers.

- 1 the boys play football last Saturday? Yes,
- 2 Jess go to Mexico City last year? No,
- 3 Fiona go to Beijing last year? Yes,
- 4 Sarah's sister go with them? No,
- 5 Sam go to China? Yes,

Grammar

Past simple Question words

5 Complete the questions with the correct question word.

- 1 didn't you go to the party yesterday? Because I was away.
- 2 did you go? To my sister's house in Scotland.
- 3 did you get there? We went by car.
- 4 did it take? About two hours.
- 5 did you go with? My Mum and Dad.
- 6 did you do there? We saw my sister's new baby boy.
- 7 is his name? Robert, but we call him Bobby.
- 8 is he? He's only six days old.
- 9 did you come back? Last night.

6 Complete the interview with an American film star. Use the questions below.

Can I ask you – did you enjoy your time in England?

How long did your make-up take?

Did you have any problems?

When did you get there?

Why did you have to get up early?

Where did you stay?

Interviewer: Good morning, ¹.....?

Star: Yes, I had a wonderful time.

Interviewer: ².....?

Star: I arrived six weeks ago.

Interviewer: ³.....?

Star: I stayed in a really beautiful hotel.

Interviewer: ⁴.....?

Star: Well, only that I had to get up very early.

Interviewer: ⁵.....?

Star: Because I had to get to the studio at 5 o'clock in the morning for make-up.

Interviewer: ⁶.....?

Star: Make-up for my character took three or four hours.

Skills

Reading

- 1 Read the brochure and answer the questions.



EXPRESS TOUR THE LOST CITY OF THE INCAS

THREE DAYS, TWO NIGHTS



► **Day 1:** We meet you at the airport in Cusco city and take you to your hotel. In the afternoon, you have a tour of the city and see the wonderful Temple of the Sun. In the evening, there is dinner with local music and dancing for a small extra charge.



► **Day 2:** In the morning, you catch your train to Aguas Calientes.

Choose one of three different trains – the luxurious 1920s-style *Hiram Bingham*, the *Vistadome* with its huge windows so you can see the wonderful mountains or the more economical *Expedition* train.

Machu Picchu,

a UNESCO World Heritage site in the Andes, and a beautiful 15th century city.

After a short bus ride, you have a guided tour of Machu Picchu. You see the main plaza, the circular tower and the royal palace. You also have some time to explore the site alone.

► **Day 3:** Breakfast and then transport back to the airport.

This is the shortest tour we offer – see our other brochures for longer tours.

- 1 How long does the tour last?
- 2 Where is The Temple of the Sun?
- 3 Are the dinner and show free?
- 4 How many trains can you choose from?
- 5 Do the trains go directly to Machu Picchu?
- 6 Do you get a guided tour of Machu Picchu?

Listening

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CD1

- 2 Listen to Rachel talking to Harry about his holiday and answer the questions.

- 1 When did Harry visit Machu Picchu?
- 2 Where is Machu Picchu?
- 3 Did he go on a tour?
- 4 Does he speak Spanish?
- 5 When did Incas live in Machu Picchu?
- 6 Is Machu Picchu high up?
- 7 Did Harry have problems walking up Machu Picchu?
- 8 How did Harry get up the mountain?
- 9 Does Harry want to go again?

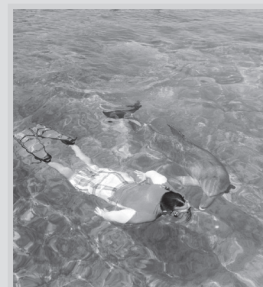


Reading

3 Read the brochure and circle T (True) or F (False) for the sentences below.



- ... spend hours under the sun or on the beach
- ... sleep in a traditional beach cabin with palm leaves on the roof and the sound of the sea
- ... climb through the forests to a beautiful waterfall and swim in the cool clear water of a natural swimming pool
- ... surf the waves back to the beach
- ... dive in the clear, clean water and watch the fish below
- ... swim with dolphins in the warm, blue sea
- ... eat traditional local food and enjoy many varieties of fish
- ... dance to tropical rhythms under the moon
- ... learn how to catch fish with your hands



- | | |
|---|-------|
| 1 Eden Resort is a place for a relaxing holiday. | T / F |
| 2 People sleep in a big hotel by the beach. | T / F |
| 3 Visitors can walk up a mountain and swim in a modern swimming pool. | T / F |
| 4 The sea is clean and good for swimming and surfing. | T / F |
| 5 People can go swimming with turtles here. | T / F |
| 6 It is possible to learn to catch fish with your hands at the Eden Resort. | T / F |

Listening

15
CD1

4 Listen to Jesse talking to Leo about his holiday at Eden Resort and circle the correct verbs.

- | | |
|---|---|
| 1 Jesse <i>had</i> / <i>didn't have</i> a good time on holiday. | 5 Jesse <i>ate</i> / <i>didn't eat</i> a lot. |
| 2 Leo <i>went</i> / <i>didn't go</i> to the same place last year. | 6 Jesse <i>slept</i> / <i>didn't sleep</i> well. |
| 3 Jesse <i>visited</i> / <i>didn't visit</i> the waterfall. | 7 Jesse <i>enjoyed</i> / <i>didn't enjoy</i> diving. |
| 4 Jesse <i>swam</i> / <i>didn't swim</i> with dolphins. | 8 Jesse <i>wants</i> / <i>doesn't want</i> to go again. |

Writing

5 Write an email to a friend about a holiday – real or invented. Say if it was good or bad.

.....

.....

.....

UNIT 4

He's cooler than you

Dialogue work

16
CD1

1 Listen to James and Tina and circle T (True) or F (False) for the sentences below.



- | | |
|---|--------------|
| 1 There was a documentary on TV last night. | T / F |
| 2 It was about a rock group. | T / F |
| 3 Tina prefers rock music to pop music. | T / F |
| 4 James thinks pop music is better than rock music. | T / F |
| 5 Queen had twenty singles that went to number one. | T / F |

2 Complete the mini-dialogues with words from the box.

more love like prefer (x2) think don't

- 1 **A** Do you ¹..... rap music?
B No, I ²..... classical is better.
- 2 **A** I think French is ³..... interesting than Maths.
B Really? I ⁴..... Maths to French.
- 3 **A** I ⁵..... Italian food.
B Oh, I think Chinese food is better!
- 4 **A** Do you ⁶..... blonde or brown hair?
B I ⁷..... mind!

3 Look at Theo's likes and dislikes and write questions and answers.

	<i>music</i>		<i>sports</i>		<i>subjects</i>	
Theo	classical	✓	basketball	✗	Maths	✓
	pop	✗	football	✓	History	✗
					Science	✗
					Art	✓

- | | |
|--|--|
| 1 A <i>Do you like pop music, Theo?</i> | B <i>No, I don't. I prefer classical music.</i> |
| 2 A | B |
| 3 A | B |
| 4 A | B |

Vocabulary and Communication

More adjectives

1 Read the descriptions and write the correct adjectives.

- 1 When a person makes you laugh a lot. f _____
- 2 When someone is nice and has a good personality. a _____
- 3 Someone who is pleasant to other people. n _____
- 4 When someone likes being with other people and talking to them. f _____
- 5 The opposite of stupid. i _____
- 6 Something that isn't boring. i _____
- 7 The opposite of ugly. b _____

2 Complete the text about a videogame with the correct comparative form.



THE UNDISCOVERED LAND

Deep under the earth's surface there are many mysteries. Go ¹ *deeper* (deep) down and you will find an undiscovered land. And then go ² (deep) still, where the world is even ³ (dark), ⁴ (exciting) but also ⁵ (dangerous). Here you will find a key that will take you to the Lost World of Atlantis.

The young adventurer Milo wants to find out about this secret. But there are dangers that are ⁶ (bad) than he can imagine. Only you can help him to find the key and

to fight animals that are ⁷ (terrible) than any others on Earth. Only you can help him to find a ⁸ (fast) way to help his friend, Princess Leonie.

Grammar

Comparisons (1 and 2)

1 Write the comparative form of these adjectives in the correct column.

happy dark cold good old sleepy sad bad noisy sunny long

+ er	y +ier	Double letter +er	Irregular

2 Reorder the words and write sentences.

- | | |
|---|--|
| 1 was / than / Yesterday / today / sunnier / .
..... | 5 darker / Her / my / hair / hair / is / than / .
..... |
| 2 is / than / yesterday / Today / windier / .
..... | 6 brother / My / than / taller / me / is / .
..... |
| 3 hotter / Yesterday / today / was / than / .
..... | 7 me / is / than / She / bigger / .
..... |
| 4 My / prettier / is / than / sister / me / .
..... | 8 He / me / is / at / than / better / Maths / .
..... |

3 Complete the sentences with the comparative form of the adjectives.

- Some people say Istanbul is (beautiful) than London.
- I don't know which city is (expensive)
- I think French is (difficult) than English.
- The book about Mexico City was (interesting) than the one about London.
- I think London is a (exciting) city than Rome.

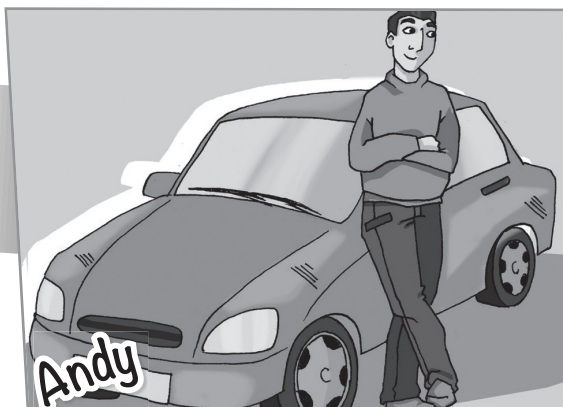
4 Write comparative sentences or questions.

- Susan / happy / today / yesterday?
- Mary's smart phone / expensive / my mobile.
- The cartoon / today / funny / yesterday.
- your spelling / bad / my spelling?
- February / often / rainy / July.
- girls / with glasses / intelligent?

Grammar

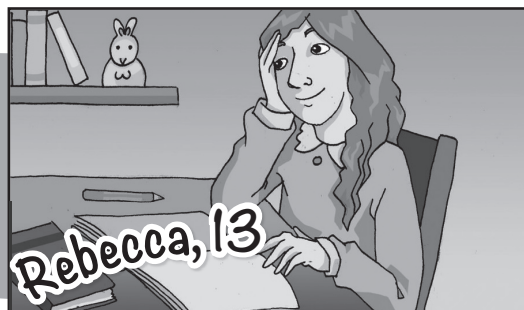
Comparisons (3)

- 5 Look at the pictures and write sentences, using *as.....as* and the words in brackets.



- 1 (tall) Fred isn't
- 2 (athletic) Andy isn't
- 3 (big) Fred isn't
- 4 (fast) Andy's car isn't
- 5 (expensive) Andy's car isn't
- 6 (new) Andy's car isn't

- 6 Complete the sentences with the correct form of the adjective in brackets.

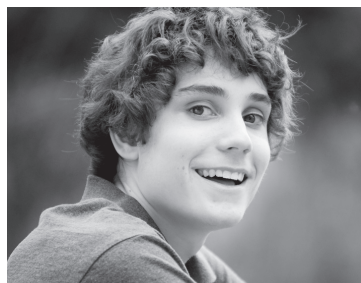


- 1 (old) Rebecca is as as Robyn.
- 2 (curly) Her hair is a bit than Robyn's.
- 3 (good) Rebecca isn't as at games as Robyn.
- 4 (athletic) Robyn is than Rebecca.
- 5 (good) She is than Rebecca at tennis.
- 6 (fast) She can run than Rebecca.

Skills

Reading

- 1 Read about Ricky's holiday on safari and answer the questions below.



On the last day of our trip, we were really lucky. We saw some cheetahs, a mother with her three cubs. They usually have three or four babies.



We looked at them through binoculars because we didn't want to disturb them. The females usually live alone or with their cubs but the males live in small groups with their brothers. Cheetahs are like leopards but are slimmer and faster. A cheetah can run up to 120 kilometres an hour but only for short distances.



We also saw a lot of giraffes. The adults can be five or six metres tall and even a new-born baby (a calf) is about one metre eighty – that's almost as tall as my dad! Giraffes live longer than a lot of animals – as long as twenty-five years!

I've got lots of photos on my phone. Come and see me after class if you want to see more!

- 1 When did Ricky see the cheetah?
- 2 How many cubs did the mother cheetah have?
- 3 Are leopards faster than cheetahs?
- 4 How fast can cheetahs run?
- 5 What other animals did they see that day?
- 6 How tall can an adult giraffe be?
- 7 Do giraffes live longer than other animals?
- 8 Where are Ricky's other photos?

Writing

- 2 Find out about another wild animal, make notes and write a comparison with other animals which are similar.

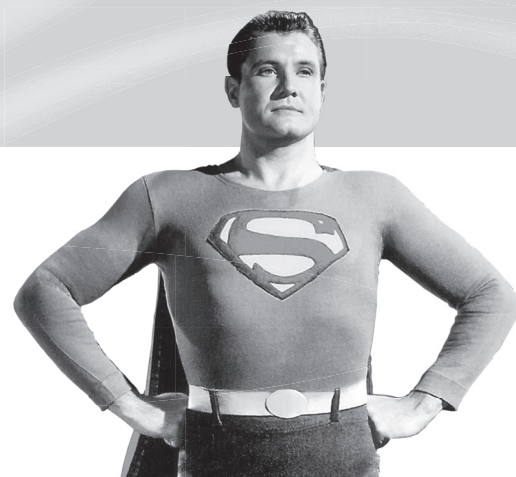
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Reading

3 Read the text below and write *Superman* or *Batman*.

Are you a Superman fan or a Batman fanatic?



Some people think that Superman has more impressive super powers than Batman. He can fly, he can see through walls and he can move faster than sound. But what about Batman's amazing Batmobile, which is faster than anything on Earth? And he uses technology and his intelligence to fight against evil. Batman is also more human than Superman, who comes from a different planet. Batman is richer than Superman, who has to work. Superman is a bit older than Batman – he first appeared in 1938. Both superheroes appeared in comics and books before films and TV.

- | | |
|---|--------------------------|
| 1 Who can fly? | 4 Who is richer? |
| 2 Who can move faster than sound? | 5 Who has to work? |
| 3 Who uses more technology? | 6 Who is older? |

Listening

17
CD1

4 Carol and Ted are looking at sketches for two new superhero comic strip characters. Listen and circle the ones they choose.



1



2



3



1



2



3

Writing

5 Find out about another two superheroes and write a short text to compare them.

.....

.....

.....

Learning to learn (Units 3 and 4)

Taking accurate notes

Before you listen and take notes, ask yourself what the point of the exercise is.

Are you taking notes for:

- precise information? For example, to fill out a form or:
- for general information? For example, to describe a situation.

1 Work with a partner. Decide which one of you will read text A or text B. Listen to your partner as they read their text and take notes on the following things:

- 1 How does the person feel who is writing the letter?
- 2 Why do they feel like this? Then change roles.

A

Hey Simon!

I am so excited because I went to Prague last week and it was great – really amazing! There are lots of interesting places to visit. I went everywhere – Charles Bridge, Prague Castle, the National Museum. It's a fantastic place. Let's go together next time! I want to go back in the summer. It was a bit cold last week. It rained quite a lot too so I didn't spend much time in the parks. But it was still a great holiday! Save some money and we can go together next July!

Max

B

Hi Ellen!

Sorry I'm quiet today but I am totally exhausted. I got back from London last night and I feel awful. I think I caught a cold when I was there. London is an exciting city, but it was so cold! It rained every day and it got dark very early. On my second day there I got really wet. I think that's why I got sick. I tried to visit places like Leicester Square and Big Ben, but I felt so sick that I didn't enjoy it much. Maybe I'll go somewhere hotter next year – like Cyprus where your aunt lives. Maybe we can go together?

Maria

2 Read the emails again, this time in detail. Take notes and complete the information in the table.



Write down specific words and expressions, for example, place names and nouns. Organise your notes, divide them into positive and negative facts. Use nouns and adjectives. Write important words in capital letters.

	Text A	Text B
Names
Places visited
Positive things
Negative things

Exam skills 2

Listening and completing forms

- 1** In some exams, you will have to listen to a conversation or a registered announcement and complete a form with the required information.

Complete the exercises below.



Listen carefully to the information you need to complete the form – times, prices, names, numbers etc.
Don't worry if you don't understand everything. Concentrate on the bits of the dialogue that give you the necessary information.
During the second listening, complete the answers with the missing information and check the answers you wrote during the first listening.

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CD1

- 2** Listen and complete.

A

Blue lagoon
TRAVEL AGENCY

Customer's name: Sue ¹

Number of passengers: ²

She wants to travel to: ³

Dates of holiday: from ⁴
to ⁵

Price: £ ⁶

B

**The ¹
HOTEL**

², London Road, Oxford

Phone: ³

Price: All rooms £ ⁴ a night, including
⁵



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CD1

- 3** Listen and complete.

A

DEPARTURES

Destination: Washington

Flight number ¹

Departure gate number ²

Departure time **11:08**

B

*The ¹
Indian restaurant.
In Bridge Street,
next to Plaza
²*

*The Taj Mahal.
near the
³*

*Closes at
⁴*


Dialogue work


20
CD1


1 Listen to Nate talking about what he's going to do and answer the questions.

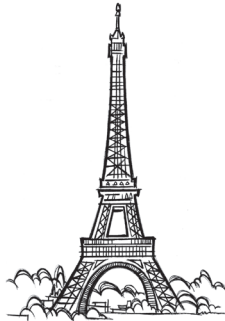
- 1 What does Nate want to be?
- 2 What is he going to start doing?
- 3 What is he going to help with?
- 4 What kind of journalism does Nate want to do?
- 5 Is Nate good at sports?


2 Where are these people going to go on holiday? What are they going to see? Follow the lines and write sentences like the one below.


Big Ben - London


The Brandenburg Gate - Berlin


The Colosseum - Rome


The Eiffel Tower - Paris


The Statue of Liberty - New York

The Beechums

The Smiths

Frank

Susan

Mandy

The Beechums are going to visit Paris. They are going to see the Eiffel Tower.

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Vocabulary and Communication

Jobs in the house

1 Label the photos below.



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....



9.....

Talking about intentions

2 Write your diary for next week saying what you are going to do.

watch DVDs
do a sport
finish your homework
meet friends
tidy your bedroom

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Grammar

Be going to



APRIL
2nd week



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning	Sleep!	Sleep!	Sleep!	Sleep!	Sleep!	Shopping for party food	Sleep!
afternoon	Sports club volleyball practice	Do the shopping with Mum (boring!)	Sports club volleyball game	???	Buy new jeans and T-shirt	Tidy my room and help Mum	Sleep!
evening	Meet Joe at the youth club	Go out for pizza	Visit grandad with Mum	Meet the girls at the shopping centre	Cinema with Joe	Party at home – my birthday!!	Watch TV?

1 Look at Emma's plans for the week and:

(a) answer the questions.

- 1 Is she going to sleep every morning?
- 2 Is she going to have a pizza on Tuesday?
- 3 Is she going to play volleyball on Wednesday?
- 4 Is she going to visit her grandad on Monday?

(b) answer the questions.

- 1 What is she going to do on Friday afternoon?
- 2 When is she going to have a party at home?
- 3 Who is she going to help on Saturday?
- 4 Where is she going to meet the girls?

(c) complete these sentences.

- 1 On Monday evening, she.....
- 2 On Wednesday evening,
- 3 On Saturday afternoon,
- 4 On Monday morning,

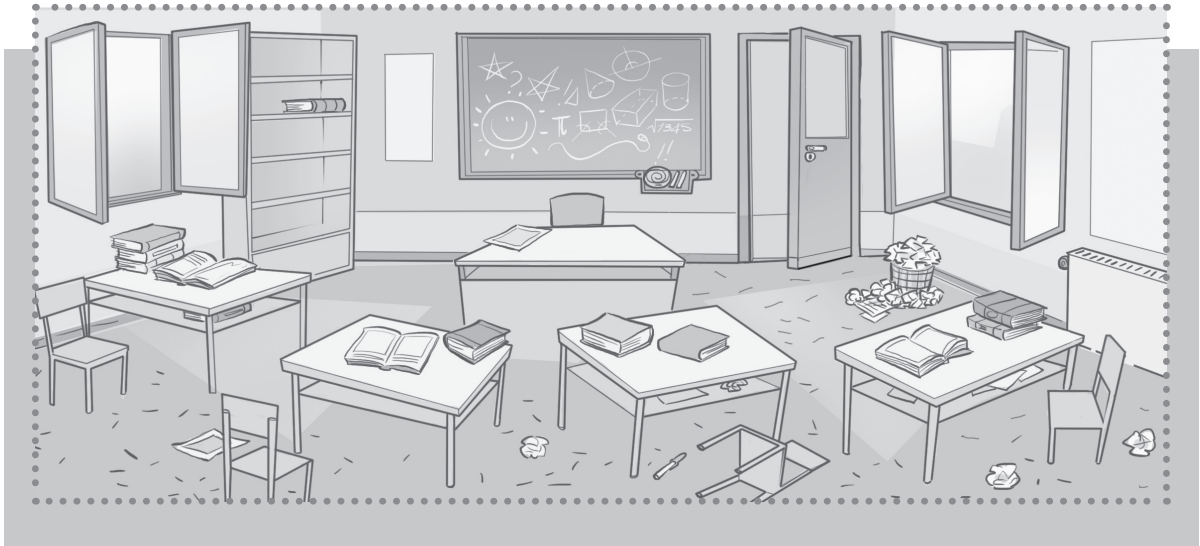
(d) complete the gaps.

- 1 On Tuesday afternoon, she do the shopping with Mum.
- 2 She sleep on Saturday morning.
- 3 What do on Friday afternoon?
- 4 When to meet Joe at the youth club?
- 5 She play volleyball on Tuesday.

Grammar

Have to

- 2 Look at the picture of a classroom and write what the class has to do before they leave.



- 1 clean / floor
- 2 collect / rubbish
- 3 put out / rubbish
- 4 tidy / desks
- 5 clean / board)
- 6 put / shelf)
- 7 close / windows
- 8 dust / shelves

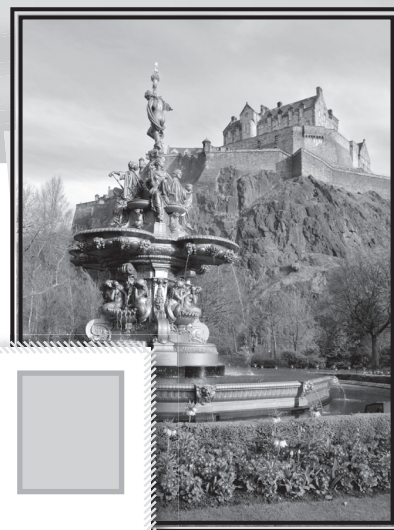
- 3 Write sentences to say what Sue *has to do* and *doesn't have to do*.



- 1 tidy her room ✓
- 2 put her clothes away ✓
- 3 do the ironing ✗
- 4 do the the washing-up ✓
- 5 make tea ✗

- 4 Circle the correct word to complete the sentences.

- 1 You *have to* / *has to* eat your breakfast!
- 2 Don *doesn't have to* / *don't have to* go to school today.
- 3 *Do* / *Does* Josie *have* / *has* to make her bed?
- 4 I *has to* / *have to* do my homework now.
- 5 They *don't have to* / *doesn't have to* go to bed at ten.



Reading

1 Read the text and answer the questions.

Hi Tom,
Guess what?
I saw Brad Pitt yesterday.
I know you're not going to believe me, but it's true.
They're making a horror film here in Edinburgh, and he's in it!
I took a photo of him and I'm NOT going to show it to you, because you
never believe anything I say! (I'm going to give it to Lisa!)

See you soon!
Roland

- 1 Where is Roland?
- 2 What is Brad Pitt doing there?
- 3 Why isn't Roland going to show the photograph to Tom?
- 4 Who is he going to give the photograph to?

Listening

21
CD1

2 Tom is talking to Roland. Listen and number the dialogue in the correct order.



- Roland** Why do you have to go?
- Roland** Who's going to be there?
- Roland** Hi, Tom! Did you get my text about the party?
- Roland** But you're going to Scotland next weekend. Is that correct?
- Roland** I'm sure it's going to be fine. It's a shame you can't come to the party though.
We're going to have fun!
- Tom** There's a big family party.
- Tom** Yes, we're going to visit my aunt and uncle. I have to go.
- Tom** All my relatives. It's not going to be much fun but never mind!
- Tom** Yes, I did.

☐

☐

☒

☐

☐

☐

☐

☐

☐

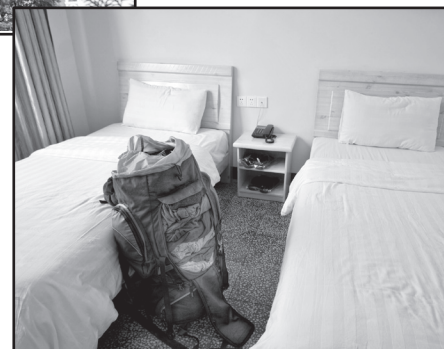
☐

Reading

3 Read the text and answer the questions.

Youth Hostels

Youth hostels began in Germany in 1909 so young people could travel without spending too much money. The first hostels were very simple. They didn't have single rooms. People slept in big rooms with lots of beds called dormitories. There was one room for boys and another for girls. Bathrooms were large with many baths and showers in one room. In some places, there were separate hostels for boys and girls. Everybody had to help with the washing-up or the cleaning. There were very strict rules about the time you had to be back in the hostel – no late nights! No cars or motorbikes were allowed – you had to walk or ride a bike. A lot of things are different now.



- 1 What was good about staying in a Youth Hostel?
- 2 What was different about Youth Hostels in the past?
- 3 Did people have to do jobs in the Youth Hostels?
- 4 What rules were there?

Listening

22
CD1

4 Soninha is going to London and wants to know about a Youth Hostel there. Listen and circle Yes or No below.

- | | | |
|---|-----|----|
| 1 Do you have to be a member to stay in a Youth Hostel? | Yes | No |
| 2 Is it cheaper if you are a member? | Yes | No |
| 3 Are single rooms available? | Yes | No |
| 4 Do you have to bring your own sheets? | Yes | No |
| 5 Do you have to help around the hostel? | Yes | No |
| 6 Do you have to be back at a certain time? | Yes | No |

Writing

5 Write an invitation to a friend asking him/her to visit you for the weekend. Describe what you are going to do.

Dear ,
 Would you like to
 We are going to
 Let me know!

Dialogue work

23
CD1

1 Sean and his sister, Valerie, are doing their homework. Listen and circle T (True) or F (False).

- | | |
|---|-------|
| 1 Sean can't do his Maths homework. | T / F |
| 2 Valerie is good at Maths. | T / F |
| 3 Sean read the question two times. | T / F |
| 4 Sean didn't read the second part of the question. | T / F |
| 5 Valerie is doing her Maths homework. | T / F |



24
CD1

2 Complete the dialogue with words from the box, then listen and check.

must (x2) easily slowly quickly numbers good can't carefully (x3)

- Sean** Val!
- Valerie** What's the matter, Sean?
- Sean** I ¹..... do this Maths problem. It's impossible. I'm trying different ways, but I always get stuck. You're ²..... at Maths. Can you help?
- Valerie** Let me see. Mm. Did you read the question ³.....? You know you sometimes read things very ⁴..... and then you don't understand correctly.
- Sean** Yes, I read the question ⁵..... and ⁶..... – three times!
- Valerie** OK. Did you add all these ⁷..... together?
- Sean** Yes, and then I divided the total by six.
- Valerie** Yes, that's right. What about this part of the question?
- Sean** What part of the question?
- Valerie** Here on the next page.
- Sean** What? I didn't see that!
- Valerie** You really ⁸..... learn to read all the questions before you start.
- Sean** Ah! Now I get it – I can do it ⁹..... now.
- Valerie** Good! And I can get on with my French homework – I ¹⁰..... finish it tonight, I've got French first class tomorrow.
- Sean** Thanks for helping me.
- Valerie** Any time – but please read the questions ¹¹..... before you ask for help again!

3 Answer the questions.

- 1 Do you read slowly or quickly?
- 2 Do you write well or badly?
- 3 Do you speak loudly or quietly?
- 4 Do you do your homework carefully?

Vocabulary and Communication

School subjects

1 Complete the sentences with the names of school subjects.

- 1 You can learn new words in and lessons.
- 2 You learn about chemicals in lessons.
- 3 You use maps in lessons.
- 4 You probably sing in lessons.
- 5 You sometimes use paint in lessons.
- 6 lessons are sometimes in the gymnasium.
- 7 Dates are often part of lessons.
- 8 You work with numbers in lessons.
- 9 You use a computer in lessons.
- 10 You probably use a computer to draw in lessons.

Careers

2 Re-order the letters under the photos and write the names of the correct jobs.



1.....



2.....



3.....



4.....



5.....



6.....

Sounds right /ʌ/ /u:/

3 Listen and circle the word in each group with a different sound.

must do much

through Monday Sunday

Grammar

Must / mustn't

1 Write sentences using words from the columns.

To be healthy, you...

must mustn't	eat take get	a lot of	vegetables. fried food (chips etc.) fruit. sleep. exercise. white meat and fish. sweets.
-----------------	--------------------	----------	--

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

2 Look at the pictures and write the rules for staying in student accommodation.



1 play / loud music

.....
.....



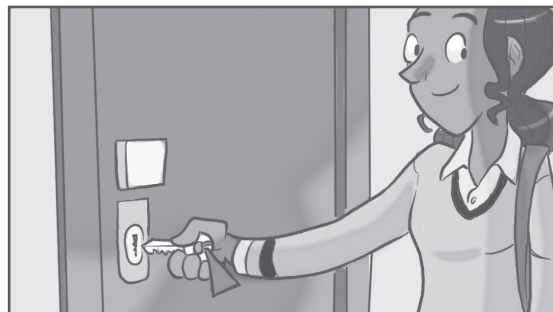
2 report / problems / manager

.....
.....



3 games / corridor

.....
.....



4 lock / front door

.....
.....

Grammar

Adverbs of manner

3 Circle the correct word to complete the sentences.

- 1 We were playing *happy / happily* in the park.
- 2 My sister plays the violin *good / well*.
- 3 Our teacher gave us a really *easy / easily* test.
- 4 I always try to be *polite / politely*.
- 5 The boy shouted at the old man *rude / rudely*.

4 Complete the sentences with the adverb of the word in brackets.

- 1 Martin plays basketball (good).
- 2 The new DVD player works (perfect).
- 3 They ran (quick) and arrived before us.
- 4 She walked (slow) home.
- 5 He speaks English (bad).
- 6 She can do Maths (easy).
- 7 He does things (careful).

5 Complete the sentences with words from the box below.

fast (x2) quiet/quietly angry/angrily easy/easily careful/carefully quick/quickly
good/well sad/sadly slow/slowly loud/loudly

- 1 The band played very and now I've got a headache!
- 2 She finished her homework because she wanted to go out.
- 3 That was a very film! I cried!
- 4 She's a really runner. She always wins races.
- 5 Mum was when we arrived home late.
- 6 He plays tennis really He's number one.
- 7 He walked too She had to run behind him!
- 8 He's a driver. He never has accidents.
- 9 She didn't want to arrive early. She walked
- 10 He's very He won the race
- 11 We live in a country village. Nothing ever happens!
- 12! Come here! Look at that bird, it's beautiful.
- 13 The dog was very small. She carried it
- 14 The new girl was very shy. She spoke to the teacher
- 15 He was screaming
- 16 I'm a eater, I take a long time to eat my dinner.
- 17 His mother spoke to him She was upset he was leaving.
- 18 The music is too Turn it down!
- 19 Wow! That wasn't an exercise!

Reading

1

You read about floating schools in Unit 1, Culture, of your Student's Book.

Read more about these schools and who started them, then answer the questions below.

Photos of Floating Schools



When he was young, Mohammed Rezwan knew a lot of children who didn't get any education because of the floods in Bangladesh so he decided to keep them above the water – on a boat. He got money from businesses and friends to start the first school boat in 2002. Now there are almost a hundred boats. They travel slowly along the rivers, giving lessons to thousands of children, six days a week. The boats stop at villages along the shore and collect children who are more or less the same age and level. When the classroom is full – about thirty children – the lessons begin. After classes, the children must go back to their homes. Then, the boat picks up more children. Each boat has three groups of students each day. These school boats are simple and use electricity from solar panels. They have computers, DVD players, a CD player and use the web. But, most importantly, they have teachers and hundreds of books.

- 1 Why did Mohammed Rezwan want to do something about the problem?
- 2 What was his solution?.....
- 3 When did the first school boat start?.....
- 4 How many are there now?.....
- 5 How many days a week do the school boats function?.....
- 6 How big are the classes?.....
- 7 Can students use computers on the boats?.....

Listening

26
CD1

2

Rupa is from Bangladesh. She lives in a village. Listen and circle T (True) or F (False) for the sentences below.

- | | |
|--|-------|
| 1 Rupa doesn't like school. | T / F |
| 2 The rains last from June to October. | T / F |
| 3 She often didn't go to school. | T / F |
| 4 She has classes for six hours every day. | T / F |
| 5 She must help at home. | T / F |
| 6 Her favourite subjects are Music and Information Technology. | T / F |

Listening

27
CD1

3 Listen to Mike and Sam talking about a history project and answer the questions.

- 1 What did Sam do for his history project?
- 2 Where did he record the answers?
- 3 Who gave the best answers?
- 4 Where did his grandfather go to school?
- 5 What must Mike wait to see?

Reading

4 Read the texts about Sam's family and write the correct name.

Sam's grandad: My first school was really boring. I can't remember anything that happened there. Well, one day our teacher took us to stand beside the road in front of the school. The young Queen Elizabeth and her husband, the Duke of Edinburgh, drove slowly past. They were friends with a very rich family that lived near the school. They stopped and waved to us for a minute or two. They were just in front of me and she called out "Hello everyone", then they drove off.

Sam's mother: I remember when I was about six, there was a school play. I loved it. I don't think I understood very much though. We wore long dresses and we had beautiful hats. I looked wonderful. We had to dance around and sing a song – I can still remember the tune, but not the words – something about trees and animals, I think!

Sam's brother: I remember we went out one day to visit the local bus station near the school. It was a Geography lesson and we wanted to find out about bus timetables and where the buses went but I was more interested in the buses themselves. I remember the driver let me look under the bus. It was really dirty and I loved it. I think Mum was scared when I came home and told her 'I went under a bus today!'



- 1 Who says primary school was boring?
- 2 Who was in a car?
- 3 Who wore a hat?
- 4 Who said 'Hello, everyone.'?
- 5 Who sang about trees and animals?
- 6 Who was studying Geography?

Writing

5 What is your best memory of primary school? Write a short paragraph about it.

.....

.....

.....

Learning to learn (Units 5 and 6)

Letter writing

Before you start writing a letter, think about who you are writing to. Is it:

- a formal letter? For example, an enquiry to a secretary of a school.
- informal or friendly? For example, to a friend.

1 Look at these letters. Which one is formal and which informal?

A

Flat 4
16, George Square
London SW2 3SB

16th June 2010

Dear Sir/Madam,

I am interested in receiving information about your summer school courses in August. Please could you send me an information pack to the address above?

Yours faithfully,
Michelle Williams

B

Dear Simon,

Hi! How are you? Are you having a good time at home? Mum told me that it is hot and sunny. Also, Megan sent me a postcard last week and said that you are working at the swimming pool over the holidays – that's great! I'm having a brilliant time here at holiday camp. Everyone is really nice. It's really hot too, so we go swimming every day. There's a big rope over the river that we can swing on – I love it!

See you soon!

Love,
Anne

2 Underline the formal expressions in blue and the informal ones in red in the two letters. Then compare your answers with another student.

E.g.: *Dear Sir* is formal. *Hi* is informal.

3 You have seen this announcement and want to have information about a summer camp. Write a formal letter.

Make the most of your summer!
Come and work at:
Adventure First Holiday Camp
All applications to Anne Hazlewood:
35, Summerhill Road
TQ9 5DF Totnes (UK)

Tip

Write your address and the date in the top right of the letter.
Use *Mr*, *Miss*, *Mrs* or *Ms* before the surname of the person or *Dear Sir* or *Madam*.
Don't use informal expressions like *Hi!* or *See you soon*.
End the letter with *Yours sincerely* if you know the person you are writing to or *Yours faithfully* if you don't know them.

Exam skills 3

Completing a dialogue

1 Complete the dialogues.
Choose between A, B or C.

Tip

Read the questions for each conversation carefully.

Imagine the situation. Who is asking the questions? What do they want?

Think about similar conversations that you know from your lessons at school. Check your answers carefully.

2

You are at a birthday party. Introduce yourself to two other guests. Ask their name, age, where they are from, what school they go to. Invent their answers and write the dialogues.

Tip

Note the number of people in the dialogue.

Write the specific questions required by the conversation: How old are you? etc

Organise your work clearly with the correct punctuation:

Me:

Guest 1:

Guest 2: etc

- 0 Hi Jenny. How are you?

A I'm fine. ☒

B I'm from London. ☐

C I'm Tom's sister. ☐

1 Where were you yesterday?

A I was really hungry. ☐

B I was at the theatre. ☐

C It was a great film. ☐

2 What was the film like yesterday?

A It was quite funny. ☐

B Then I was at a disco. ☐

C John was there too. ☐

3 Why didn't you phone me?

A No, I didn't. ☐

B I didn't have time. ☐

C The phone rang at 6. ☐

4 Did you go to the cinema later?

A Yes, I did. ☐

B I spoke to her. ☐

C Not when I was there. ☐

[illegible]

Dialogue work

28
CD1

1

Listen to Alan and Joe and complete the dialogue.

have to I'm going Shall I to do are you doing they're giving Sports you want
at the same time how about at 10.30 fun

- Alan** What ¹..... on Saturday, Joe?
- Joe** Not much. ²..... to a school party in the evening, that's all.
Why? Are you doing something interesting?
- Alan** The ³.....centre is having a *Give it a Go Day*.
- Joe** A what day?
- Alan** Give it a go! It means you can try out sports you don't usually do.
- Joe** That sounds ⁴..... ! What kind of thing?
- Alan** They're having kickboxing classes and indoor climbing. I'm going ⁵.....
karate in the morning. Would you like to come?
- Joe** Yeah, but I'm not doing karate.
- Alan** Then ⁶..... skating?
- Joe** Is it on ice?
- Alan** No, there isn't an ice rink, but ⁷..... roller-skating classes.
- Joe** Do I ⁸..... have skates?
- Alan** No, you can borrow mine.
- Joe** How do I book the lesson?
- Alan** Just phone, give your name and say what ⁹..... to do.
- Joe** OK.
- Alan** I think the skating and karate classes are ¹⁰..... , so we can go together.
My dad's taking me in the car.
- Joe** ¹¹..... come round to your house, then? What time?
- Alan** The activities start ¹²..... , so come round about 10.
- Joe** OK. Great. See you on Saturday!

2

Answer the questions.

- 1 What is Joe doing on Saturday?
- 2 What does 'Give it a Go' mean?
- 3 What is Alan trying out?
- 4 When is it?
- 5 Does Joe want to do that?
- 6 How are the boys getting there?
- 7 What time do the activities start?
- 8 What time is Joe going to Alan's house?

Vocabulary and Communication

Sports

1 Read the clues and write the name of the sport.

- 1 a ball game played indoors in teams of six, each side of a net v.....
- 2 a form of exercise, usually done to music a.....
- 3 two martial arts k..... and k.....
- 4 a game played by two or four people, indoors or outdoors, where you hit a ball over a net t.....
- 5 a sport with a cycle where you ride off the road m.....b.....
- 6 a water sport you do on a board s.....
- 7 a ball game played in teams of eleven b.....
- 8 a sport using a bike c.....

Talking about future plans

29
CD1

2 Complete the dialogue, then listen and check.

helping doing going finishing

- | | |
|--|---|
| 1 Martin What are you doing on Saturday, Tom? | 2 Sue What are you ¹ this evening? |
| Tom Nothing much. I'm watching some old DVDs. | Laura I'm ² my essay for English. |
| Martin Aren't you going to the cinema? | Sue Really? |
| Tom No, there's nothing new. What are you doing? | Laura Why don't you do yours too? We could help each other. |
| Martin I'm ¹ into the city centre with some friends. | Sue I'm sorry, I can't. I'm ³ my dad with his new computer. |
| Tom Sounds good. Can I come? | |
| Martin Sure! Good idea! | |

Making suggestions

3 Use the words below and write complete sentences.

- 1 Let's / beach / this afternoon.
- 2 Shall / tennis / Sunday?
- 3 Would you / like to come / club / Saturday evening?
.....
- 4 Why don't we go / a walk / park / this morning?
.....

Grammar

Time prepositions *on, at, in*

1 Answer the questions using *in, on* or *at*.

- 1 Which year were you born? *On the*
- 2 When is your birthday? (month)
- 3 What day is your birthday?
- 4 What time do you usually get up on weekdays?
- 5 What time do you usually get up on Sundays?
- 6 When do you usually watch TV?
- 7 When do you have English classes?
- 8 When did you start English? (year)
- 9 When do you do your homework?
- 10 When do you do sport?

Present continuous for future

2 Look at the chart and write what Harry and Mary are doing this week.

	Harry	Mary
meet friends tomorrow	✓	
stay at home on Sunday	✓	
play volleyball tomorrow		✓
do homework on Saturday		✓
go to the sports centre on Saturday	✓	
go to a party at the weekend	✓	

- 1 *Harry is meeting friends tomorrow.*
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....

3 Use the words below and write complete sentences.

- 1 I / watch / volleyball match / Saturday.
- 2 Bill / birthday / 16th June / He / have / party.
- 3 Fred's birthday / August / He / go / USA.
- 4 My grandfather / come / eight-thirty.
- 5 We / play / tennis / tomorrow.

Grammar

4 Complete the dialogue with the positive or negative form of the verb in brackets.



- A** There is a Sports Tournament is at the gym next week.
- A** Pat ¹..... (play) in a volleyball match on Monday.
- B** No, she ²..... (not play) volleyball, she ³..... (play) basketball.
- A** The girls ⁴..... (wear) their new shirts for the match tomorrow.
- B** No, they ⁵..... (not wear) the new shirts tomorrow, they ⁶..... (wear) them on Saturday for the final.
- A** Pat ⁷..... (organise) a party for the team at the sports club on Saturday.
- B** No, she ⁸..... (not organise) a party at the sports club, she ⁹..... (organise) a party at the youth club.
- A** They ¹⁰..... only (invite) the finalists on Saturday.
- B** No, they ¹¹..... only (not invite) the finalists, they ¹²..... (invite) all the teams.

5 Complete the questions and write your own short answers.

- 1 (go) you to the cinema this weekend?
- 2 (play) you tennis this weekend?
- 3 (go) your teacher on holiday next month?
- 4 (visit) you your grandmother next week?
- 5 (have) you lunch in a restaurant this weekend?
- 6 (watch) you TV this evening?

6 Read the sentences below and correct them.

- 1 My sister's birthday is in January 6th. My sister's birthday is on January 6th.
- 2 I'm going to Jean's party at the evening on Friday.
- 3 The programme is starting on nine o'clock.
- 4 We arrived in the USA on 2012.
- 5 She is visiting her grandmother in Saturday.
- 6 They are having lunch in one o'clock.

Reading

1 Read the text and complete the sentences below.

Careers

**FOR ALL STUDENTS
WHO ARE INTERESTED
IN A CAREER IN SPORT!**

**Come to the sports
careers fair after school
on Tuesday
at 6.30!**

Different people talk
about careers in sport.

Please read the programme
and book with the careers
teacher, Ms Trott,
in Room U16.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Programme

'Sport For You!'

Local football star, Steve Baring, is talking about playing Premier League Football in Room 1 at 6.30. Please arrive on time for this talk as it is going to be popular.

Emma Fielding is talking about sports medicine in Room 2 at 7 pm. She is the physiotherapist for the local football and rugby teams. She is bringing two of her assistants so you can speak to them directly about their work.

Lieutenant Sarah Harding is talking about life as a PE instructor in the Royal Navy at 7.30 in Room 4. She is also showing films of her experiences around the world. It should be interesting!

Sykes and Co make light, modern sports equipment. Their owner, Toby Sykes, is talking about how the factory operates at 7.30 in Room 1. He is also showing a film about how the various machines and computers they use test and produce the latest types of equipment. It should be fascinating. If you are interested in computers and sport, come to this talk!

- 1 Lieutenant Harding is talking in Room at She is showing a of her experiences from around the
- 2 Steve Baring is in Room at He is about
- 3 Emma Fielding is talking about You can also speak to two of her about their work.
- 4 Toby Sykes' talk is at in Room The talk is about how his operates. His talk also includes a

Skills

Listening

30
CD1

- 2 Listen to these students discussing the talks from Exercise 1 and write the name of the one they attended. Choose from the list below.

PE instructor Sykes and Co - a sports equipment factory Sports medicine Footballer

Melanie: Kate: Darryl: Holly:

31
CD1

- 3 Listen again and complete the sentences.

- 1 Melanie isn't really interested.....
- 2 Kate thought the PE instructor was
- 3 Before the talk, Darryl didn't know what he
- 4 Holly isn't good at but it isn't a problem for this job.

Reading

- 4 Read Alan's email to his friends telling them more about *Give it a Go Day* and circle T (True) or F (False) below.

Give it a Go!



Email Message

From:

Hi everybody!

Hope you're feeling fit and well! I'm writing to tell you about the great event at the sports centre on Saturday. It's the *Give it a Go Day*. The sports centre staff are offering us the chance to try out activities we don't usually do. There are all kinds of things! Activities start at nine o'clock in the morning and continue until nine in the evening. You don't have to know anything about the sport you want to try. They're providing expert trainers and equipment.

Why don't you bring your family along as well? Let's all have a good time! I have all the information here so if you have any questions, send an email or text me.

Alan

- | | |
|---|-------|
| 1 Alan is writing to one person. | T / F |
| 2 The special day is on Saturday. | T / F |
| 3 The activities last for twelve hours. | T / F |
| 4 You need to be good at all types of sports. | T / F |
| 5 The sports centre is providing equipment. | T / F |

Writing

- 5 Write an email to a friend inviting him/her to *Give it a Go Day*. Say which new sports you are doing.

.....

.....

Dialogue work

32
CD1

1

Listen and answer the questions.

- 1 Where did Tina go on Saturday?
- 2 Where was Jen?
- 3 Who was she staying with?.....
- 4 How did she hurt herself?
- 5 What happened to her new T-shirt?
- 6 What is Tina going to get her for a birthday present?

33
CD1

2

Number the dialogues in the correct order, then listen and check.

- | | | | |
|---|---------------|---|----------------------------|
| 1 | Arthur | Where were you? | <input type="checkbox"/> |
| | Brian | I was at Sally's house. | <input type="checkbox"/> |
| | Arthur | What were you doing? | <input type="checkbox"/> |
| | Brian | Sorry, I left my phone at home. | <input type="checkbox"/> 2 |
| | Arthur | Hi Brian! I phoned you last night and you didn't pick up. | <input type="checkbox"/> 1 |
| | Brian | I was helping her with her design project. | <input type="checkbox"/> |
| 2 | Cathy | What's your worst subject at school? | <input type="checkbox"/> |
| | Diana | My computer, I think. | <input type="checkbox"/> 6 |
| | Cathy | What's the most expensive thing you've got? | <input type="checkbox"/> |
| | Diana | Yes, of course you can. | <input type="checkbox"/> |
| | Cathy | Di, can I ask you some questions for my survey? | <input type="checkbox"/> |
| | Diana | Probably Geography – I'm not very good at it. | <input type="checkbox"/> |
| | Cathy | What's your best friend's name? | <input type="checkbox"/> 3 |
| | Diana | You know that. It's you – Cathy! | <input type="checkbox"/> |

3

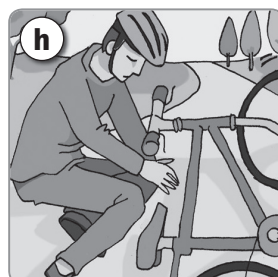
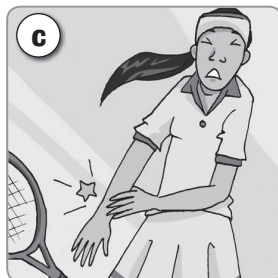
Now answer Cathy's questions. Write complete sentences.

- 1
- 2
- 3

Vocabulary and Communication

Aches and pains

1 Match the pictures to the correct sentences.



- 1 He was riding in the park when he fell off his bike.
- 2 When she was in Madrid, she walked into a lamp post.
- 3 I cut my leg playing in the garden.
- 4 I hurt my wrist playing tennis.
- 5 I had stomach-ache because I ate too much.
- 6 She hurt her back carrying a heavy box.
- 7 He hurt his toe when he kicked the table.
- 8 He fell over and broke his ankle.

☐
☐
☐
☐
☐
☐
☐
☐

Talking about illness

34
CD1

2 Complete the dialogue with the words and phrases from the box below, then listen and check.

dizzy hurt (x2) stomach ache headache hurts (x2)
What's the matter Yes, I have Yes, it does

- A** ¹....., Louis?
- B** My knee ².....
- A** Oh dear. Does your foot ³....., too?
- B** ⁴..... And I've got a ⁵..... – my head really ⁶.....
- A** Have you got a ⁷.....?
- B** Yes, I have, but I didn't eat anything bad last night.
- A** And are you ⁸.....?
- B** Yes. Everything is moving and I can't see properly. My eyes ⁹.....
- A** OK, last question: Have you got a Maths test today?
- B** ¹⁰.....!

Grammar

Past continuous Positive and negative

1 Read about Joe's school show this year and circle the correct word to complete the sentences.



The school was busy last night. We ¹was / were getting ready for the end of term show.

Some boys ²was / were putting up decorations in the hall.

Mr Baines ³was / were helping our teacher, Mrs Green.

She was ⁴check / checking the lights on the stage.

Mike was ⁵try / trying to close the stage curtains but she stopped him because he ⁶was / were getting in her way.

Three bands were ⁷practise / practising in different classrooms.

Four of the girls ⁸was / were practising their play in the drama room.

Emma ⁹was / were tidying the girls' dressing room.

My mum was ¹⁰organise / organising a bar in the entrance hall.

I ¹¹was / were helping her.

2 Complete the sentences to describe the rest of the show. Use the Past continuous form of the verbs in brackets.



- 1 Peter (blow) up balloons for the decorations.
- 2 Peter's little brother, Richie (not help)
- 3 He (sit) on balloons and bursting them.
- 4 Mr Baines (move) the lights.
- 5 Mrs Green (give) Mr Baines instructions.
- 6 My brother and his friends (play) loud rock music.
- 7 Mary (put) the dresses in the cupboard.
- 8 My mother (clean) tables.
- 9 I (carry) glasses from the kitchen.
- 10 I (not have) a good time!

Grammar

Past continuous Questions and short answers

3 Match the questions and answers about the school show.

- | | |
|---|--------------------------------------|
| 1 Why were you in a bad mood? | a No, they weren't. |
| 2 Were the bands practising in the school hall? | b He was bursting balloons. |
| 3 Why did you get a headache? | c Yes, he was. |
| 4 Was Mike getting in Mrs Green's way? | d I was getting tired. |
| 5 What was Richie doing? | e The bands were playing too loudly. |

4 Answer the questions.

- 1 What's the time now?
- 2 What were you doing at this time yesterday?
- 3 What are you wearing now?
- 4 Were you wearing the same things yesterday?
- 5 Were you watching TV at eight o'clock last night?
- 6 What were you doing yesterday morning?

Superlatives

5 In your family....

- | | |
|------------------------------|------------------------------|
| 1 Who is the oldest? | 4 Who is the shortest? |
| 2 Who is the youngest? | 5 Who is the thinnest? |
| 3 Who is the tallest? | |

6 Among your friends....

- | | |
|------------------------------------|--------------------------------------|
| 1 Who is the best at Maths? | 4 Who is the most serious? |
| 2 Who is the fastest runner? | 5 Who is the most intelligent? |
| 3 Who is the happiest? | |

7 Write the superlative form of these adjectives.

- | | | |
|--------------|--------------|---------------------|
| 1 good | 3 slim | 5 comfortable |
| 2 bad | 4 fat | 6 silly |

8 Complete the sentences with the superlative form of the word in brackets.

- 1 He got the (bad) mark in the test.
- 2 She's the (beautiful) girl in the school.
- 3 Yesterday was the (cold) day of the year.
- 4 This is the (important) year in of your life!
- 5 He is (lucky) man in the world. He wins everything!
- 6 This is the (old) castle in Scotland.

Skills

Reading

1 Read the questions and circle the correct answer.



Animals

- 1 What is the fastest land animal?
A cheetah **B** leopard **C** jaguar
- 2 How fast can it run? Up to
A 80 kph **B** 100 kph **C** 120 kph
- 3 What is the heaviest land animal?
A hippo **B** elephant **C** rhino
- 4 How heavy can it be? Up to
A 8 tons **B** 10 tons **C** 12 tons

- 1 What's the highest number of goals scored by one team in a FIFA World Cup match?
A 21 **B** 31 **C** 41
- 2 How many games were there in the last set of the longest tennis match ever?
A 30 – 28 **B** 50 – 48 **C** 70 – 68



Sport



Trees

- 1 Where is the tallest individual tree?
A Europe **B** Africa **C** America
- 2 How tall is it? over:
A 95m **B** 105m **C** 115m
- 3 Where is the oldest tree?
A Europe **B** Africa **C** America
- 4 How old is it? over:
A 4500 yrs **B** 3500 yrs **C** 2500 yrs

Listening

35
CD1

2 Listen to two teams answering the questions from exercise 1 and check your answers.

Reading

- 3** Read the questions and circle T (True) or F (False) for the sentences below.

I haven't got my homework because...

Dear Mr Reed,

I started to write my English essay, I was writing the first paragraph when the phone rang. It was my grandmother who wanted me to buy some medicine from the chemist's. I went out on my bike and I got the medicine but, as I was riding to her house, a dog came out of a garden and barked at me, and I fell off my bike. Then I had to walk to her house and back home because the wheel was bent. So I didn't have time to finish my homework. I'm very sorry,

Len

Dear Mr Gower,

I did my Maths homework and I left it on the kitchen table ready to put in my bag with my books. I was going up the stairs when the wind started to blow and, by the time, I got downstairs again my homework wasn't there. I looked everywhere and so did my father but we couldn't find it anywhere. There wasn't time to do it again.

Mary

Dear Miss Austen,

The History homework wasn't difficult, and I wrote my longest essay, probably my best, but we have this dog called Criminal because he's so naughty and he ate my homework. It was at breakfast today. I was getting ready to go to school and there wasn't time to do it again.

But please give me my marks for my essay because it really was good.

Mark

Dear Mr Smith,

Last night, while I was reading the chapter you told us to read, I felt this sudden pain in the front of my head. It made me feel dizzy and, for a few minutes, I couldn't see clearly. Then it went away, but I had a bad headache, so I went to lie down and went to sleep for a while. When I woke up, my head felt better but it was getting late and my mum said I couldn't stay up reading, so I couldn't read the chapter and answer the questions.

Sally

- | | |
|--|-------|
| 1 Len was riding his bike to the chemist's when the dog barked at him. | T / F |
| 2 He fell off his bike. | T / F |
| 3 He didn't finish his homework. | T / F |
| 4 Mary did her Maths homework. | T / F |
| 5 She put it in her bag. | T / F |
| 6 Mark says he wrote a long essay for History. | T / F |
| 7 His dog ate his homework. | T / F |
| 8 Sally didn't read the chapter because she had a headache. | T / F |
| 9 She read the chapter after she woke up. | T / F |

Writing

- 4** Invent a really unusual excuse and write a note to your teacher explaining why you haven't got your homework.

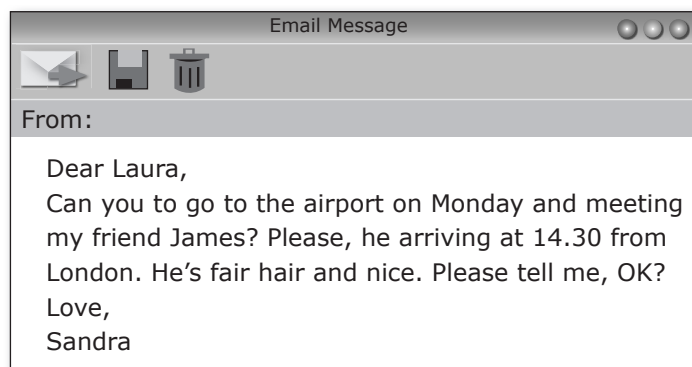
Learning to learn (Units 7 and 8)

Writing a note or a letter

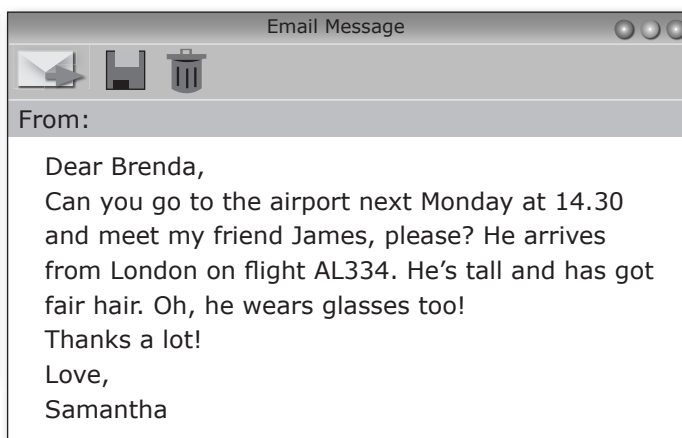
- 1** Read the task below and the notes. Which note is the best? Why? What are the mistakes and what is missing in the other texts?

Your friend, James, from London is arriving where you live next week but you can't go to the airport to meet him. Write an email to a friend and ask them to meet James for you.

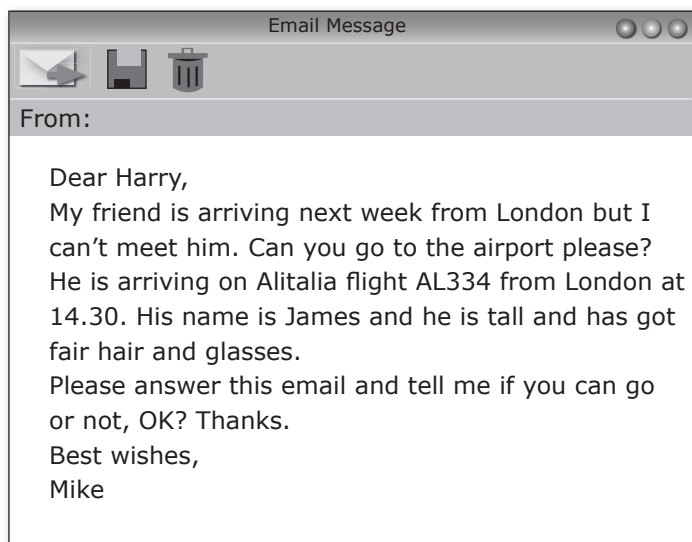
Answer 1



Answer 2



Answer 3



- 2** Answer the email saying if you can or cannot go to the airport.

More multiple choice practice

1

Read the text and circle the correct answer.

Extreme Sports



When we think about sports, most of us think about football, basketball or athletics. But for some people sport means something much more dangerous! More and more people practise 'dangerous' or 'extreme' sports. Why? Because they love the excitement they get from the danger. How many of these sports would you try?

BUNGEE JUMPING

This is when you jump off a high structure like a building or a bridge with a long piece of strong elastic tied to your ankles. Bungee Jumping became popular after A.J.Hackett jumped off the Eiffel Tower in Paris! However, on Pentecost Island bungee jumping is something young men still do to show they are adults. They jump off a 25 metre tower with a kind of stiff rope or vine from the liana plant tied around their feet. Ouch!

SNOWBOARDING

The first snowboards were made of wood. In 1965 Sherman Poppen tied two skis together to make a toy for his daughter and called it a 'snurfer'. These became popular and led to various developments of the idea until the modern, official version of the snowboard appeared around 1980. Snowboarders often take huge risks, trying virtually impossible jumps and tricks, and going down vertical, rocky mountain sides despite dangers such as injury and avalanches.

- 1 What other word is used to describe 'extreme' sports?
A dangerous
B boring
C safe
- 2 Who famously bungee jumped off the Eiffel Tower?
A B.J.Rackett
B A.J.Hackett
C Sherman Poppen
- 3 Why do men jump off a 25 metre tower on Pentecost Island?
A to show they are strong
B to show they are brave
C to show they are adult
- 4 What were early snowboards made of?
A plastic
B elastic
C wood
- 5 What are the two big dangers faced by snowboarders?
A flood and falls
B death and cold
C injury and avalanches

Dialogue work

36
CD1

1 Listen to this story about an unusual video clip and circle T (True) or F (False).

- | | |
|--|-------|
| 1 The clip was from a silent movie. | T / F |
| 2 A woman was walking with a camera. | T / F |
| 3 People in the clip were talking on mobile phones. | T / F |
| 4 The clip was from 2010. | T / F |
| 5 Clarke thought the woman was a time traveller. | T / F |
| 6 Many people visited Clarke's website after they heard about the woman. | T / F |
| 7 The explanation is that it was an object to help the woman to hear. | T / F |

2 Complete A's side of these dialogues.

1 Example:

A Don't walk on the ice. **B** Why not? **A** Because it's dangerous.

- | | |
|----------------------------------|------------------------------------|
| 2 A drink / water | 4 A cross / road here |
| B Why not? | B Why not? |
| A dirty | A a lot of traffic |
| 3 A eat / that fish | 5 A take / that book |
| B Why not? | B Why not? |
| A for /cat | A Dad's |

3 Read the questions and answers and write the correct names under the photos.

- | | |
|------------------------|--|
| A Who's Elaine? | B She's the one with short, straight blonde hair. |
| A Who's Angela? | B She's the one with long, curly, blonde hair. |
| A Who's Denise? | B She's the one with short, black, straight hair. |
| A Who's Cathy? | B She's the one with long, dark, curly hair. |
| A Who's Brenda? | B She's the one with short, curly black hair. |



Vocabulary and Communication

More emotions

1 Complete the sentences with the correct adjectives.

- 1 If you feel very very happy, you are th
- 2 If you feel very tired, you are ex
- 3 If you feel very scared, you are ter
- 4 If you feel very sad, you are mis
- 5 If you feel extremely angry, you are fur

2 Complete the sentences with the verbs from the box.

laugh jump bite cry smile

- 1 You when you are happy.
- 2 You when you are sad.
- 3 I when I hear something funny.
- 4 You in the air when you are excited.
- 5 You your nails when you are nervous.

Finding coincidences

3 Write questions and answers using the Past continuous and the words below, then interview another person and make notes. Did you do any of the same things?

	Answer
What / you / do / at 7 last night?	
.....
What / you / wear / yesterday?	
.....
Who / talk to / last night?	
.....
Were / you / meet / friends / last night / at 8?	
.....
Were / you / talk / on the phone / at 9 last night?	
.....
Were / you / watch TV at 10 last night?	
.....

Grammar

Past continuous vs. Past simple

- 1** What were they doing before it started to rain?
Look at the picture and write sentences.

- 1 Harriet was walking her dog.
- 2 John and Pete were
- 3 Mr Jakes was
- 4 Margaret
- 5 The Barnes family



- 2** What did they do when it started to rain?



- 1 Harriet (pick up dog / ran out park) Harriet picked up the dog and ran out of the park.
- 2 John and Pete (ride away / bikes)
- 3 Mr Jakes (cover head / newspaper)
- 4 Margaret (stand under / tree)
- 5 The Barnes family (pick up their / picnic things / bags)

- 3** Complete the text with the Past simple or the Past continuous of the verb in brackets.

I ¹ (read) on my computer when the power ² (cut) out.
 The room ³ (go) dark and the modem ⁴ (stop).
 My brother ⁵ (watch) TV and he ⁶ (shout) to me.
 My parents ⁷ (talk) in the kitchen. My mother ⁸ (cook) supper
 and my father ⁹ (help) her.
 When the lights ¹⁰ (go) out, they ¹¹ (make) pancakes.
 My mother ¹² (break) eggs into a bowl. In the dark, she ¹³ (drop)
 an egg on the floor. My father ¹⁴ (try) to find a torch when he ¹⁵
 (slip) on the egg and ¹⁶ (fall) over. Then the power ¹⁷ (come)
 back and I ¹⁸ (go) into the kitchen. My father ¹⁹ (sit) on the floor.
 He was OK. In fact, he and my mother ²⁰ (laugh)

Grammar

One / ones

4 Complete the text with *one* or *ones*.

Grandfather What are all these buttons on the computer for?

Sue This ¹..... turns the computer on, then you get the screen with the icons. The ²..... at the bottom of the screen are the ³..... I use most. This ⁴..... is to start the web search. This ⁵..... opens the program for you to write letters. See these little crosses at the top of the document? The black ⁶..... are to close documents. The red ⁷..... closes the complete program. Now, look at these little symbols at the top. This ⁸..... is to save your work and this ⁹..... is to print it. You don't need to worry about the other ¹⁰..... Why don't you get started? Let me know if you have any questions.

Quantity *a lot of* / *much* / *many*

5 Circle the correct word to complete the text.

We had our first Art class today. The teacher showed us round the painting room. There were ¹ *a lot of* / *much* shelves with ² *a lot of* / *much* paper and ³ *much* / *many* different pencils. He said there wasn't ⁴ *much* / *many* oil paint because only the advanced students use it. But, there were ⁵ *a lot of* / *much* watercolours. There weren't ⁶ *much* / *many* students in our group so we had ⁷ *a lot of* / *much* space. We didn't have ⁸ *much* / *many* time though as it was the first lesson.

6 Kate and Max went to the design museum in their town yesterday. Read their accounts and complete the text with *much* or *many*.

Kate My class went on a history trip to a museum of 20th century design today. There were ¹..... different exhibits but there wasn't ²..... time. I went to see the telephones. There weren't ³..... phones that looked like mine. They were all very old like the one on the right. There wasn't ⁴..... technology on show. The exhibits were more about styles from the past. I saw ⁵..... different lamps but I didn't see ⁶..... I would like in my bedroom, only one or two! There were some clocks, but there weren't ⁷..... digital ones.



Max My group went to the fashion exhibit. There were interesting jackets, but there weren't ⁸..... types of jeans. I didn't see ⁹..... clothes I liked to be honest! I don't think I would wear anything I saw there! We also went to the household section – I didn't like ¹⁰..... of the designs for plates and cups. They all looked the same. There were ¹¹..... food processors and mixers – some of them were just like the one my grandmother still uses today.

Reading

1 Read the text and answer the questions.

A teen magazine did a survey of readers and asked these questions: What makes you happy? What makes you sad? What makes you angry? What makes you scared? Here is a summary of the answers.

What makes you happy? Most people's answers were connected with family, special moments, like birthdays and holidays. There were a lot of answers about friends, things people did with their friends, most involved eating and talking – more than half the answers mentioned going for a pizza or hamburger. There weren't many answers connected with school, just a few who said they felt happy when they did well in a test at school.

What makes you sad? A lot of teens said they felt sad when they were alone.



Listening to sad music or watching a sad film also appeared in a lot of answers. Hearing about disasters, earthquakes and train crashes was a reason for a lot of people to feel sad.

What makes you angry? There were more different answers to this question than any of the others. Seeing people hurting each other or hurting animals makes a lot of people angry. Some people said listening to politicians often made them angry. A few said their parents sometimes made them angry, for lots of different reasons.

What makes you scared? Scary films were top of the list. Some people said being alone in the house late in the evening was scary, but a lot of people said they rarely felt scared. A few were scared of some animals, but not many.

- 1 How many questions did the magazine ask?
- 2 Which question had the highest number of different answers?
- 3 What two family events did a lot of people say made them happy?
- 4 What did half the answers to the first question include?
- 5 Does some music make people sad?
- 6 How many people mentioned disasters?
- 7 How many people said their parents sometimes made them angry?
- 8 What did most people say made them scared?

Listening

37
CD1

2 Listen to two teenagers answering the questions and circle T (True) or F (False).



- | | |
|--|--------------|
| 1 Tom is usually sad. | T / F |
| 2 He has a bike. | T / F |
| 3 He was sad when his friend moved to Australia. | T / F |
| 4 Sara likes animals. | T / F |
| 5 She is scared of horror films. | T / F |
| 6 She doesn't like mice. | T / F |

38
CD1

Listening

- 3** Listen to the beginning of the story *The African Mask* by Gunter Gerngross. Circle the correct answer.

Background: Janet gets a letter from an old boyfriend, Donald McKinnon. He invites her to stay with him at his house in Scotland. She arrives at his house but there is something strange about the place and Donald.

- | | | | |
|---|----------------|----------------|----------------------|
| 1 The village was small and there weren't many people. | A Right | B Wrong | C Doesn't say |
| 2 It was raining when Janet left the café. | A Right | B Wrong | C Doesn't say |
| 3 When Janet said she was going to Donald's house, the man who offered her his umbrella ran away. | A Right | B Wrong | C Doesn't say |
| 4 Janet was still in love with Donald. | A Right | B Wrong | C Doesn't say |
| 5 Janet was looking forward to seeing Donald. | A Right | B Wrong | C Doesn't say |
| 6 Donald looked the same as before. | A Right | B Wrong | C Doesn't say |

Reading

- 4** Read another piece of the story and answer the questions.

Background : Janet has dinner with Donald. He tells her about his life in Africa where he stole a strange mask from an African man, Jobe Musowe.

- 1 Describe Janet's dream.
.....
.....
.....
.....
- 2 Do you think the mask has good or bad powers?
.....
.....
.....
.....

"I don't feel well," said Donald. "And you must be tired after your journey. Thank you again for coming, Janet."

That night Janet had a very bad dream. In her dream she saw an African mask that looked like Donald. The mask could speak, but Janet didn't understand what it was saying. Then somebody threw the mask into a fire. Janet wanted to save it, but it was too late.

When Janet came down in the morning the dishes from the night before weren't there and there was breakfast on the table. But there was no sign of Donald. She called his name, but there was no answer.

"Maybe he went into the village," thought Janet.

An hour later there was a knock at the door. Janet opened it and there was a man standing outside.

"Hello, I'm Fergus McClennan," he said. "I'm Donald McKinnon's solicitor."

"Donald's not here at the moment," said Janet. The solicitor looked at her and then he said, "I know, Donald died two weeks ago. He asked me to come here today and tell you that this house is now yours. Can you sign these papers?"

Writing

39
CD1

- 5** Write a possible ending for the story, then listen and compare it to the original.
-

You should cross here

Dialogue work

40
CD1

1

James is at the information desk in the shopping centre. Listen and answer the questions.

- 1 What is he looking for?
- 2 Which shop is opposite 'Dixies'?
- 3 Why should he hurry?
- 4 Which floor are the camping shop and the computer store on?

41
GD1

2

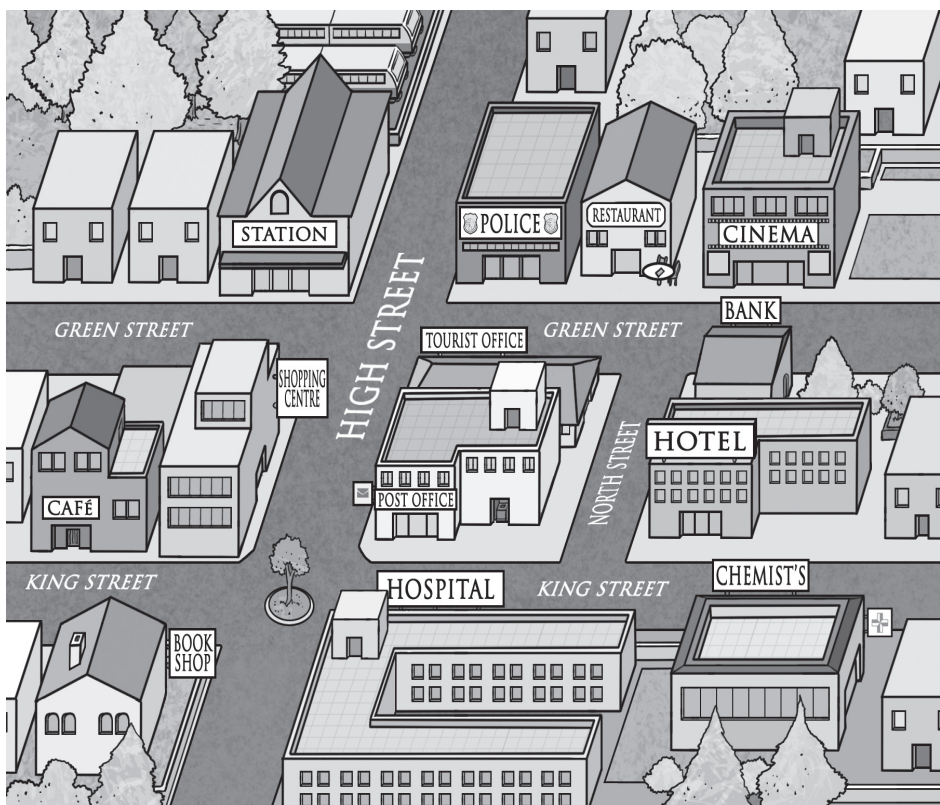
Read the dialogues and complete them with the words below, then listen and check.

cross ahead ~~straight~~ right second turn take far

- 1 **Tourist** Excuse me, where's the railway station?
 - Policeman** Go ¹ *straight* ahead and take the ² right.
 - 2 **Bank robber** Excuse me, where's the nearest bank?
 - Policeman** ³ the street and go as ⁴ as the cinema.
 - 3 **Man** Excuse me, where's the nearest post office?
 - Policeman** ⁵ left, go to the cinema and turn ⁶
 - 4 **Tourist** Excuse me, where's the Chelsea Hotel?
 - Policeman** Go straight ⁷ Go past the shopping centre and ⁸ the first right.

3

You are outside the station. Someone asks you directions to the chemist's. Look at the map and write the dialogue.

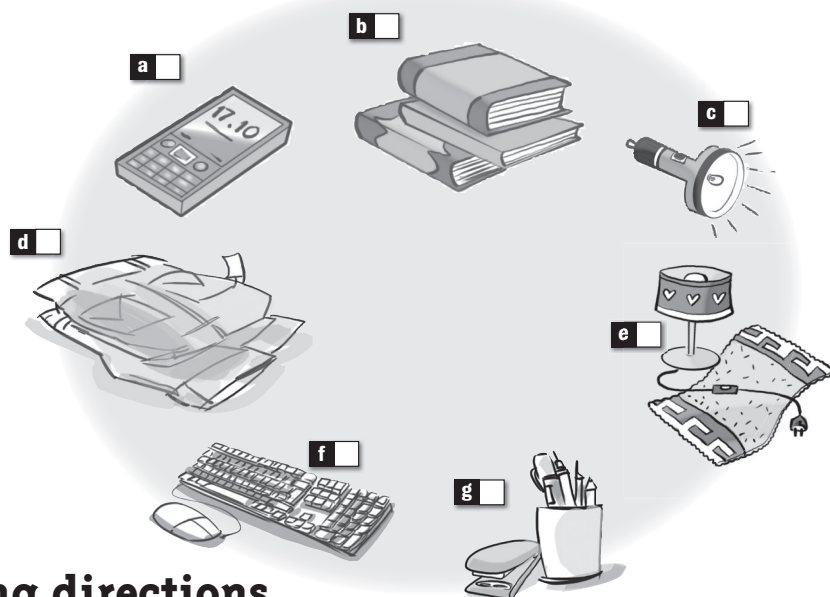
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Vocabulary and Communication

Shops

1 Look at the pictures and write where you can buy each item.

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



Asking for and giving directions

2 Complete the dialogue with the correct phrases from the box. There are more than you need. Listen and check.

Do you see the traffic lights up there? Go past the post office and turn left.
Right, straight ahead and then left. The bank's just round the corner there.

Man Excuse me, can you tell me the way to the post office?
Woman The post office? Hmm. There's one in Maple Road.
Man Maple Road? How do I get there?
Woman 1.....
Man Yes ...
Woman Go to the traffic lights, turn right, go straight ahead and then turn left.
Man 2.....
Woman That's Maple Road. The post office is right in front of you.
Man Thank you.

Talking about what you want to buy

3 Complete the dialogues. Refer to the shops where you live.

A I want to buy some carrots.	A 7..... a new phone.
B OK, we need to go to a 1.....	B OK, we 8.....
A Where is the nearest one?	A 9..... one?
B There's one in 2.....	B There's 10.....
A 3..... to buy some writing paper.	A 11..... some trainers.
B OK, we need 4.....	B 12.....
A 5..... nearest one?	A 13.....?
B There's one 6.....	B 14.....

Grammar

Should / shouldn't

1 Match the sentence halves.

- | | |
|--|---|
| 1 When you go out you should | a a lot of fizzy drinks. |
| 2 You should be careful | b your helmet when you're on your bike. |
| 3 You shouldn't drink | c he should take more exercise |
| 4 We should | d we should practise more |
| 5 My brother's overweight, | e tell your mum where you're going. |
| 6 You should always wear | f finish our project tonight. |
| 7 Our volleyball team isn't very good, | g she shouldn't go in the pool alone. |
| 8 My aunt can't swim, | h when you cross the road. |

2 Circle the correct word to complete the sentences.

- 1 In a test, you should always *read / to read* the questions carefully.
- 2 You *should / shouldn't* read all the questions before you start.
- 3 You *should / shouldn't* spend too much time on one question.
- 4 When you don't know the answer you *should / shouldn't* continue to the next question.
- 5 You shouldn't *work / to work* in a rush.
- 6 You should *think / to think* carefully.
- 7 You should *leave / to leave* time to check your answers when you finish.
- 8 You *should / shouldn't* panic. It's only a test!

3 Write complete sentences with *should* or *shouldn't*.

- 1 boys / football / the road
- 2 drivers / slow / school
- 3 everybody / look / before / crossing
- 4 before / test / bed / early
- 5 watch TV / when / headache
- 6 always / breakfast
- 7 text friends / in class

4 Give some advice. Use *should* and *shouldn't*.

- 1 I want to speak English better.
You should You shouldn't
- 2 I want to lose weight.
You should You shouldn't
- 3 I want to dye my hair green.
You should You shouldn't
- 4 I want to go to a pop festival.
You should..... You shouldn't
- 5 I want to buy a dog.
You should You shouldn't

Grammar

Conjunctions *and / so / but / because*

5 Circle the correct word to complete the sentences.

- 1 Vera wanted to improve her piano playing *so / because* she wanted to win the competition.
- 2 She wanted to win the competition *so / because* she practised for hours every day.
- 3 She practised every day *and / but* her playing improved.
- 4 She played well *and / but* she didn't win the competition.
- 5 Henry tried to reach the book on the top shelf *so / because* he wanted to read it.
- 6 The shelf was too high *so / because* he climbed up on a chair.
- 7 He reached up as high as he could, *and / but* he couldn't get the book.
- 8 Now he can't walk *but / because* he fell off the chair and hurt his foot, *and / because* he has a lot of time to read.

6 Circle the correct answer.

- 1 I didn't buy anything in London everything was very expensive.
a so b and c because
- 2 We were late for the show we took a taxi.
a so b but c because
- 3 We went to a museum an art gallery.
a so b and c but
- 4 The London Eye was great we had to wait a long time.
a and b but c because
- 5 I wanted to see the crown jewels we went to the Tower of London.
a so b but c because

7 Complete the text with *and / so / but / because*.

Sunday was my mum's birthday ¹

I wanted to find a present for her. I went to the shopping centre

² there are so many different shops there. I talked to the girl at the information desk

and she helped me. I thought about something to wear, ³ I looked in a couple of clothes shops, ⁴ there were so many things to choose from that I got confused

⁵ changed my mind. I wondered about a perfume, ⁶ I don't know what she likes, ⁷ I decided to look for a DVD or a CD for her. I looked at the 60s music rack ⁸ I know she loves The Beatles ⁹ they only had a cover by another band, ¹⁰ I ended up buying her a Queen concert. She loves them too, ¹¹ it was a good choice.



Skills

Reading

- 1 Read the text and circle T (True) or F (False) for the sentences below.

The Ravens at the Tower of London (by Fran)

One of the places we visited on our tour was the famous Tower of London. We saw a lot of interesting things there. We saw the Crown Jewels. They were amazing! I didn't know there were a lot of different crowns. My brother loved the torture chamber but I liked the ravens best. Ravens are very big birds. They can be over 60cm long. There is a group of six ravens on the grass around the Tower. They can't fly because their wings are clipped. They make a lot of noise – it's not a nice sound, but I thought they were beautiful. You have to be careful of their beaks – they are as sharp as a knife. That's why you are not allowed to feed them. The Raven-master, who looks after them, said that sometimes they have to send a raven back to the centre they came from because they behave badly with tourists. He also told us that sometimes ravens escape. One raven, called 'Grog' escaped and the last time anybody saw him, he was outside a café!



- | | |
|--|-------|
| 1 Fran visited the Tower of London with her brother. | T / F |
| 2 You can see more than one crown when you visit The Crown Jewels. | T / F |
| 3 Ravens are small birds. | T / F |
| 4 The ravens at the Tower can fly. | T / F |
| 5 Some of the ravens behave badly. | T / F |
| 6 'Grog' is the only raven to escape from the Tower. | T / F |

Listening

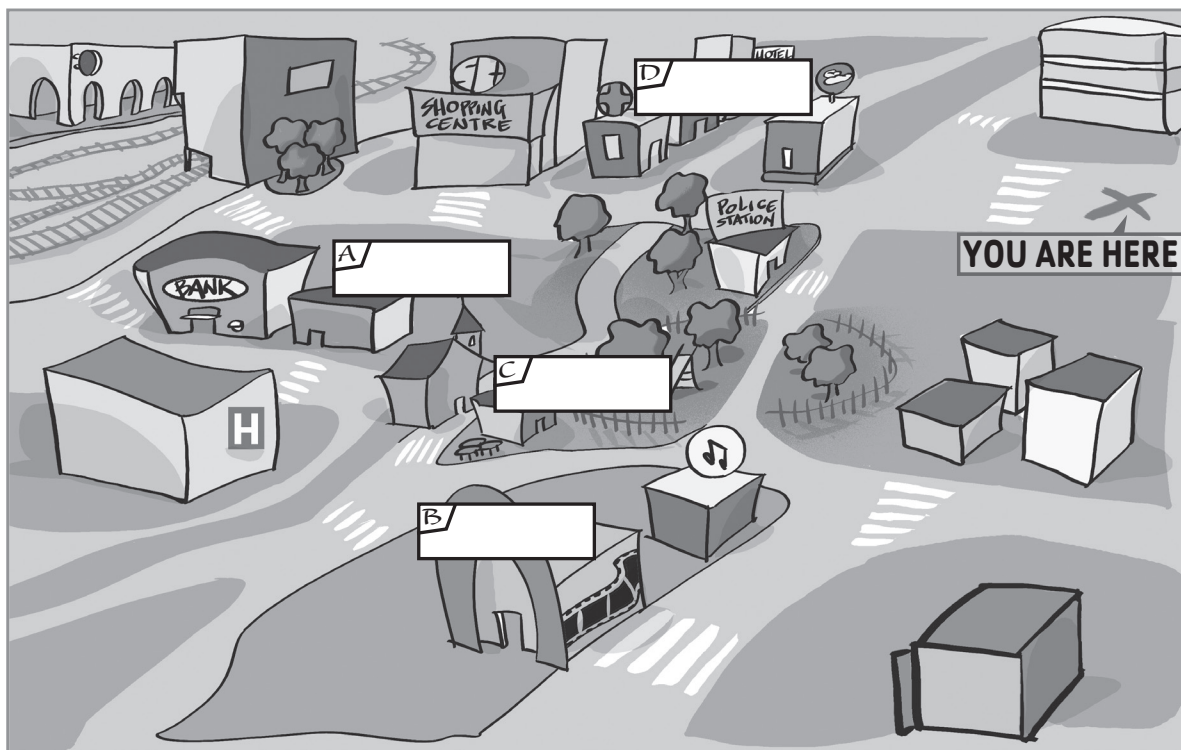
43
CD1

- 2 The Raven-master explained why the ravens are in the Tower. Listen and complete the text.

Around 1675, when Charles the ¹..... was king, the royal astronomer wanted to observe the sky from the ²....., but there were a lot of ³..... there and they disturbed his ⁴..... . He was ⁵..... and asked the king to ⁶..... them. The King agreed, but before he ⁷..... anything, somebody (and we ⁸..... know who) told him about an old ⁹..... . The legend said that if the ravens left the Tower, Britain would fall and so would the ¹⁰..... . The king believed this and ordered that there should ¹¹..... be ravens at the Tower. And so, here they are. We look after them very ¹²..... . We don't want Britain to collapse!

Reading and listening

3 Read the dialogues and write the names of the shops on the correct sign.



Dialogue 1:

Woman Excuse me, where's the post office?

Man Go straight ahead as far as the shopping centre. Then go past the shopping centre and turn left. On the corner of the next street, there's a large bank. The post office is next to the bank.

Woman Thank you.

Man You're welcome.

Dialogue 2:

Boy Excuse me. Can you tell me where the Odeon cinema is?

Woman The Odeon? Well, let me think. It's in Hill Road.

Boy How do I get there?

Woman Go straight on, take the first left and go past the police station. Then there's a little park in front of you. Go through the park. Turn left, then right, and the cinema is next to the large music shop.

Boy Thank you.

Woman Not at all.

44
CD1

4 Listen and write the names of the other signs on the map.

Writing

5 Write instructions to get to other places on the map.

.....

.....

.....

Learning to learn (Units 9 and 10)

Cross-curricular learning

Studying other subjects in English like History and Art can be an interesting way to learn.

- You learn English as well as other interesting facts.
- You also learn specific words and expressions linked to those subjects.

- 1 Choose a topic from a subject you want to learn about in English and copy and complete the table below.

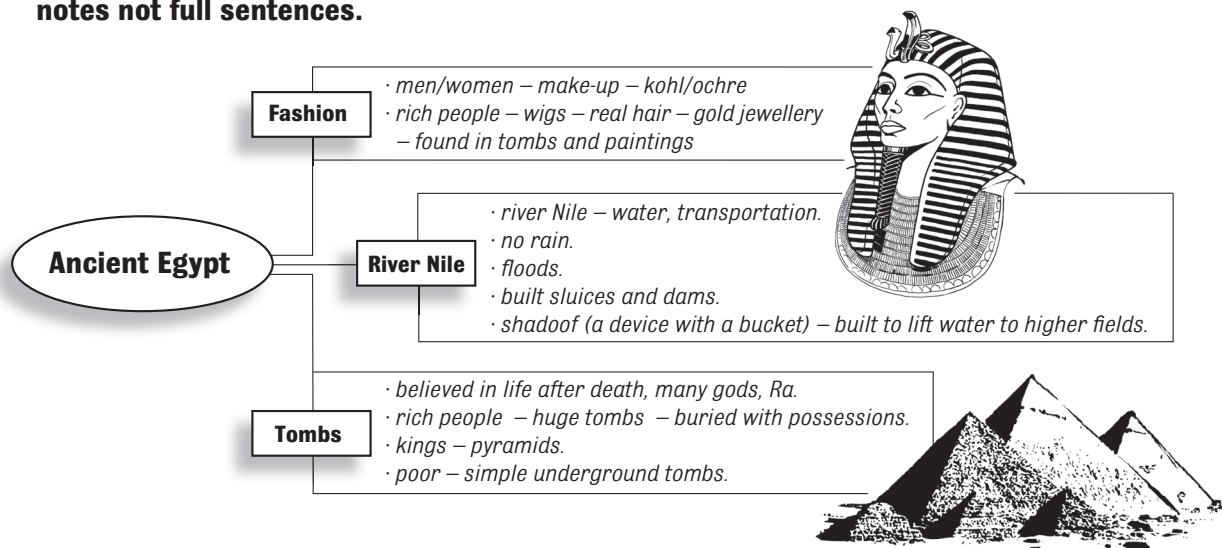
Subject: *History*

Topic: *Ancient Egypt*

What are you going to find out about?: *fashion – what did people wear? River Nile – how important was that river? Tombs – what happened to people after they died?*

How are you going to find out?: *the Internet and the library*

Draw a diagram like the one below and complete it with the information you have. Write notes not full sentences.



- 2 Read the full version of the notes from the previous exercise.



Fashion – Men and women in ancient Egypt wore make-up. They made it out of natural colours such as kohl (black) and ochre (red) mixed. Rich people also wore wigs made from real hair. We know that ancient Egyptians wore gold jewellery because many of the tombs contain jewellery and we can see it in ancient Egyptian paintings.

River Nile – Egypt was dependent on the River Nile for water and to transport food and other goods from one place to another. The Egyptians were very clever and developed ways of controlling the river to water their fields. This was really important as there was no rain so all the water had to come from the river and the annual floods. They built dams and sluices and 'shadoof' for moving water to higher fields.

Tombs – In ancient Egypt people believed that there was another life after death. They had many gods, such as Ra, who they worshipped. Rich people paid to have huge tombs built so that they could be buried with all their possessions. Kings had tombs in pyramids. Poorer people had simple underground tombs.

- 3 Write a summary of your research. Divide it into paragraphs, give it a title and find a picture for each paragraph.

Exam skills 5

Reading comprehension

1 Read the text and answer the questions.



Read the text quickly to get an idea of the theme.
Read the questions carefully.
When you write an answer, check it carefully and make sure it answers the question.
Write complete sentences for each question.

Last Friday started just like every other Friday for Kurt. He got up at seven as usual, had his shower and got dressed. Then when he went downstairs, he saw a large box under the table in the living room. 'Very weird,' he thought. 'There wasn't a box under that table when I went to bed last night.' Kurt went into the kitchen and sat down with his sisters, waiting for breakfast. 'Mum, why is there a box under the table in the living room,' said Kurt. 'And where's dad?' Kurt's mum looked at the others, but said nothing. After breakfast Kurt went into the living room. But when he walked in, there was something different. No box under the table! 'Well, that's strange,' thought Kurt, and he went back into the kitchen with the newspapers. 'There's no box in the living room now!' Kurt's mum looked at the others again and smiled. 'Kurt,' said Mrs Hind, 'go to your bedroom and bring me your dirty socks, please.' 'Very weird!' thought Kurt. 'Why does mum want my socks right now?' But when he walked into his room, Kurt understood everything. There on his desk was a brand new computer. It was a present from his mum and dad!

- 1 When does Kurt usually get up?
.....
- 2 What was unusual about the living room today?
.....
- 3 What was different in the living room after breakfast?
.....
- 4 Why did Kurt have to go to his bedroom?
.....
- 5 What was Kurt's present?
.....

Dialogue work

45
CD1

1

Listen and match the sentences halves.

- | | |
|-------------------------|---------------------------------------|
| 1 Tom and Liz are | a on their bikes. |
| 2 They are going | b any clouds in the sky. |
| 3 They want Jenny | c they will carry the food and drink. |
| 4 Jen thinks | d the food in a rucksack. |
| 5 Liz says there aren't | e to come with them. |
| 6 Jen wants to know how | f going to the beach this afternoon. |
| 7 They will carry | g will put the drink in her basket. |
| 8 Jen | h will get there in about 20 minutes. |
| 9 Liz and Tom | i it might rain. |
| 10 Jen | j will wait at Tom's house. |

2

Match the sentences.

- | | |
|---|--|
| 1 It's my birthday tomorrow. | a I'll close the window. |
| 2 The film starts at six. Don't forget! | b I won't tell anybody. |
| 3 How am I going to get home? | c OK. I'll record it for you. |
| 4 The car's really dirty. | d Thanks. I'll give it back to you tomorrow. |
| 5 Here's £3. | e I'll answer it. |
| 6 I'm going to miss the game on TV. | f I'll make a cake. |
| 7 I'm really hungry. | g Don't worry — I'll be there. |
| 8 It's cold in here. | h I'll clean it for you. |
| 9 The phone's ringing. | i I'll make you a sandwich. |
| 10 It's a secret. | j My father will take you in our car. |

3

Write what you might say in these situations. Use an offer or an excuse.

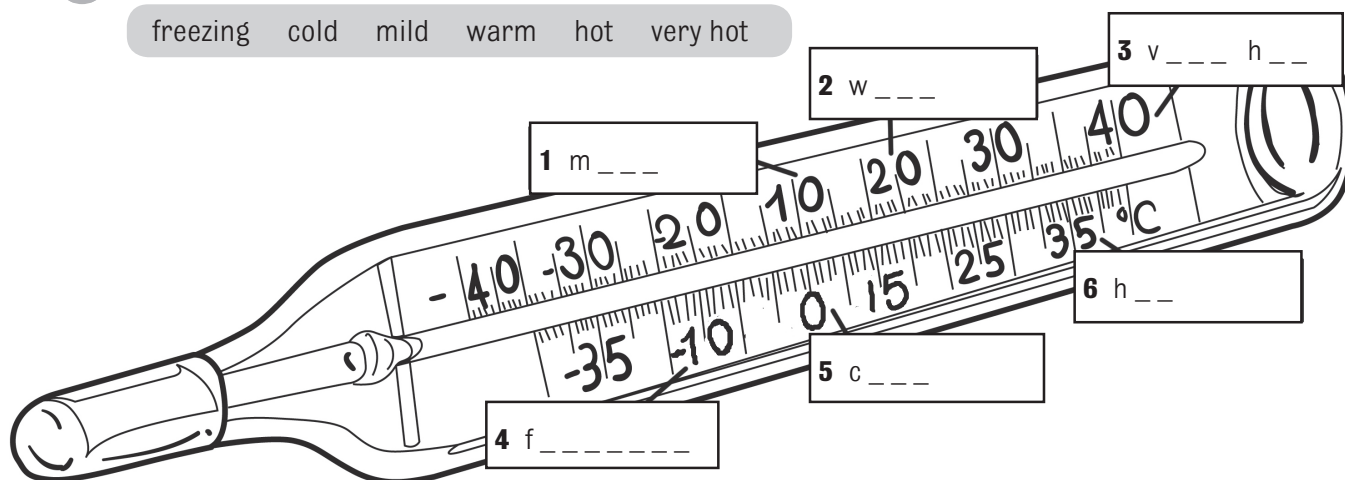
- Your friend needs you to lend him some money.
.....
- An old lady is trying to reach a high shelf in the supermarket.
.....
- Your friend wants you to go to the cinema this evening.
.....
- Your teacher is carrying a lot of books and going to the door.
.....
- A man is pushing his car to the garage because it won't start.
.....

Vocabulary and Communication

Weather

1 Write the adjectives below in the correct place on the thermometer.

freezing cold mild warm hot very hot



Geographical words

2 Answer the questions.

- 1 What part of the country do you live in?
- 2 Are there any mountains near you?
- 3 Are there any lakes?
- 4 Are there any hills near you?
- 5 Do you live near the coast?
- 6 Do you live in a town or a city?
- 7 What part of your country is the coldest?
- 8 Do you have a lot of thunderstorms in summer?

3 Complete the gaps with the name of a town or city in your country.

- 1 is in the north.
- 2 is in the centre.
- 3 is in the east / on the east coast.
- 4 is in the west / on the west coast.
- 5 is in the south.

Talking about the weather

4 Write about the climate where you live.

- 1 In spring, it's usually
- 2 In autumn,
- 3 In winter,

Grammar

Will and won't

1 Re-write the sentences using the short form of *will*.

- 1 I will see you tomorrow.
- 2 It will be sunny next week.
- 3 They will arrive on Sunday.
- 4 We will not be at school on Monday.
- 5 I will not tell anyone.
- 6 He will be famous one day.

2 Read the sentence and decide if it is an offer (O), a prediction (P) or a decision (D).

- | | |
|---|---|
| 1 I'll help you carry your suitcase. | 5 I think I'll go to Spain for my holiday this year. |
| 2 It'll rain tomorrow. | 6 I'll pay for the meal. |
| 3 I won't go to the cinema tonight. | 7 The World will end in 1,000 years. |
| 4 Italy will win the next World Cup. | 8 I'll give you a lift home. |

3 Write complete sentences using the correct form of *will*.

- 1 I / think / we / take the train / London.
- 2 What time / you / arrive?
- 3 We / not stay / hotel.
- 4 How long / you / be / in London?
- 5 you / not have time / see everything / in London.
- 6 Nick / not enjoy / the trip / because / he / doesn't like / cities.

4 Complete the sentences with *will* or *won't*.

- 1 My sister be 6 on Wednesday, but I think her party be on Saturday.
- 2 She have a big party because she only invited her 'best' friends.
- 3 I be at her party on Saturday because I'm going on holiday!
- 4 I give her a present on Wednesday before she goes to school.
- 5 I hope she be happy with her present.
- 6 I'm sure she enjoy the party.
- 7 I think my grandparents arrive on Friday night and stay until Sunday.
- 8 They bring her lots of presents – they always do!

5 Write short answers.

- 1 Will you be at home this evening? No,
- 2 Will you be at Jane's house? Yes,
- 3 Will Mike be there? No,
- 4 Will her sister be at home? No,
- 5 Will she be at work? Yes,

Grammar

Might / might not

6 Write 8 sentences with words and phrases from each column.

It's raining. We	might might not	
Sarah is only 12. She		
Emma has some new CDs. She		come to the cinema.
John's little brother loves horror. He		go for a walk.
Mike hates crowds. He		bring them to the party.
James likes sports. He		like that scary film.
The sun is shining. They		come to watch the football.
Joe's cousins are staying with him. He		
I'm bored. I		

.....

.....

.....

.....

.....

.....

.....

.....

7 Might or might not? Circle the correct word to complete the sentences.

- 1 Where's Ron? I don't know. He *might* / *might not* be in his bedroom.
- 2 Mick has got a lot of homework, so he *might* / *might not* come to the cinema tonight.
- 3 She isn't very good at riding her bike. She *might* / *might not* fall off.
- 4 You should enter the competition. You *might* / *might not* win.
- 5 We're late! We *might* / *might not* miss the last bus home.
- 6 I've got a headache. I *might* / *might not* go to school.
- 7 I haven't got any money. I *might* / *might not* go to the concert.
- 8 Ask Lily. She *might* / *might not* know the answer.

8 Complete the sentences with *might* or *might not*.

- 1 Kevin passed all his exams. His parents buy him a new computer.
- 2 Rosie's ill. She go to your party.
- 3 It's raining. We have a picnic today.
- 4 Tom really likes football. He play for the school team.
- 5 My mum's not well, she want me to go out.
- 6 Ali is finding his homework difficult. He ask his dad for help.
- 7 Susan likes drawing. She like this new program for her computer.
- 8 Anthony is very shy. He want to sing in the show.
- 9 Do you think Carol like this CD for her birthday?
- 10 She or she you never know with her.

Reading

1 Read the text and answer the questions.

SCHOOL TRIP

This year's school trip is a five-day stay on The Isle of Wight. We will travel across to the island on a hovercraft and stay in a small hotel in the south of the island. There are a lot of things to see so we will make several trips to the centre and to the north. The town of Cowes is in the north and you can watch the yachts racing there. We will also visit Osborne House where Queen Victoria lived and Marconi's old radio station, the first in the world. We will come back by ferry on Saturday. Older students might want to stay on the island and go to the Isle of Wight music festival on Saturday evening but we will need your parents' permission if you want to do this! The trip will cost about £300. Come and see Mr Reed if you have any questions.

1 How long will the students stay on The Isle of Wight?

2 How will they get there?

3 What can students do at Cowes?

4 Who lived at Osborne House?

5 When will they come back?

6 What is happening at the weekend?

Listening

46
CD1

2 Listen to the pilot speaking and circle the correct answer.

1 The flight is going from:

- A Manchester.
- B London.

2 On the right, passengers can see:

- A the city of Manchester.
- B the Pennine hills.
- C the airport.
- D mountains.

3 On the left, passengers can see:

- A the city of Manchester.
- B the Pennine hills.
- C the airport.
- D mountains.

4 The weather in Manchester is:

- A sunny and quite hot.
- B sunny but it might rain this afternoon.
- C sunny and windy.
- D rainy with wind.

5 They will land in:

- A quarter of an hour.
- B half an hour.
- C one hour.
- D 10 minutes.



Reading

- 3 Read about this strange weather event and complete the postcard below.

ABOVE THE CLOUDS

About five years ago, I was on holiday in New York. It was really hot. The temperature was over 40°C. My friend and I decided to go to the top of the Empire State Building. 'The air will be cooler up there,' we thought. We were wrong – it was very hot at the top, too. We saw some clouds coming towards us and suddenly a thunderstorm started. Because we were so high up, the storm was below us. We looked down and saw the rain falling, but we didn't get wet. It was weird!

Dear Pete,

Here I am in New York at the top of the ¹

It's really ² 40°C in fact! We thought it might be cooler here but we were ³! A ⁴

started two minutes ago and we are ⁵ it not below it! We can see ⁶ and ⁷ falling! Weird!

See you soon!

Tom

Listening

- 4 Listen to this video call between David and Pete and answer the questions.

- 1 Is it morning or afternoon where David is?
- 2 What time is it for Pete?
- 3 Where is David?
- 4 Why is he there?
- 5 Where is he sitting at the moment?
- 6 Is it hot or cold?
- 7 Why is David going inside soon?
- 8 What's the weather like where Pete is?
- 9 What's the forecast for tonight?
- 10 Where is David going after lunch?

Writing

- 5 Think of the hottest or coldest weather you can remember. Write a paragraph saying what it was like and what you did.

.....

.....

Dialogue work

48
CD1

1

Listen and complete the dialogue with the phrases in the box below.

Let's go! If we go to we'll go we won't get I'd rather go
we'll come home Sunday morning what if it rains?

- Claire** Rachel, look, there's a beach party on Saturday evening. ¹..... !
- Rachel** But ²..... The weather isn't good at the weekend.
- Claire** Then ³..... home!
- Rachel** I'm not sure. I don't want to stay out late on Saturday and get tired. My parents and I are going to my grandad's early on ⁴.....
- Claire** Well, if you get tired, ⁵.....
- Rachel** ⁶..... to the cinema, actually, and see a film. If we go there, ⁷..... cold or wet.
- Claire** Yes, but we always do that. ⁸..... the beach, we'll be outside... after all it is summer!
- Rachel** Yes, summer in England – that means rain all the time!

Sounds right /i:/ or /ɪ/

49
CD1

2a

Listen. Circle the /i:/ sounds and underline the /ɪ/ sounds.

sit hill sing three trees with bin been

50
CD1

2b

Listen and repeat.

Will we be sitting in the cheap seats?

Making suggestions

51
CD1

3

Listen and repeat.

- | | |
|----------------------------------|--------------------------------------|
| A Let's ask John to play. | C Let's play tennis tomorrow. |
| B But what if he can't? | D But what if it rains? |
| A We'll ask Pete instead. | C We'll play in the gym. |

4

Write complete sentences to make dialogues.

- 1 **A** Let's / swimming /
B What if / pool / closed?
A Then / tennis /
- 2 **A** go by bike
B raining
A by bus.

Vocabulary and Communication

On the beach

1 Complete the sentences with words from the box.

sun lounger sunglasses towel beach umbrella bucket and spade
swimming costume deckchair suncream

- 1 My grandad likes to sit in a and read his newspaper.
- 2 I'd rather lie on a
- 3 When my brother forgets his he uses mine and makes it wet.
- 4 I bought a great new on holiday last year.
- 5 My baby sister loves her She plays on the sand for hours.
- 6 I forgot to put on yesterday and now my arms are red.
- 7 I wore my, but I didn't really need them because I was sitting under an

Talking about preferences

52
CD1

2 Listen and repeat.

- A** Let's have a hamburger. **C** Shall we listen to some music?
B No, I'd rather have a pizza. **D** No, I'd rather watch a DVD.

3 Write complete sentences to make dialogues like the ones above.

- 1 **A** go / Wales
B Scotland
- 2 **A** go / train
B coach
- 3 **A** camp
B stay in a hostel
- 4 **A** walk / mountains
B beach
- 5 **A** go on Saturday
B on Sunday

4 Answer the questions.

- 1 Would you rather walk or go by bike? I'd rather.....
- 2 Would you rather watch a DVD or go to the cinema?
- 3 Would you rather watch football or volleyball?
- 4 Would you rather drink water or cola?
- 5 Would you rather go camping or stay in a hotel?

Grammar

If clauses (First conditional)

1 Match the sentence halves.

- | | |
|--------------------------------------|-----------------------------|
| 1 If I go to school tomorrow, | a I'll send her a text. |
| 2 If I meet Jane, | b if he has to work late. |
| 3 If I don't see her, | c I'll ask her to my party. |
| 4 I'll ask Pete as well, | d I'll see my friends. |
| 5 My brother won't come to the party | e if I see him. |

2 Circle the correct words to complete the sentences.

- If we *ask* / *will ask* Richard, he *be* / *I'll* be the DJ.
- My sister *lends* / *will lend* us some CDs if we *ask* / *will ask* her
- My brother *plays* / *will play* if there *is* / *will be* a keyboard.
- We *make* / *will make* food if we *have* / *will have* time.

3 Match the sentence halves.

- | | |
|---|---------------------------------|
| 1 If we go to the beach, | a if you let us work. |
| 2 We will finish in an hour | b I'll bring my costume. |
| 3 If I lend you my MP3 player, | c she'll be very, very happy! |
| 4 If we play the football match here, | d they'll be upset. |
| 5 If she wins the competition, | e she'll reply. |
| 6 If you go to the cinema this evening, | f if you don't help him. |
| 7 If you don't go and see them, | g I'll come too! |
| 8 If you write to her, | h we won't have to get the bus. |
| 9 He won't pass the exam, | i we'll miss the train. |
| 10 If we are late, | j will you give it back? |

4 Complete the sentences with the correct form of the verb in brackets.

- My brother (play) in the match if he (be) free.
- If Richard (not come), we (not be) very pleased.
- They (make) the posters if we (ask) them.
- If you (not tell) her, she (not know).
- If they (arrive) early, we (show) them around.



Grammar

5 Complete the sentences in your own way.

- 1 If I stay at home this evening,
- 2 If it's raining on Saturday,
- 3 I won't go swimming if
- 4 I will see my friends if
- 5 If it isn't very late,
- 6 If I have enough money,
- 7 If I ask my teacher,
- 8 If I don't do well in the test,

Possessive pronouns / Questions with *Whose?* (revision)

6 Circle the correct word.

- 1 Is this Mary's jacket? Yes, I'm sure it's *her* / *hers*.
- 2 Is this book *your* / *yours*? No, it isn't *my* / *mine*.
- 3 Are those *your* / *yours* pens? No, they're Rick's. *My* / *Mine* are here.
- 4 Are these the twins' toys? Yes, they're *their* / *theirs*.
- 5 Is this *your* / *yours* biscuit? No, it's *your* / *yours*.

7 Write questions with *Whose?* and answer with *his* / *hers* / *theirs*.

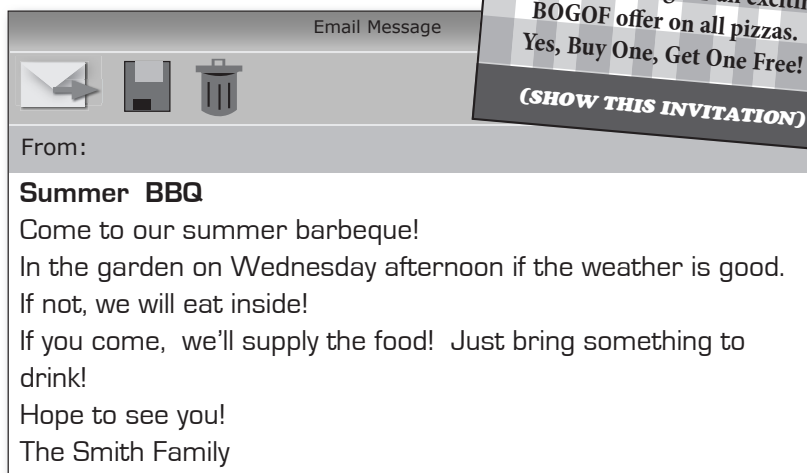


- 1 (house) ... *Whose house is that? It's theirs.*
- 2 (skates)
- 3 (baby)
- 4 (tennis racquet)
- 5 (cat)
- 6 (car)
- 7 (dog)
- 8 (football)
- 9 (shoes)

Skills

Reading

- 1 Read the invitations and complete the sentences below.



- 1 The *Smith Family*..... summer barbeque is on in the
- 2 party is at on
- 3 If you buy one pizza at The Bella Italia Pizzeria, you will
- 4 is opening a new bookshop in town. If you buy book, you will get another
- 5 The opening is on

53
CD1

- 2 Circle the correct word to complete the dialogues below.

- 1 A ¹*Whose* / *Who's* party is it on Friday?
B It's Alison's.
A Are you sure it's ²*her* / *hers*? Isn't it George's birthday?
B No, it isn't.
- 2 A Let's go to The Smiths' barbeque.
B ¹*I'd rather* / *I'm not* go to the beach.
A The barbeque should be fun!
B But what happens if it ²*rains* / *will rain*?
A If it rains, it ³*will* / *won't* be inside.
- 3 A *Lots to Read!* is opening a new shop in the shopping centre. ¹*Let's go* / *We go* and have a look!
B Oh, yes, there's an invitation on the table. I'll take that.
A Hey, that's ²*my* / *mine*!
- 4 A Come on, let's ¹*going* / *go* to the pizza place! I've got an invitation.
B What's so good about that?
A If I ²*show* / *will show* the invitation, they'll let me buy two pizzas for the price of one!
B One for you and one for me – great!

54
CD1

Listening

- 3** Jemma and her brother Daniel are talking about their laptop computer. Listen and circle T (True) or F (False) for the sentences below.

- | | |
|--|-------|
| 1 The computer needs more memory. | T / F |
| 2 Daniel will put a new memory in if his parents buy it. | T / F |
| 3 Jemma would rather go to the shop. | T / F |
| 4 If they take the computer to the shop, it will be cheap to repair. | T / F |
| 5 The horror DVD in the computer is Daniel's. | T / F |
| 6 Jemma tries to take the back off the computer. | T / F |
| 7 They manage to repair the computer. | T / F |

Reading

- 4** Rhys has got a new mobile phone. Read the instructions and match the sentence halves.

DO'S AND DON'TS FOR YOUR NEW PHONE

Do's

- charge the battery fully before you use it
- choose a password or personal number so that other people cannot use your phone
- clean the screen regularly, so that you can see the display without any problems
- register your phone with us so we can send you news and information about offers
- visit our website, where you will find lots of free apps to download
- keep the battery charged - you might want to make an emergency call

Don'ts

- drop your phone into water - it will stop working.
- leave your phone somewhere too hot or cold, as this can damage it.
- leave your phone switched on in hospitals or on aeroplanes. It can cause problems with electrical systems.
- drop your phone, as the screen might break.

- | | |
|---|---|
| 1 If you don't clean the screen, | a if you visit the company's website. |
| 2 If you don't register your phone, | b it will be difficult to see what is on your phone. |
| 3 Your phone will stop working, | c it will cause problems. |
| 4 If you leave your phone on in an aeroplane, | d if you set a password. |
| 5 You will find free games and other things | e if you drop it into the pool. |
| 6 Other people can't use your phone | f you won't receive information from the phone company. |

Writing

- 5** Write a list about another object you use a lot. Start like this:

If you, it will

.....

.....

Learning to learn (Units 11 and 12)

How to revise

1 What are your techniques for revising before an exam? Read the list below and tick (✓) what you do.

- | | | |
|--|------------------------------|-----------------------------|
| 1 Do you make a revision timetable? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2 Do you start revising plenty of time before the exam? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3 Do you work in periods of 25-30 minutes, then have a break? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4 Do you write things down on small cards or sticky notes and look at them during the day? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5 Do you work with friends and exchange knowledge and ideas? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6 If you don't understand something, do you ask your teacher? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7 Do you use mind maps and diagrams to help you remember things? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8 Do you use different styles of learning – say things out loud, use coloured pens or pencils to remember important facts etc? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

2 Now, write down the date you are going to start revising and make a revision timetable like this one:

get organised

Revision Timetable

find somewhere quiet

give yourself rewards
draw mind maps
take regular breaks

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

think positively
get plenty of sleep
use visual imagery

Name _____
eat healthily

3 Find a friend or group of friends to work with and organise your work space. Good luck!

Exam skills 6

Reading

- 1 Read the text below and circle T (True) or F (False) for the sentences below.



Skim and scan texts and dialogues to get a general idea of the theme and content then read them in more detail.

LIVERPOOL

If you want to visit Britain but you don't want to go to London, you can fly to John Lennon Airport in Liverpool in the northwest of England. Liverpool was the home of the 60s pop group, The Beatles, and was once a huge port. If you are a Beatles fan, you'll love 'The Beatles Story' – an exhibition at 'Albert Dock', a modernised part of the old port, now full of shops and cafés. You can read about the lives of The Beatles, all of whom were born in Liverpool and became famous around the world.

If you like football, you'll want to visit Anfield, the home of Liverpool Football Club. You can go for a tour around the football grounds and walk out through the players' exit to feel the excitement of playing a match there. You can also see the dressing rooms, sit in the manager's chair and learn about the team's history.

Liverpool is a football-crazy city – one of the team's managers, Bill Shankly, once said, 'Some people believe football is a matter of life and death, but I think it's much, much more important than that.'

Liverpool is also a UNESCO World Heritage Site because it played an important part in Britain's history.



- | | |
|---|-------|
| 1 Liverpool is in the northwest of England. | T / F |
| 2 The Beatles were an 80s pop group. | T / F |
| 3 You can go shopping in 'Albert Dock'. | T / F |
| 4 You can play football at Anfield during the tour. | T / F |
| 5 Liverpool was important in Britain's history. | T / F |

Completing a dialogue

- 2 Complete the dialogues with the correct word.

- A Shelly:** I joined the photography club last month. I ¹.....photos every Wednesday now. Do you do anything?
Beverley: Yes, I'm in the school orchestra, and we ²..... every Monday and Friday.
- B Pete:** What kind of TV ¹..... do you like, Greg? Documentaries? Quizzes?
Greg: We have satellite TV at home now so I ²..... a lot of sport.
- C Teacher:** What's the ¹....., Dawn? Is something wrong?
Dawn: Brrr! Can we turn the heating on, sir? It's ².....in here!

Grammar review

The Past simple of *be*

Unit 1

Positive	Negative	Questions	Short answers
I was	I was not (wasn't)	Was I?	Yes, I was. / No, I wasn't.
You were	You were not (weren't)	Were you?	Yes, you were. / No, you weren't.
He was	He was not (wasn't)	Was he?	Yes, he was. / No, he wasn't.
She was	She was not (wasn't)	Was she?	Yes, she was. / No, she wasn't.
It was	It was not (wasn't)	Was it?	Yes, it was. / No, it wasn't.
We were	We were not (weren't)	Were we?	Yes, we were. / No, we weren't.
You were	You were not (weren't)	Were you?	Yes, you were. / No, you weren't.
They were	They were not (weren't)	Were they?	Yes, they were. / No, they weren't.

The Past simple of **be** has only two forms: **was** for the first and third person singular; **were** for the other persons.

The negative is formed with: Subject + was / were + not

The negative short forms **wasn't** / **weren't** are commonly used in informal English.

The interrogative is formed with **was** / **were** + subject + base form of the verb

Disagreeing and correcting

Unit 1

To disagree or correct a statement in English, use a positive or negative short answer according to the tense. For example:

*He **likes** it.* (Present simple, positive) *No, he **doesn't**.*

*I **am** not English.* (Present simple, *be*, negative) *Yes, you **are**.*

*He **doesn't** speak English.* (Present simple, negative) *Yes, he **does**.*

*He **was** here yesterday.* (Past simple, *be*, positive) *No, he **wasn't**.*

*They **weren't** at home on Saturday.* (Past simple, *be*, negative) *Yes, they **were**.*

The Past simple of regular verbs

Units 1 and 3

The Past simple (and the Past participle) of regular verbs is formed by adding **ed** to the base form of the verb. The same form is used for all persons (*work* = *worked*; *turn* = *turned* etc.).

Positive	Negative	Questions	Short answers
I worked	I didn't work	Did I work?	Yes, I did. / No, I didn't.
You worked	You didn't work	Did you work?	Yes, you did. / No, you didn't.
He worked	He didn't work	Did he work?	Yes, he did. / No, he didn't.
She worked	She didn't work	Did she work?	Yes, she did. / No, she didn't.
It worked	It didn't work	Did it work?	Yes, it did. / No, it didn't.
We worked	We didn't work	Did we work?	Yes, we did. / No, we didn't.
You worked	You didn't work	Did you work?	Yes, you did. / No, you didn't.
They worked	They didn't work	Did they work?	Yes, they did. / No, they didn't.

The interrogative is formed with **Did** (Past simple of *do*) + subject + base form of the verb.

The negative is formed with: Subject + did not (didn't) + base form of the verb.

Spelling rules

- Verbs ending in **e** add **d**
cycle → *cycled* *love* → *loved*
- One-syllable verbs ending vowel + consonant: double the final consonant
stop → *stopped*
- Two-syllable verbs ending stressed vowel + consonant: double the final consonant
prefer → *preferred*
- Verbs ending in consonant + **y** change the **y** into **i** and add **ed**
study → *studied*
- Verbs ending in vowel + **y**
play → *played*

NB: One-syllable verbs ending vowel + consonant, ending in **w** and **x** - do not double the consonant.

The Past simple of irregular verbs

Unit 2

become	became	find	found	leave	left	sleep	slept
begin	began	fly	flew	lose	lost	speak	spoke
break	broke	forget	forgot	make	made	stand	stood
build	built	get	got	meet	met	steal	stole
buy	bought	get up	got up	put	put	take off	took off
come	came	give	gave	read	read	take	took
cut	cut	go	went	ring	rang	teach	taught
dig	dug	have	had	run	ran	tell	told
do	did	hear	heard	say	said	think	thought
drive	drove	hit	hit	see	saw	wake	woke
fall	fell	hold	held	sing	sang	win	won
fight	fought	know	knew	sit	sat	write	wrote

The Past simple is used for an action that occurred in a past period of time and is now finished.

*She **played football** last week. / She **went** to see her mother last week.*

Or to express an action habitually repeated in the past:

*Every Monday, I **studied** with my teacher. / Every Monday, I **took** the train to Milan.*

Also for narratives: *He **cycled to work** / He **got** up at 8 am.*

Question words **Where? How? What? When? Why? Who? How long?**

Unit 3

Where? (for places) **How?** (for people, things and events) **What?** (for things) **When?** (for time)

Who? (for people) **How long?** (for a period of time)

Why? is usually answered by because:

***Why** is your friend here? **Because** he wants to speak to me.*

Grammar review

Comparisons

Unit 4

Adjectives and adverbs ending in **y** following a consonant change the **y** into **i** + **er** (*easy* → *easier*).
Adjectives of three or more syllables, adjectives of two syllables not ending in **e**, **er**, **ow**, **y**, plus some adverbs and nouns form their comparative by adding **more** before the adjective/adverb/noun + **than**:

*She is **more** intelligent **than** me (or ... **than** I am).*

*John is **more** patient **than** I expected.*

*He's got **more** books **than** us (or ... **than** we have).*

Some adjectives and adverbs have irregular comparative forms. The most common ones are:
good → **better** *You look **better** today.*

bad → **worse** *How are you feeling today? **Worse**.*

far → **farther** / **further** *I walked to the station. It was **farther** (**further**) **than** I expected.*

The comparative of equality (**as ... as**)

The comparative of equality follows the pattern:

(not) as + adjective or adverb + as

*She is **as** tall **as** you (...**as** you are).*

*It isn't **as** cold **as** yesterday.*

With nouns, the comparison is introduced by (**not**) **as much** / **as many**:

*They haven't got **as many** friends **as** us (...**as** we have).*

*He hasn't got **as much** money **as** he needs.*

Be going to

Unit 5

Be going to (present **be** + **going to** + base form of the verb) expresses future intention:

*She's **going to** help you.*

*What **are** you **going to** do? I'm **going to** stay here.*

Also certainty about an event taking place in the future:

*It's **going to** rain.*

Have to / don't have to

Unit 5

Have to + verb expresses an obligation imposed by external circumstances on the speaker:

*We **have to** stay at home because it's raining. (it is necessary because of the rain)*

The negative forms **don't have to**, **doesn't have to** + verb express absence of obligation or necessity:

*You **don't have to** help me (there's no obligation for you to help me).*

We use **had to** and **will have to** for the past and future forms of **must** / **mustn't**:

*I **had to** leave early yesterday.*

*I think we'll **have to** move next year.*

Must / mustn't

Unit 6

The modal verb **must** is used only in the Present simple. It has the same form for all persons and is followed by the base form of the verb.

The negative form is **must not (mustn't)**.

The interrogative form is **Must I? Must you? Must he?** etc.

Must / mustn't + base form of the verb expresses prohibition, advice, obligation imposed by the speaker (not imposed by external circumstances).

*I **must** go with my friends (I feel obliged to go with my friends.).*

*I **mustn't** be late (I feel I mustn't be late.).*

Adverbs of manner

Unit 6

Adverbs of manner tell us how an action is done. They are formed by adding **ly** to the adjective:
quiet → **quietly**;

if the adjective ends in **y**, **ily** is added:

easy → **easily**

Not all words ending in **ly** are adverbs, for example *elderly, lonely, silly* etc. are adjectives.

Some adverbs are irregular, for example **well** is the adverb form of **good**.

Fast, hard, and late can be used as adjectives or adverbs:

a **fast** train; to run **fast**; a **hard** worker; to work **hard**; a **late** breakfast; to arrive **late**.

Present continuous for future

Unit 7

The Present continuous is used for a planned future action.

***He's meeting** the President on Monday.*

***I'm talking** to him tomorrow.*

***Are you going** tomorrow?*

***They are seeing** her on Tuesday.*

***We aren't playing** football tomorrow.*

Time prepositions on /at / in

Unit 7

We use **on** with days of the week and dates.

***On** Monday. **On** the 1st of July.*

We use **at** with times. ***At** 4 pm. **At** noon.*

We use **in** with month and years. ***In** July. **In** 1972.*

Grammar review

Past continuous

Unit 8

The Past continuous tense has the following structure:
Subject + Past simple of be + -ing form of the main verb

Positive	Negative	Questions	Short answers
I was playing	I wasn't playing	Was I playing?	Yes, I was. / No, I wasn't.
You were playing	You weren't playing	Were you playing?	Yes, you were. / No, you weren't.
He was playing	He wasn't playing	Was he playing?	Yes, he was. / No, he wasn't.
She was playing	She wasn't playing	Was she playing?	Yes, she was. / No, she wasn't.
It was playing	It wasn't playing	Was it playing?	Yes, it was. / No, it wasn't.
We were playing	We weren't playing	Were we playing?	Yes, we were. / No, we weren't.
You were playing	You weren't playing	Were you playing?	Yes, you were. / No, you weren't.
They were playing	They weren't playing	Were they playing?	Yes, they were. / No, they weren't.

The Past continuous is used to express a continuous action in the past:

*What **were you doing** at 8 o'clock this morning?*

***I was watching** the Breakfast Show on TV.*

Superlatives

Unit 8

The superlative form of one-syllable adjectives and of two-syllable adjectives ending in **e**, **er**, **ow**, **y** follows the pattern:

the + adjective + est

*She is **the tallest** in her class.*

The superlative has the same spelling rules as the comparative.

The superlative of all other adjectives is formed by putting **the most** before it.

*It's **the most** interesting book I've ever read.*

Superlatives are often followed by **of** or **in**.

*She is the most intelligent **of** them all.*

*She is the smallest **in** the class.*

Adjectives which have irregular comparative forms also have irregular superlatives:

good → **the best** bad → **the worst** far → **the farthest** / **the furthest**.

Past continuous vs Past simple

Unit 9

The Past continuous expresses an action that continued for some time in the past. The Past simple is used for actions completed in the past. To express an action happening at a certain time while another action was already happening, we use the Past continuous + Past simple:

***We were having** dinner when the telephone **rang**.*

one / ones

Unit 9

To avoid repetition, a noun that has already appeared in the sentence can be replaced by **one** for the singular and **ones** for the plural:

*Which book is yours? The blue **one** or the red **one**?*
*I don't like watching old films, I prefer modern **ones**.*

Quantity a lot of / much / many

Unit 9

A lot of can be used with countable and uncountable nouns, in affirmative, interrogative and negative sentences. However, it is better to use **a lot of** in affirmative sentences, **much** (with uncountable or singular nouns) and **many** (with countable or plural nouns) in negative and interrogative sentences:

*We have **a lot of** friends.* *I haven't seen **many** people today.*
*Did you see **many** people?* *She didn't spend **much** money.*

Should / shouldn't

Unit 10

Should has the same form for all persons and is generally used for advice.
The negative form of **should** is **shouldn't**.

*You **should** take an umbrella, it's raining.* *She **shouldn't** work so late.*

Conjunctions and / so / but / because

Unit 10

We use **and** to join ideas and add information.
*Cross the street **and** turn left.*

We use **so** to talk about a solution or conclusion.
*We're tired **so** let's go home.*

We use **but** to talk about an opposing event / point of view.
*He left early **but** he was still late.*

We use **because** to give a reason.
*He was tired **because** he stayed out late.*

Will / won't

Unit 11

Will is used to express expectation, hope or prediction of a future event. It has the following structure: Subject + will ('ll) + base form of the verb
*I think she **will** (she' ll) **come** with us.*

Will can also be used to express an immediate decision, a promise or an offer. In this case it is usually contracted to 'll:
I'll do it. I'll help you.

will + **not** (contraction: **won't**) is used in the negative form.
*She **won't** be here next week.*

In the interrogative form **will** comes before the subject:
*When **will** he come back?*

Grammar review

Might / might not

Unit 11

Might (might not) has the same form for all persons. It is a conditional and expresses possibility in the future.

*It **might** rain or it **might not**, I don't know.*

If clauses (First conditional)

Unit 12

The first conditional (or type one) sentence expresses what will probably happen if a certain situation comes true. It consists of an **if-clause** expressing a condition and a **main clause** expressing the consequence determined by the **if-clause**:

***If it rains, I will stay** at home.*

The verb in the **if-clause** is in the Present simple; the verb in the **main clause** is in the future with **will**.

The meaning does not change if the **main clause** comes before the **if-clause**:

***I will stay** at home **if it rains**.*

In this case we don't put a comma between the **main clause** and the **if-clause**.

Both the **if-clause** and the **main clause** can be positive or negative:

*If it **doesn't** rain, I **won't** stay at home.*

Short answers follow the general rule:

***Will** you stay at home if it **rains**?*

*Yes, I **will** / No, I **won't**.*

Possessive pronouns

Unit 12

The possessive pronouns are:

Singular	Plural
mine	ours
yours	yours
his	theirs
hers	
its	

Possessive pronouns have the same characteristics as possessive adjectives and are invariable.

*Whose book is that? It's **Marco's**. It's **his**.*

*Whose bag is that? It's **Maria's**. It's **hers**.*

Questions with Whose?

Unit 12

Possessive pronouns are often used to answer a question introduced by the interrogative adjective or pronoun **Whose?**

***Whose** book is this? It's **mine**, **yours**, etc.*

