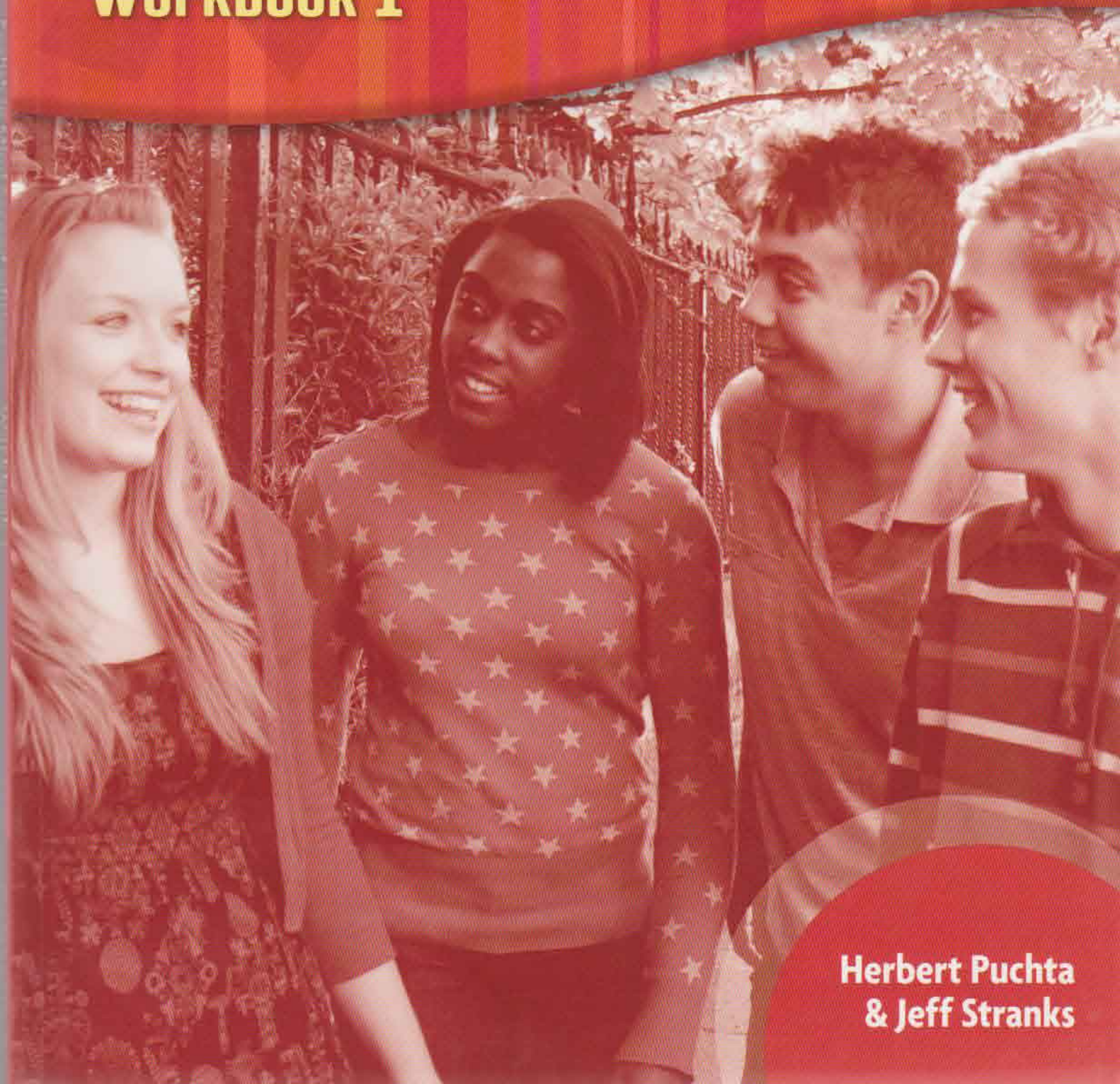


CAMBRIDGE

# English in Mind

Second edition

## Workbook 1



Herbert Puchta  
& Jeff Stranks

Herbert Puchta & Jeff Stranks

# English in Mind

Second Edition

## Workbook 1













CAMBRIDGE  
UNIVERSITY PRESS

# Welcome section

## A PEOPLE

### 1 The verb *be*

Look at the information about the holiday camp.  
Write sentences.

Name	Country	Age	Student?	Room
Marco 		17	X	101
Tomoko 		16	✓	107
Devrim 		15	✓	209
Helena and Samantha 		18	X	112
Patrick and Alan 		16	X	205

- Marco: *Marco's from Brazil. He's 17. He isn't a student.*  
*He's in Room 101.*
- Tomoko: .....
- Devrim: .....
- Helena and Samantha: .....
- Patrick and Alan: .....

### 2 Possessive adjectives

a Complete the table of possessive adjectives.

I	you	he	she	it	we	you	they
my	.....	.....	.....	its	.....	your	.....

b Underline the correct options.

- I / My live in Britain. I / My name's Pauline.
- I / My brother Andy's got a pet mouse. He / His keeps it in he / his jacket.
- I / My sister has got a poster of Coldplay in she / her bedroom.
- Tell me about you / your friends.
- We / Our haven't got a dog. We / Our parents don't like animals.
- Uncle Andy and Aunt Sophie live in Australia. They / Their house is fantastic! They / Their want us to go and visit them next year.

### 3 have/has got

Look at the table and write sentences. Use the correct form of *have got*.

	Jordan	Helen
green eyes	X	✓
a big family	X	✓
a bicycle	✓	X
a dog	X	X
black hair	✓	✓
a lot of DVDs	✓	X
a little brother	X	✓
a big bedroom	X	✓

- Jordan / green eyes  
*Jordan hasn't got green eyes.*
- Helen / a little brother  
.....
- Helen / a lot of DVDs  
.....
- Jordan / a bicycle  
.....
- Jordan and Helen / black hair  
.....
- Helen / a big bedroom  
.....
- Jordan / a big family  
.....
- Jordan and Helen / a dog  
.....

## B ROOMS AND HOMES

### 1 Rooms and furniture

a Circle 14 things you can find in rooms in a house (→ ← ↓ or ↑).

b Write the names of the rooms.

- This room's usually got a sofa and armchairs (and often a TV).  
.....
- This room's usually got a fridge, a cooker and a sink. ....
- This room's usually got a table and chairs (and sometimes a cupboard). ....
- This room's usually got a bath, or a shower, or both. ....
- This room's usually got a bed and sometimes a desk and chairs. ....

B	A	T	B	E	D	T	O
T	A	B	L	E	C	E	R
B	R	O	O	M	H	L	D
A	R	M	C	H	A	I	R
T	F	W	O	O	I	O	A
H	R	O	O	D	R	T	O
A	I	D	K	N	I	S	B
R	D	N	E	T	U	O	P
M	G	I	R	R	O	F	U
R	E	W	O	H	S	A	C

### 2 There is / There are

a Underline the correct options.

Andy: Where do you live, Erika?

Erika: I live in São Paulo, in Brazil.

Andy: Is it a nice city?

Erika: I think it's great. There <sup>1</sup> is / are lots of nice places to see.

Andy: Like what?

Erika: Well, there <sup>2</sup> is / are a nice park called Ibirapuera, and there <sup>3</sup> is / are hundreds of good cafés and restaurants.

Andy: Is it easy to move around?

Erika: Well, there <sup>4</sup> is / are lots of buses and taxis – but the traffic isn't good, there <sup>5</sup> is / are cars everywhere! In my street, there <sup>6</sup> is / are a problem with traffic every day – Monday to Friday.

Andy: Oh. But you like São Paulo anyway?

Erika: Yes, I do. There <sup>7</sup> isn't / aren't any other cities like it in Brazil.

b Complete with *There is* or *There are*.

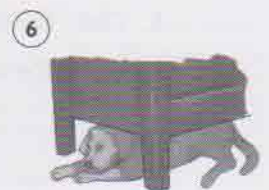
- ..... a nice café in this street.
- ..... a big problem with traffic here.
- ..... lots of parks in our city.
- ..... two bedrooms in their house.
- ..... a dining table in here, and  
..... six chairs, too.

### 3 Prepositions of place

Look at the pictures. Complete the sentences with the correct word from the box.

behind between in  
next to on under

- The dog's ..... in ..... in the chair.
- The dog's ..... the chair.
- The dog's ..... the chair.
- The dog's ..... the chairs.
- The dog's ..... the chair.
- The dog's ..... the chair.



## C ACTIVITIES

### 1 Activity verbs

**a** Write the letters *a, e, i, o, u* or *y* in the spaces to complete the verbs.

- |                             |                    |
|-----------------------------|--------------------|
| 1 o_p <u>e</u> n            | 7 j_ <u>u</u> mp   |
| 2 cl_ <u>a</u> s_s          | 8 l_ <u>o</u> gh   |
| 3 r_ <u>a</u> n             | 9 cr_ <u>a</u> te  |
| 4 sw_ <u>a</u> m            | 10 wr_ <u>o</u> te |
| 5 l_ <u>i</u> st <u>e</u> n | 11 sh_ <u>o</u> ut |
| 6 r_ <u>a</u> id            | 12 sm_ <u>i</u> le |

**b** Use a verb from Exercise 1a to complete the sentences.

- I write new words in my exercise book.
- I read a book every week.
- My parents never listen to music.
- It's sometimes hot in my room at night, so I open the window.
- At the weekend, we go to the beach and swim in the sea.
- I can walk in these shoes – but I can't run!
- Our teacher's funny – we always laugh a lot in her lessons.
- I'm cold! Can you close the door, please?

### 2 Imperatives

Make the imperatives negative.

- Jump! Don't jump!
- Run! Don't run!
- Close the door! Don't close the door!
- Open the window! Don't open the window!
- Sing! Don't sing!
- Come in! Don't come in!

### 3 Adverbs of frequency

Make sentences from the information in the table.

✓✓✓✓ = always	✓✓✓ = usually	✓✓ = often
✓ = sometimes	XX = hardly ever	XXXX = never

	Louisa	Ben	Sue
get up early	✓✓✓	✓✓	✓✓✓✓
read a book	XXXX	✓✓	
listen to music			✓
go to the cinema	XX	✓	

- Ben hardly ever gets up early.
- Louisa reads a book every week.
- Sue gets up early.
- Ben goes to the cinema.
- Louisa listens to music.
- Ben goes to the cinema.
- Louisa gets up early.
- Sue goes to the cinema.

### 4 can/can't for ability

Complete the sentences. Use *can/can't* and a verb from the box.

read run sing swim  
walk write

- Help! I can't swim!
- Our dog can't walk!
- But he can't write.
- He can't sing.
- He can't read, but he can't write!



# D IN TOWN AND SHOPPING

## 1 Places

a Find eight places in the wordsnake. Start at the end!

cafe station bookshop discoco cinema post office shoes shop clothes shop

b Match a word from the wordsnake in Exercise 1a with the pictures.

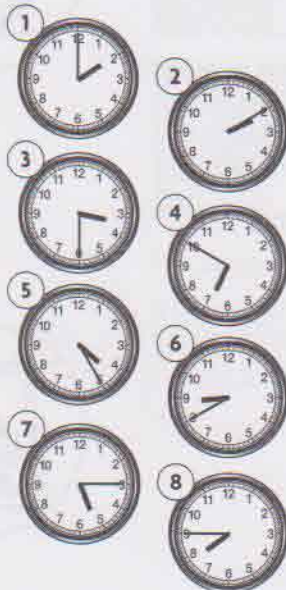


- 1 Post office      5 \_\_\_\_\_  
 2 \_\_\_\_\_      6 \_\_\_\_\_  
 3 \_\_\_\_\_      7 \_\_\_\_\_  
 4 \_\_\_\_\_      8 \_\_\_\_\_

## 2 Times

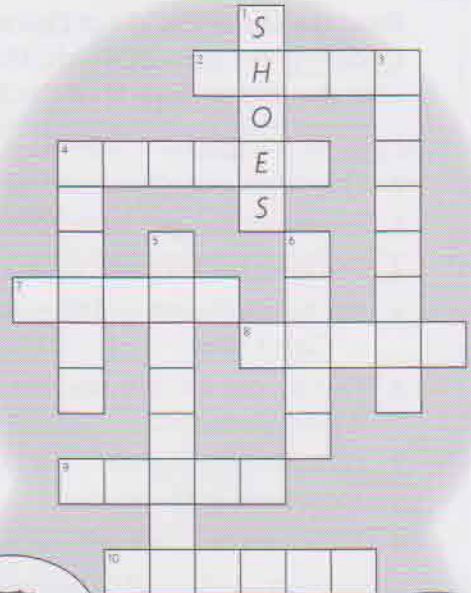
Complete the phrases with one word in each space.

- 1 two o'clock  
 2 ten two  
 3 past three  
 4 ten seven  
 5 twenty-five four  
 6 to nine  
 7 a quarter five  
 8 a to eight



## 3 Clothes

Do the crossword.



## 4 Money and prices

Write the prices.

- 1 £13.00 Thirteen pounds  
 2 €12.00 \_\_\_\_\_  
 3 \$21.00 \_\_\_\_\_  
 4 £7.49 \_\_\_\_\_  
 5 €24.99 \_\_\_\_\_  
 6 £125.00 \_\_\_\_\_  
 7 \$112.50 \_\_\_\_\_  
 8 €119.99 \_\_\_\_\_

## 1 Remember and check

Read the sentences about Claire Williams. Underline the correct words. Then check with the text on page 12 of the Student's Book.

- Claire is / isn't from England.
- Claire's got four / five beehives.
- She thinks she's got about 30,000 / 40,000 bees.
- She feeds her bees with sugar / honey and water.
- Her friends Hannah and Kate are / aren't scared of Claire's bees.
- To make one kilo of honey, bees fly 8,000 / 80,000 kilometres.
- On Sunday afternoons, Claire reads / doesn't read about bees on the Internet.
- In the summer, Claire sells her bees / honey to a shop.

## 2 Grammar

\* Present simple (positive and negative; questions and short answers)

**a** Look at the pictures. Complete the sentences. Use the present simple form of the verbs in brackets.

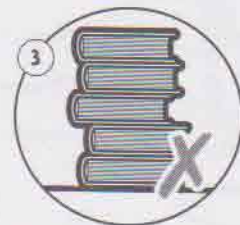
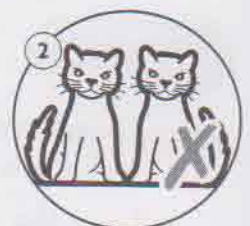
- I love (love) music.
- John studies (study) in his bedroom.
- Linda's brothers get up (get up) at 7.30.
- My mother writes (write) children's books.
- Our dog sleeps (sleep) in the garden.
- Mum and Dad drive (drive) to the supermarket on Saturdays.
- We really like (like) the new café.
- Louise gets (get) nervous before a test at school.

**b** Look at the pictures. Complete the sentences with the negative form of the verbs.

- He plays tennis, but he doesn't play football.
- My aunt likes dogs, but she doesn't like cats.
- I read newspapers, but I don't watch TV.
- My parents watch films, but they don't go to the cinema.
- Matt likes trains, but he doesn't like planes.

**c** Complete the questions and answers.

- A: Do you know the answer to this question?  
B: No, I don't. I don't know any of the answers!
- A: Do you listen to the radio?  
B: No, I don't. But I listen to CDs in my room.
- A: Does she go to the beach?  
B: No, she doesn't. But she likes going to the cinema.
- A: Do you study Science at school?  
B: Yes, I do. They study Biology and Physics.
- A: Does he speak English?  
B: Yes, he does. He speaks French and Italian, too.
- A: Where do you live?  
B: I live in a flat in Manchester.
- A: When do your brothers go to the sports club?  
B: They go there on Friday afternoons.
- A: What does she wear to school?  
B: She wears a brown and white uniform.



**d** Complete the dialogue. Use the present simple form of the verbs in brackets.

Ben: What do you usually do (do) at the weekend, Andy?

Andy: Oh, my weekends are always the same. I <sup>1</sup> \_\_\_\_\_ (meet) my friends on Friday night and we <sup>2</sup> \_\_\_\_\_ (go) to the cinema.

Ben: Where <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) after the film?

Andy: To our favourite café. We <sup>4</sup> \_\_\_\_\_ (drink) coffee or hot chocolate there. Usually we <sup>5</sup> \_\_\_\_\_ (not go) home before 11 o'clock.

Ben: And what about Saturdays?

Andy: On Saturdays I <sup>6</sup> \_\_\_\_\_ (get up) early. I <sup>7</sup> \_\_\_\_\_ (play) games on my sister's computer. It's OK, because she <sup>8</sup> \_\_\_\_\_ (not get up) before 10.30 on Saturdays.

Ben: <sup>9</sup> \_\_\_\_\_ your sister \_\_\_\_\_ (work)?

Andy: Yes, she <sup>10</sup> \_\_\_\_\_ (work) in a shop, but she <sup>11</sup> \_\_\_\_\_ (not like) her job.

Ben: Oh, I see. And what else do you do at the weekend?


Andy: Well, my friends often <sup>12</sup> \_\_\_\_\_ (come) to my house on Saturday afternoon. On Sundays I <sup>13</sup> \_\_\_\_\_ (not go) out. I <sup>14</sup> \_\_\_\_\_ (do) my homework.

Ben: Yeah, me too.

### 3 Vocabulary

#### \* Hobbies and interests

**a** Design a logo (a simple picture) for each hobby.

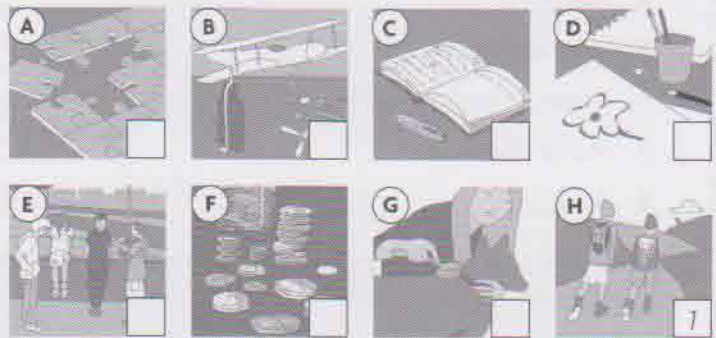
1 	2	3	4
swimming	playing computer games	running	going to the cinema
5	6	7	8
reading	painting	listening to music	dancing

**b** Match the words with the hobbies from Exercise 3a.

- |            |                 |              |       |
|------------|-----------------|--------------|-------|
| 1 pool     | <u>swimming</u> | 5 disco      | _____ |
| 2 book     | _____           | 6 picture    | _____ |
| 3 trainers | _____           | 7 MP3 player | _____ |
| 4 computer | _____           | 8 film       | _____ |

**c** **Vocabulary bank** Complete the phrases 1–8 with the words in the box. Then match them with the pictures.

making keeping looking after doing hanging out  
going collecting drawing



- |                           |                      |
|---------------------------|----------------------|
| 1 <u>going</u> for walks  | 5 _____ models       |
| 2 _____ puzzles           | 6 _____ with friends |
| 3 _____ a cat or a dog    | 7 _____ pictures     |
| 4 _____ stickers or coins | 8 _____ a diary      |



## 4 Grammar

\* like +-ing

**a** Write the *-ing* form of the verbs.

1 play playing    3 go \_\_\_\_\_

5 study \_\_\_\_\_

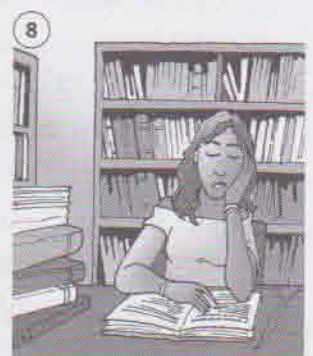
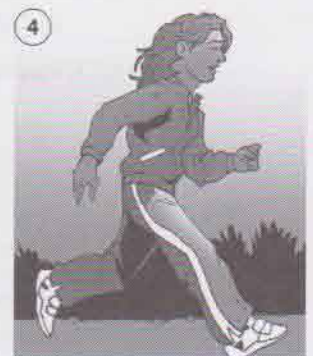
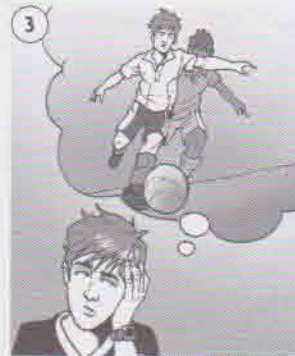
7 swim \_\_\_\_\_

2 dance \_\_\_\_\_    4 smile \_\_\_\_\_

6 fly \_\_\_\_\_

8 run \_\_\_\_\_

**b** Complete the sentences about the people in the pictures. Use *like/enjoy*, *not like/enjoy*, *love* or *hate*.



1 Greg and Rachel like going to the beach.

2 David \_\_\_\_\_

3 Chris \_\_\_\_\_

4 Claire \_\_\_\_\_

5 Janet and Philip \_\_\_\_\_

6 Diane \_\_\_\_\_

7 Marco and Paola \_\_\_\_\_

8 Kelly \_\_\_\_\_

**c** Write six true sentences about activities that you and your friends enjoy or don't enjoy. Use *like/enjoy*, *not like/enjoy*, *love* or *hate*.

*I love taking photos. Gina and Joe don't like writing letters.*

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

## 5 Pronunciation

\* /n/ and /ŋ/

- a** ▶ **CDI T1** Listen and underline the words you hear. Then listen again and repeat.

- |   |               |           |
|---|---------------|-----------|
| 1 | <u>listen</u> | listening |
| 2 | open          | opening   |
| 3 | Ron           | wrong     |
| 4 | wins          | wings     |
| 5 | spin          | spring    |
| 6 | go in         | going     |
| 7 | come in       | coming    |
| 8 | drive in      | driving   |

- b** ▶ **CDI T2** Listen and write the word or words you hear in the spaces.

- Ann \_\_\_\_\_ me every weekend.
- I enjoy \_\_\_\_\_ another language.
- We \_\_\_\_\_ every day.
- Let's go \_\_\_\_\_.
- We usually \_\_\_\_\_ the summer.

## 6 Culture in mind

Complete the summary about Caroline, Sarah and Nadia's school with the words in the box. Then check with the text on page 16 of the Student's Book.

Geography lunchtime ~~all-girls~~ free Drama  
Spanish parents creative sailing orchestra

Park School is an all-girls school in the north-west of England. In year 9, the girls study subjects on the national curriculum like English, History and <sup>1</sup> \_\_\_\_\_. They also study languages like French or <sup>2</sup> \_\_\_\_\_, and they can do <sup>3</sup> \_\_\_\_\_ subjects like Music or <sup>4</sup> \_\_\_\_\_.

But there are also lots of clubs. Some of them meet at <sup>5</sup> \_\_\_\_\_ and others are after school. Caroline is in the school <sup>6</sup> \_\_\_\_\_ – she plays the trombone. Sarah's club goes <sup>7</sup> \_\_\_\_\_ on a lake some weekends.

The teachers organise some of the school clubs, but sometimes the children's <sup>8</sup> \_\_\_\_\_ help, too. And the clubs are all <sup>9</sup> \_\_\_\_\_.

## 7 Study help

\* Vocabulary

In your Vocabulary notebook, organise new words into groups and list them under headings. Leave lots of space at the bottom of each list so you can add other words later. For example:



Look at the words in the box. Group them in lists with headings. Can you add one more to each group?

cinema Sports activities playing the piano playing football beach reading Music activities  
Places dancing Other activities ~~Hobbies and interests~~ swimming painting

Hobbies and interests

.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

# Skills in mind

## 8 Listen

**▶ CD 13** Listen to four people talking about their favourite activities. Match each person with two activities. Write the numbers 1–8 in the boxes.



Sally

--	--



James

--	--



Richard

--	--



Nadia

7	
---	--

- |                           |                    |
|---------------------------|--------------------|
| 1 go to the cinema        | 5 go dancing       |
| 2 go to the swimming pool | 6 learn the guitar |
| 3 talk to friends         | 7 write emails     |
| 4 play computer games     | 8 ride a bicycle   |

## 9 Read

The boy in the picture is a student in London. He doesn't like sport, but he's very good at music. Is his name Adam, Matthew or Carlos? Read the information and fill in the table (✓ or X) to work out the answer.

Adam goes to a school near his home in London.

Carlos plays football at school, but he doesn't really enjoy it.

Matthew likes music and he's good at playing the piano.

Adam loves swimming and he plays tennis at the weekend.

Carlos sings and plays the guitar in the school band.

Matthew loves living in London.

Adam hates singing and he doesn't play a musical instrument.

Matthew enjoys riding his bike to school, but he doesn't like sport.

Carlos lives in a flat in Manchester.



	lives in London	likes sport	plays music
Adam	✓		
Matthew			
Carlos			

The boy's name is \_\_\_\_\_.

### LISTENING TIP

#### Before you listen

- Read the question carefully and look at the example. Are you sure you know what you have to do? How many numbers do you need to write for each person?
- Read the list carefully. Say the words aloud and make a picture of each activity in your mind.
- It's a good idea to underline the important words in the list (for example, go to the cinema). Listen for these words when you play the recording.
- Can you think of any words that go with these activities? For example, *cinema* – film, watch, friends, weekend. Thinking of related words can help to prepare you for what you will hear.
- You have to match each person with two activities. Which activities will go together, do you think? For example, *go dancing* is the fifth activity – is there any other activity in the list that will go with this?

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

watches cinema different doesn't like games talking person ~~unusual~~ teaches

My friend Alan has got an unusual hobby – he loves old films. We often go to the <sup>1</sup> \_\_\_\_\_ together at the weekend and we <sup>2</sup> \_\_\_\_\_ watching modern films, but Alan's favourite films are the old black and white ones from the 1930s and 1940s. He <sup>3</sup> \_\_\_\_\_ them and reads about them all the time. I really enjoy <sup>4</sup> \_\_\_\_\_ to him about films, because he knows a lot about them and he <sup>5</sup> \_\_\_\_\_ me a lot. Alan <sup>6</sup> \_\_\_\_\_ play football and he hates computer <sup>7</sup> \_\_\_\_\_, so some people think he's a bit strange. But it's good to be <sup>8</sup> \_\_\_\_\_, and I think he's a very interesting <sup>9</sup> \_\_\_\_\_.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- Danny \_\_\_\_\_ to go to the party.  
a want b wants c wanting
- I \_\_\_\_\_ emails on my computer.  
a run b write c talk
- I really \_\_\_\_\_ Alison. She's a very good friend.  
a love b hate c don't like
- Our school lessons \_\_\_\_\_ at 8.50.  
a start b starts c starting
- David \_\_\_\_\_ your aunt and uncle.  
a know b knows c knowing
- My friends \_\_\_\_\_ read a lot of books.  
a does b doesn't c don't
- Angela and Simon enjoy \_\_\_\_\_ pictures.  
a paint b to paint c painting
- Playing the guitar is my favourite \_\_\_\_\_.  
a game b hobby c lesson
- All the students in our school \_\_\_\_\_ English.  
a listen b teach c learn

## 3 Vocabulary

Complete the sentences with the words in the box.

cinema swimming keeping running  
playing dancing painting writing hobbies

- We go swimming at the pool in our town.
- I go \_\_\_\_\_ in the park every morning before breakfast.
- He loves \_\_\_\_\_ the guitar.
- TV is OK, but I really enjoy watching films at the \_\_\_\_\_.
- Have you got any \_\_\_\_\_?
- I don't really enjoy \_\_\_\_\_ emails.
- Her hobby is \_\_\_\_\_ bees.
- My sister loves \_\_\_\_\_ pictures.
- I love \_\_\_\_\_ – but only when the music's good!

8

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 1 again  
0 – 13

## 1 Remember and check

Read the sentences about Mike Coleman. **Circle** the correct answer: a, b or c. Then check with the text on page 18 of the Student's Book.

- Mike is \_\_\_\_\_ before he studies to be a teacher.
  - taking a holiday
  - finishing school
  - (C)** taking a year off
- He is \_\_\_\_\_ in Namibia.
  - working in a hospital
  - teaching in a school
  - learning to be a doctor
- He \_\_\_\_\_ for his work.
  - needs a lot of help
  - doesn't get any money
  - gets a lot of money
- He \_\_\_\_\_ in Namibia.
  - is staying for six months
  - is living in a big house
  - is enjoying his life
- When he finishes his work, he wants to \_\_\_\_\_.
  - go home
  - travel for three weeks
  - learn about life in southern Africa



## 2 Grammar

\* Present continuous for activities happening now

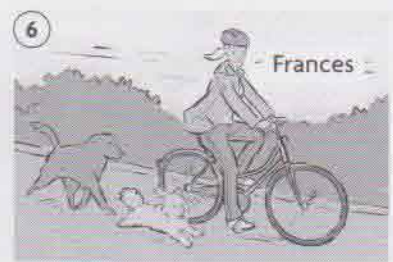
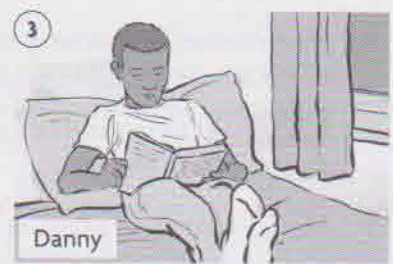
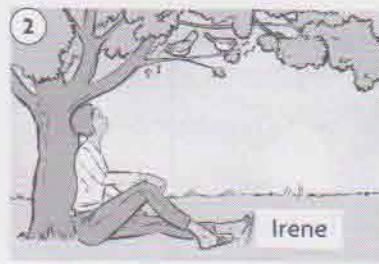
- Complete the phone message with the correct form of *be* (positive or negative).
- Complete the dialogues. Use the present continuous form.

- A: Sorry, I can't talk to you – I'm busy.  
B: Oh? What / you / do? *What are you doing?*
- A: Helen's TV is on in her room.  
B: Oh? What / she / watch \_\_\_\_\_?
- A: Paul – you / get dressed \_\_\_\_\_?  
B: Yes, I'm in my room – I / get / ready \_\_\_\_\_?
- A: Sally, I need the phone. Who / you / talk to \_\_\_\_\_?  
B: To Alex. He / give / me / the answers to the homework \_\_\_\_\_?
- A: Jane, what's the matter? Why / you / cry \_\_\_\_\_?  
B: I / not cry! I / laugh \_\_\_\_\_!  
This film's really funny!

Hi, John. This is Patrick. I 'm sitting on the bus. We<sup>1</sup> \_\_\_\_\_ coming in to south London, and it<sup>2</sup> \_\_\_\_\_ raining, of course! The streets are really busy today and we<sup>3</sup> \_\_\_\_\_ moving at all at the moment. Karen is here somewhere but I can't see her – she<sup>4</sup> \_\_\_\_\_ sitting near me. Anyway, I<sup>5</sup> \_\_\_\_\_ phoning to ask for some help. I know you<sup>6</sup> \_\_\_\_\_ studying at the library now, but when you finish can you pick us up from the bus station? Mum and Dad<sup>7</sup> \_\_\_\_\_ working today, so they can't come and meet us. Give me a ring. Bye.



**C** What's happening in the pictures? Write two sentences in the present continuous for each picture.



- |   |   |                                  |
|---|---|----------------------------------|
| 1 | <i>Jack and Linda are eating pizza.</i> | <i>Harry is drinking coffee.</i> |
| 2 | .....                                   | .....                            |
| 3 | .....                                   | .....                            |
| 4 | .....                                   | .....                            |
| 5 | .....                                   | .....                            |
| 6 | .....                                   | .....                            |

**\* Present simple vs. present continuous**

**d** Match the two parts of the sentences.

- |                            |                                    |
|----------------------------|------------------------------------|
| 1 My friend works          | a for their exams now.             |
| 2 She's helping her mother | b at six o'clock every morning.    |
| 3 I enjoy going            | c to me.                           |
| 4 They're studying         | d at the supermarket on Saturdays. |
| 5 You aren't listening     | e with the cooking.                |
| 6 Andrew leaves home       | f to the cinema.                   |

**e** Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

- My father starts (start) work at nine o'clock every morning.
- Sorry Mike, I can't talk to you now – I'm busy. I ..... (do) my homework.
- My cousins ..... usually ..... (not stay) with us in the summer.
- Julia hardly ever ..... (go) to the beach.
- My brother ..... (not use) the computer at the moment.
- Be quiet, Amy! We ..... (watch) this programme.
- Jane isn't here at the moment. She ..... (do) the shopping.
- What ..... you ..... (do) after school on Fridays?
- ..... Steve and Matt ..... (play) basketball now?
- Can you help me? I ..... (not understand) this question.

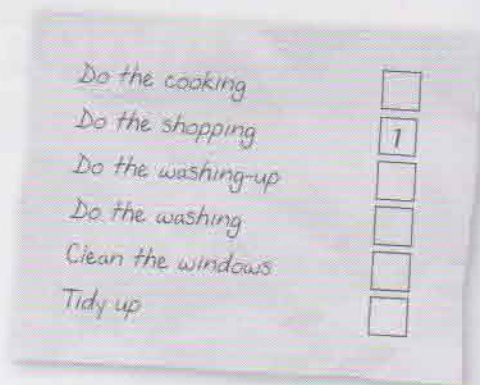
### 3 Vocabulary

#### \* Housework

**a** Maria's mother is in hospital. Maria has a list of jobs to do in the house and her friends are helping her.

**▶ CD1 T4** Listen to the sounds. Write numbers 1–6 next to the jobs in the list.

**b** Maria's mother is phoning from the hospital. Look at the pictures and write what Maria says to her on the phone.



1 We're fine, Mum. Stephanie *is doing the shopping.*



2 Tim \_\_\_\_\_



3 Lisa and Susan \_\_\_\_\_



4 René and Marina \_\_\_\_\_



5 Tony \_\_\_\_\_



6 Kate and Richard \_\_\_\_\_

**c** **Vocabulary bank** Fill in the word puzzle and find the mystery word.



1 a CD rack



2 a \_\_\_\_\_



3 a \_\_\_\_\_



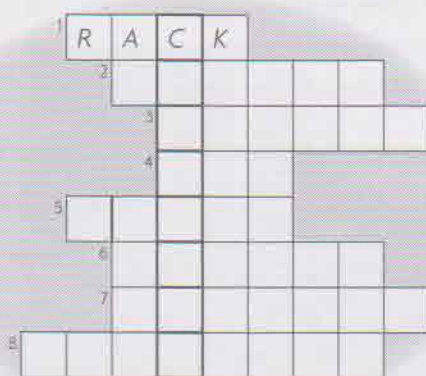
4 a waste \_\_\_\_\_



5 a cleaning \_\_\_\_\_



6 a clothes \_\_\_\_\_



7 some \_\_\_\_\_



8 a \_\_\_\_\_

## 4 Pronunciation

\* /ɔ:/ (more) and /ɜ:/ (girl)

**a** ▶ **CDI T5** Listen and repeat.

- |   |       |       |
|---|-------|-------|
| 1 | bored | bird  |
| 2 | born  | burn  |
| 3 | walk  | work  |
| 4 | short | shirt |

**b** ▶ **CDI T6** Listen and write the words in the lists.

more door always learning girl  
working talking birthday

/ɔ:/	/ɜ:/
more	girl
_____	_____
_____	_____
_____	_____

**c** ▶ **CDI T7** Underline the words with the /ɜ:/ sound. Circle the words with the /ɔ:/ sound. Then listen, check and repeat.

- 1 All over the world.
- 2 I was born in Turkey.
- 3 Her parents are working in Portugal.
- 4 The girls are organising their research.
- 5 Laura was early for work this morning.

## 5 Everyday English

Circle the correct words.

- 1 A: Excuse me. Are you the man who looks after the gorilla?  
B: That's it / right. Why?
- 2 A: This film is terrible!  
B: See? / Look? I told you. My sister saw it, and she thought it was bad too!
- 3 A: Jack? Can you help me with my homework?  
B: Sorry, Midge. It's not my problem / right.
- 4 A: We're late! Come in / on, Sally.  
B: All right, I'm coming!
- 5 A: This chocolate's very expensive!  
B: I know! It's really good, though / so!
- 6 A: Alex phoned me again last night!  
B: So / And what? He phones all the girls. It doesn't mean you're special!

## 6 Study help

\* Grammar and vocabulary

When you learn new words, try to identify them as parts of speech (nouns, verbs, etc.). This can help you remember how to use them in a sentence.

**a** Circle the verbs and underline the nouns.

- 1 I often use my computer.
- 2 Gemma plays in the orchestra.
- 3 Some students bring sandwiches and eat them at school.
- 4 We usually walk, but sometimes we catch the bus.

**b** In your Vocabulary notebook, you can list nouns and verbs together.

Fill in the lists with the words in the box. Can you add two more to each group?

English study lesson exam Art  
teach write uniform Geography

SCHOOL		
Nouns	Verbs	
Subjects	Other nouns	
<u>English</u>	<u>lesson</u>	<u>study</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





## 7 Read and Listen

- a** Read part of the interview with Mike from page 21 of the Student's Book. Complete it with as many words as you can.

**Interviewer:** Good morning, and welcome to Radio Kent. This morning we're        *talking*        about volunteer work. On our phone line, we have Mike Coleman, from Canterbury. Right now he's in Namibia. Morning, Mike.

**Mike:** Hi Carol.

**Interviewer:** What are you <sup>1</sup>                                  there in Namibia?

**Mike:** I'm working as a <sup>2</sup>                                  in a hospital. I'm here for two months. I help the doctors and nurses – you know, I <sup>3</sup>                                  things and get things for them, talk to the patients – that kind of thing.

**Interviewer:** And what are you doing right now?


**Mike:** I'm <sup>4</sup>                                  breakfast. We always have breakfast at about <sup>5</sup>                                  o'clock, then we go to the hospital.

**Interviewer:** Do you <sup>6</sup>                                  your own breakfast?

**Mike:** Yes, we do. And lunch and dinner, too! Six of us live here <sup>7</sup>                                  and we do all our own housework.

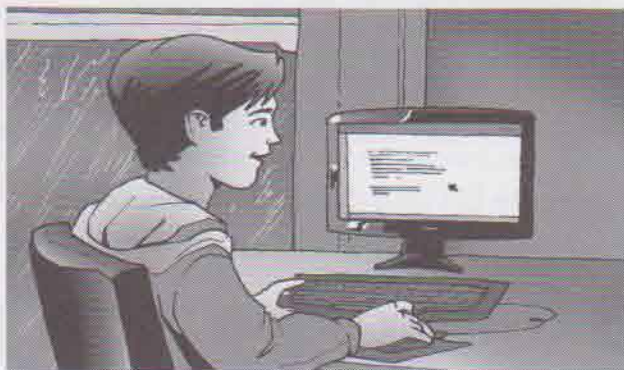
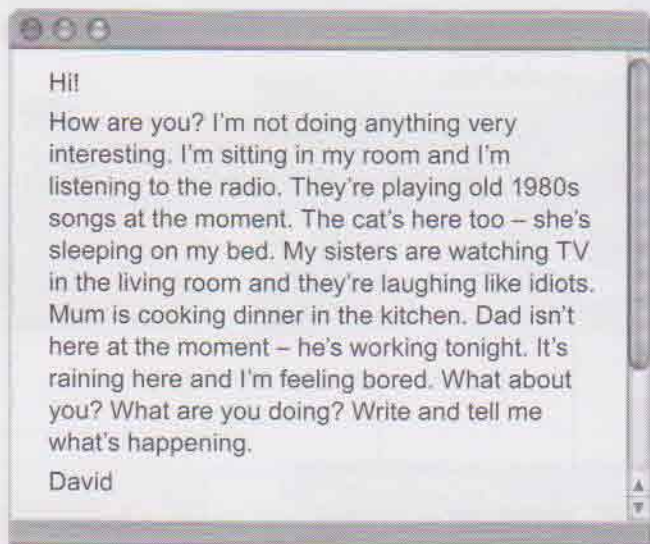
**Interviewer:** Really?

**Mike:** Yes – we do all the <sup>8</sup>                                  and cleaning. We <sup>9</sup>                                  our own clothes, too – there's no washing machine here!

- b**  **CD1 T8** Listen and check your answers.

## 8 Write

Read David's email. Then write an email in reply to him. Tell him what's happening in your home at the moment.



### WRITING TIP

#### Brainstorming

Before you start to write, 'brainstorm' ideas.

- Think of *all* the things that are happening now and make quick notes on a piece of paper, without stopping. Write words or phrases in English where you can, but it's fine to use words in your own language, too.
- Don't worry if some ideas aren't very important, or if they are mixed up and out of order. The main thing is to have ideas.

After brainstorming, you can look at your notes, cross out ideas you don't want to use and start to put the others in order.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

is works shopping ~~go out~~ moment morning hate up right the

Peter Fletcher and his sister Sharon usually go out with their friends on Saturday, but this <sup>1</sup> \_\_\_\_\_ they're busy at home. They're tidying <sup>2</sup> \_\_\_\_\_ after a big party for Sharon's birthday. At the <sup>3</sup> \_\_\_\_\_ Sharon is doing <sup>4</sup> \_\_\_\_\_ washing-up in the kitchen and Peter <sup>5</sup> \_\_\_\_\_ cleaning the bathroom. They <sup>6</sup> \_\_\_\_\_ housework, so they aren't having a lot of fun <sup>7</sup> \_\_\_\_\_ now. Their parents aren't at home. Mrs Fletcher always <sup>8</sup> \_\_\_\_\_ on Saturday mornings and Mr Fletcher is doing the <sup>9</sup> \_\_\_\_\_ at the supermarket.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- I always listen to the radio when I \_\_\_\_\_ the ironing.  
a do b help c work
- Marco is \_\_\_\_\_ the windows for his grandmother.  
a tidying b washing up c cleaning
- Steve is in Turkey now. \_\_\_\_\_ in Istanbul.  
a He stay b He stays c He's staying
- Diane and her sister \_\_\_\_\_ playing tennis right now.  
a isn't b aren't c don't
- It \_\_\_\_\_ at the moment, but it's very cold.  
a snows b doesn't snow c isn't snowing
- Who are those boys over there? \_\_\_\_\_ them?  
a You know b Do you know  
c Are you knowing
- A: Is Alice doing her homework? B: No, she \_\_\_\_\_.  
a isn't b doesn't c don't
- It's a nice day. \_\_\_\_\_ to go to the beach?  
a I like b You want c Do you want
- I visit my aunt and uncle \_\_\_\_\_ a month.  
a two b twice c second

8

## 3 Vocabulary

Complete the sentences with the phrases in the box.

do the cooking do the washing-up have a rest do the washing tidy up clean the windows  
~~do the housework~~ do the shopping do the ironing

- The house is a mess – it's time to do the housework.
- All my clothes are dirty – it's time to \_\_\_\_\_.
- There's no food in the fridge – it's time to \_\_\_\_\_.
- We're all hungry and we want our dinner – it's time to \_\_\_\_\_.
- My shirts are clean, but I can't wear them yet – it's time to \_\_\_\_\_.
- The plates are dirty – it's time to \_\_\_\_\_.
- There are things all over the floor in my bedroom – it's time to \_\_\_\_\_.
- I'm in my bedroom, but I can't see outside – it's time to \_\_\_\_\_.
- I'm really tired after all the housework – it's time to \_\_\_\_\_!

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 2 again

## 1 Remember and check

Read the sentences about Erin Brockovich. Write T (true) or F (false). Then check with the text on page 26 of the Student's Book.



- Erin Brockovich studied law at college.  F
- Erin's job at the law company was to help sick people.
- Erin found that a lot of sick people lived near a big Pacific Gas and Electric factory.
- People were sick because there was chromium in their drinking water.
- Each of the 600 sick people got \$1 million from the company.
- Julia Roberts played Erin Brockovich in a film about her.

## 2 Grammar

\* Past simple: *be*

### a Underline the correct words.

- There was / were some interesting programmes on TV yesterday.
- My father was / were really angry with me last night.
- Our exams were very difficult, so we were / weren't very happy.
- You were / Were you in the library yesterday?
- One of my brothers was / were in Germany last year.
- We enjoyed the meal last night. The food was / wasn't very nice.
- Was / Were they on holiday in Greece?
- Where was / were Richard last night?

- b ▶ CD1 T9 Read the dialogue between Sally and her grandmother. Fill in the spaces with *was*, *were*, *wasn't* or *weren't*. Then listen and check your answers.

Gran: Oh, look at this old record!

Sally: Who is it, Gran?

Gran: It's Buddy Holly. He was my favourite singer when I <sup>1</sup> \_\_\_\_\_ young!

Sally: <sup>2</sup> \_\_\_\_\_ he British?

Gran: No, he <sup>3</sup> \_\_\_\_\_ American.

Sally: I don't know him at all.

Gran: No, of course you don't. He died in 1959. And he <sup>4</sup> \_\_\_\_\_ very old – he <sup>5</sup> \_\_\_\_\_ only 22.

Sally: What happened?

Gran: Well, he <sup>6</sup> \_\_\_\_\_ in a small aeroplane, in winter. Two other singers <sup>7</sup> \_\_\_\_\_ in the plane with him. The plane crashed, and they all died.

Sally: Oh, that's terrible.

Gran: Yes, I <sup>8</sup> \_\_\_\_\_ very sad. I cried all day!

Sally: Tell me more about him.

Gran: Well, *Peggy Sue* and *That'll Be The Day* <sup>9</sup> \_\_\_\_\_ his famous songs in the 1950s.

But they <sup>10</sup> \_\_\_\_\_ my favourites – my favourite Buddy Holly song <sup>11</sup> \_\_\_\_\_

*Everyday*. Do you want to hear it?

Sally: OK, Gran – play it for me!

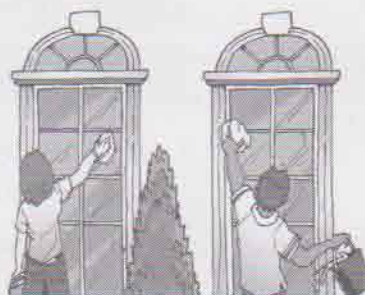


★ Past simple: regular verbs

**c** Write the past simple form of the verbs. Think carefully about the spelling. Is it *-ed*? *-d*? *-ied*? or double consonant + *-ed*?

- |          |                |          |       |
|----------|----------------|----------|-------|
| 1 enjoy  | <u>enjoyed</u> | 7 plan   | _____ |
| 2 hate   | _____          | 8 decide | _____ |
| 3 climb  | _____          | 9 talk   | _____ |
| 4 stay   | _____          | 10 stop  | _____ |
| 5 listen | _____          | 11 study | _____ |
| 6 cry    | _____          | 12 clean | _____ |

**d** Look at the pictures and complete the sentences. Use six of the past simple verbs in Exercise 2c.



1 I hated eating vegetables when I was a child.

2 We \_\_\_\_\_ all the windows on Saturday – it was hard work.



3 Tim \_\_\_\_\_ to some good music last night.

4 The baby \_\_\_\_\_ when I picked him up.



5 The car \_\_\_\_\_ because the light was red.

6 Sally \_\_\_\_\_ to Peter on the phone yesterday.

**e** Complete the sentences. Use the negative form of the verbs in the box.

study ~~visit~~ speak do  
answer cook

- Kevin didn't visit his grandmother yesterday, but he phoned her at the hospital.
- I asked him a question, but he \_\_\_\_\_ me.
- Mum \_\_\_\_\_ last night because we decided to eat out.
- Sophie was really angry. She \_\_\_\_\_ to us for three days!
- Lisa and Sam \_\_\_\_\_ yesterday because their exams finished last week.
- I washed all the clothes, but I \_\_\_\_\_ the ironing.

**f** Complete the paragraph. Use the past simple form of the verbs in brackets.

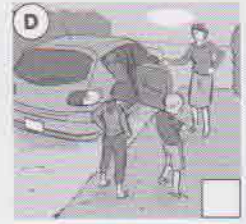
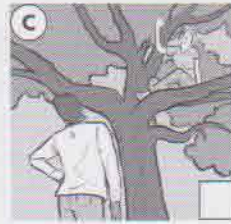
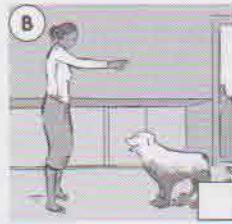
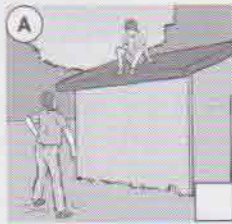
My aunt and uncle were here for a visit last weekend. They didn't stay (not stay) at our flat – they <sup>1</sup> \_\_\_\_\_ (stay) in a hotel in the centre of town. Their room was nice, but my aunt <sup>2</sup> \_\_\_\_\_ (not like) the food. She <sup>3</sup> \_\_\_\_\_ (visit) us on Saturday, and she and Mum <sup>4</sup> \_\_\_\_\_ (talk) for the whole afternoon. My uncle <sup>5</sup> \_\_\_\_\_ (not want) to sit inside, so he and I <sup>6</sup> \_\_\_\_\_ (walk) to the stadium to watch the football. But we <sup>7</sup> \_\_\_\_\_ (not have) a very good time because our team <sup>8</sup> \_\_\_\_\_ (not play) well, and at 3.30 it <sup>9</sup> \_\_\_\_\_ (start) to rain.

### 3 Vocabulary

#### \* Multi-word verbs (1)

**a** Look at the pictures. What are the people saying? Write numbers 1–4 in the boxes.

- 1 Get out!
- 2 Get in!
- 3 Come down!
- 4 Climb up!



**b** We can use an object pronoun, like *it* or *them*, with some two-word verbs. The pronoun goes between the two parts of the verb. Look at the pictures and make sentences. Use words from each box.

put on take off pick up put down

it them



**c** Can you find multi-word verbs to complete these sentences? Choose a word from each box and then use your dictionary to check.

sit go grows Turn try

up off on out down

- 1 I like these trousers, but I want to try them on before I buy them.
- 2 John's little sister wants to be a doctor when she \_\_\_\_\_.
- 3 \_\_\_\_\_ the TV! All the programmes are terrible tonight.
- 4 Let's \_\_\_\_\_ on this seat and have our lunch.
- 5 Sorry, the boys aren't at home. They always \_\_\_\_\_ on Friday nights.

**d** **Vocabulary bank** Complete the sentences with *up*, *down*, *on* or *off*.

- 1 In some countries, kids stand up when the teacher comes into the classroom.
- 2 On Sundays I get \_\_\_\_\_ at about ten o'clock.
- 3 It was difficult to see, so we switched \_\_\_\_\_ the lights.
- 4 Come and sit \_\_\_\_\_ on the sofa, next to me.
- 5 The film on TV was really boring, so I switched it \_\_\_\_\_ and started reading.
- 6 I'm really tired. I'm going to lie \_\_\_\_\_ in my room for an hour.
- 7 When the bus came it was full, so I didn't get \_\_\_\_\_. I waited another ten minutes.
- 8 Mum! The dog's sitting on my bed. Tell it to get \_\_\_\_\_!

## 4 Pronunciation

\* -ed endings

- a** ▶ **CD1 T10** How many syllables are there in these past simple verbs? Write the number 1, 2 or 3. Then listen, check and repeat.

- |              |       |           |       |
|--------------|-------|-----------|-------|
| 1 closed     | 1     | 6 decided | _____ |
| 2 watched    | _____ | 7 walked  | _____ |
| 3 needed     | _____ | 8 studied | _____ |
| 4 started    | _____ | 9 planned | _____ |
| 5 discovered | _____ | 10 worked | _____ |

- b** ▶ **CD1 T11** Listen and repeat the sentences.

- |                             |                          |
|-----------------------------|--------------------------|
| 1 She wanted a drink.       | 5 I hated that book!     |
| 2 They watched a good film. | 6 She climbed the hill.  |
| 3 He walked a long way.     | 7 We decided to go home. |
| 4 We visited our friends.   | 8 He started to read.    |

## 5 Culture in mind

- a** Match the names and the descriptions. Then check on page 30 of the Student's Book.

- |                             |   |
|-----------------------------|---|
| 1 Mount Rushmore            | a a human rights leader in the USA                    |
| 2 Simon Bolivar             | b a Brazilian musician                                |
| 3 Martin Luther King        | c a place that remembers four US presidents           |
| 4 the Memorial Fountain     | d a memorial in London for Princess Diana             |
| 5 Tom Jobim                 | e a South American leader                             |
| 6 Grauman's Chinese Theatre | f a theatre in Hollywood with memorials to film stars |

- b** Complete the text with the words in the box.

forget unforgettable memories memory remember memorials

We always want to remember our heroes – and people do different things to make sure that we don't <sup>1</sup> \_\_\_\_\_ the amazing people who did <sup>2</sup> \_\_\_\_\_ things when they were alive.

There are many kinds of <sup>3</sup> \_\_\_\_\_ – statues, monuments, paintings and so on. They all help to keep famous and important people alive in our <sup>4</sup> \_\_\_\_\_. Tourists often go to see them – and they take photographs so that when they go home, they will have great <sup>5</sup> \_\_\_\_\_ of their visit.

## 6 Study help

\* Vocabulary

There are lots of multi-word verbs in English, formed with a normal verb + a small word like *up*, *down*, *in*, *out*, *on* or *off*. Often the multi-word verb has a very different meaning from the verb on its own. If you can't work out the meaning, you can look up the multi-word verb in your dictionary.

- a** In your Vocabulary notebook, write the verbs with *up* and *down* from Exercises 7a and 7b in the Student's Book.

- Make two lists (*up* and *down* verbs).
- Add a phrase or sentence to show the meaning of each verb.
- Learn both parts of the verb together.

- b** Now look at this text and underline all the multi-word verbs.

Jenny wakes up at 6.30 when her alarm clock goes off. She turns on the light, gets up quickly, puts on her tracksuit and trainers and sets off for a run before breakfast. Even when she gets cold and wet, Jenny goes on running – she doesn't slow down and she never gives up.

- c** Add any new verbs to your *up* and *down* lists. Can you work out the meanings?

- d** Start new lists with *on*, *off*, *in* and *out*.

# Skills in mind

## 7 Read

**a** Look at the pictures. What do you think the text is about?

Angela and Luciana Giussani, creators of Diabolik



Cover of Diabolik

- 1 Ask any Italian teenager about their favourite comic book hero, and what's the answer? Superman? Spiderman? Batman? No, Italy's favourite hero is Diabolik.
- 2 Diabolik is all-Italian. The idea came from two Italian sisters, Angela and Luciana Giussani, in 1962. But he isn't only popular in Italy. You can buy Diabolik comic books in many countries and read about him in lots of different languages.
- 3 Who is Diabolik? Well, he is not the usual superhero. In fact, Diabolik is a thief. He takes things from rich people and then he runs away.
- 4 He's got a beautiful girlfriend called Eva. She helps him to plan his adventures and they really love each other. Diabolik meets lots of beautiful women but Eva is the only girl for him.
- 5 Ginko, a policeman, often tries to catch Diabolik but he is never successful. He always arrives too late to catch him.

**b** Read the text again. Write *T* (true) or *F* (false).

- 1 You can find Diabolik books all over the world.
- 2 You need to know Italian to read the Diabolik books.
- 3 Diabolik is an unusual hero.
- 4 Diabolik has got a lot of girlfriends.
- 5 Ginko helps Diabolik to plan his adventures.
- 6 Ginko never catches Diabolik.

T

**c** Find words in the text with these meanings.

- 1 a very strong and brave person in a book or film (noun) hero
- 2 very famous (adjective) \_\_\_\_\_
- 3 person who takes other people's things (noun) \_\_\_\_\_
- 4 with lots of money (adjective) \_\_\_\_\_
- 5 very good-looking (adjective) \_\_\_\_\_

### READING TIP

If you're a fan of Diabolik, Asterix or Tintin, you can get the books in English translations. Or look for other comics in English.

It's fun to practise your reading by following your own interests. For example, if you've got a favourite hobby, or if you're interested in a musician, an actor or a sports star, you can:

- read about them in English magazines
- go to fan websites in English on the Internet
- find out what other teenagers are saying by going to internet chat rooms.

If you have a computer at home, look up Diabolik on the Internet now, and see what you can find in English.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

was wasn't weren't didn't born trees discovered travelled planned ~~last~~

Last month, my boyfriend and I <sup>1</sup> \_\_\_\_\_ 50 kilometres to visit Hinton Wood. I was <sup>2</sup> \_\_\_\_\_ near there, and it was a lovely forest when I <sup>3</sup> \_\_\_\_\_ a child. It was also a great place to see animals. We decided to take some sandwiches and we <sup>4</sup> \_\_\_\_\_ to eat them next to the river. But we <sup>5</sup> \_\_\_\_\_ enjoy the day. People were cutting down a lot of the <sup>6</sup> \_\_\_\_\_ to make a road, and it was very noisy. When we tried to swim in the river, we <sup>7</sup> \_\_\_\_\_ that it was dirty. And there <sup>8</sup> \_\_\_\_\_ any animals. In the end, we decided to go home early, and I <sup>9</sup> \_\_\_\_\_ happy at all.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- It was cold, so she decided to put \_\_\_\_\_ her jacket.  
a on b off c down
- I picked \_\_\_\_\_ the book and started to read it.  
a on b up c down
- It's dangerous up there in that tree. Come \_\_\_\_\_ I.  
a down b off c out
- My grandmother \_\_\_\_\_ born in 1948.  
a is b was c were
- A: Was Paul at school yesterday?  
B: No, he \_\_\_\_\_.  
a wasn't b weren't c didn't
- Marilyn Monroe \_\_\_\_\_ in 1962.  
a killed b died c born
- Our aunt and uncle \_\_\_\_\_ us last month.  
a visit b visits c visited
- We \_\_\_\_\_ football in the park this morning.  
a playd b played c plaied
- I was tired, so I \_\_\_\_\_ get up early.  
a was b doesn't c didn't

8

## 3 Vocabulary

Write the opposite of each word with the words in the box.

take off switch on ~~get off~~ forget sit down get in go out put down come up

- get on \_\_\_\_\_ get off \_\_\_\_\_
- come down \_\_\_\_\_
- switch off \_\_\_\_\_
- get out \_\_\_\_\_
- remember \_\_\_\_\_
- stand up \_\_\_\_\_
- pick up \_\_\_\_\_
- put on \_\_\_\_\_
- stay at home \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 3 again  
0 - 13



## 1 Remember and check

Match the two parts of the sentences. Then check with the text on page 32 of the Student's Book.

- |   |  |
|---|--|
| 1 The 1971 World Table Tennis Championship  | a didn't talk to each other.                 |
| 2 American and Chinese players              | b became friends.                            |
| 3 An American player called Cowan           | c a T-shirt in return.                       |
| 4 Cowan missed his bus, but                 | d was in Japan.                              |
| 5 A Chinese player called Zhuang Zedong     | e to have a better relationship.             |
| 6 Later, Cowan gave Zedong                  | f he got on the Chinese bus instead.         |
| 7 The two men                               | g invited a Chinese player to play with him. |
| 8 Their friendship helped China and the USA | h gave Cowan a silk scarf.                   |

## 2 Grammar

\* Past simple: regular and irregular verbs

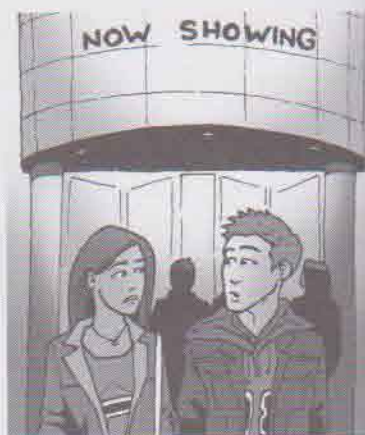
### a Underline the correct words.

- Did you like the film? I taught / thought / thank it was terrible!
- Tom wanted / won / went an omelette, but we didn't have any eggs.
- I phoned Kate from the station and seed / sayed / said goodbye to her.
- Thanks for the meal. We really enjoy / enjoyed / enjoied it.
- The CD was / wasn't / weren't very expensive, so they decided to buy it.
- Many years ago, my father met / meeted / made a man called George Jones.
- After a month, the two girls become / became / becomes very good friends.
- Last year my sister left / let / leaved school and got a job.

### b Complete the sentences. Use the past simple form of the verbs in the box.

begin ~~eat~~ win meet have leave go come

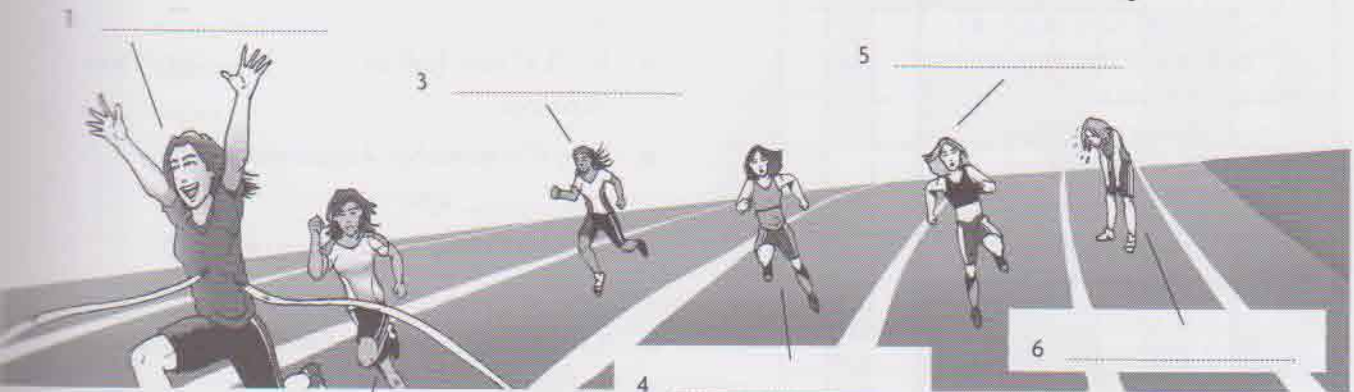
- We haven't got any chocolates. You ate them all yesterday!
- My friends \_\_\_\_\_ the party at 11 o'clock and walked home.
- The football final this afternoon was a great game – and our team \_\_\_\_\_!
- After lunch on Sunday, Nick and Beth \_\_\_\_\_ for a walk in the park.
- The teacher \_\_\_\_\_ late, so our lesson only \_\_\_\_\_ at 9.30.
- I \_\_\_\_\_ Paolo at one o'clock and we \_\_\_\_\_ lunch together at the café.



**C** Read the sentences. Can you work out the names of the six girls? Write the names in the boxes.

There were six girls in the 500 metres race.  
Pat and two other girls got the medals.  
Angela didn't finish the race.

Judy finished the race but she didn't beat anyone.  
Maria beat Judy, but she didn't get a medal.  
Liz didn't win the silver medal.  
Sandra wasn't the winner – two girls beat her.



**d** Mei was a volunteer worker at the Beijing Olympic Games in 2008. Read the interview and write the questions.

Interviewer: *Did you get money for your work?* (get / money for your work?)

Mei: No, I didn't. I was a volunteer.

Interviewer: <sup>1</sup> \_\_\_\_\_? (meet / a famous athlete?)

Mei: Yes, I did. I met Michael Phelps.

Interviewer: <sup>2</sup> \_\_\_\_\_? (speak to you?)

Mei: Yes, he did. We had a short conversation.

Interviewer: <sup>3</sup> \_\_\_\_\_? (the volunteers / stay / in the Olympic village?)

Mei: No, they didn't. Only the athletes stayed there.

Interviewer: <sup>4</sup> \_\_\_\_\_? (work hard?)

Mei: Yes, we did – but it was fun.

Interviewer: <sup>5</sup> \_\_\_\_\_? (people / enjoy / the Olympic Games?)

Mei: Yes, they did. They had a really wonderful time.

**e** ▶ **CDI T12** Read part of the dialogue from Exercise 7 on page 35 of the Student's Book. Fill in the past simple verbs. Then listen and check.

Jason: *Did you see Friends Forever last night?*

Louise: No, I didn't. What was it about?

Jason: Well, there were these two boys, Dan and Nick.

They <sup>1</sup> \_\_\_\_\_ really good friends, you know. And they <sup>2</sup> \_\_\_\_\_ in the same football team. And one day, their team <sup>3</sup> \_\_\_\_\_ a very important match.

Louise: Uh huh. And what <sup>4</sup> \_\_\_\_\_?

Jason: Well, it wasn't a great day for Dan and Nick's team at first. At half time the score was 3–0 to the other team. But then Dan and Nick both <sup>5</sup> \_\_\_\_\_ to play really well, and they <sup>6</sup> \_\_\_\_\_ two goals each, and their team won 4–3. It was fantastic, and the fans were really excited.

Louise: Right.

Jason: So, the next issue of their school magazine <sup>7</sup> \_\_\_\_\_ an article with a big photo of Dan and Nick, and the headline <sup>8</sup> \_\_\_\_\_, 'Friends score double!'

Louise: So?

Jason: Well, Nick's father, Mr Winter, <sup>9</sup> \_\_\_\_\_ the article. And he <sup>10</sup> \_\_\_\_\_ that Dan's family name was Stern, and he wasn't very happy.

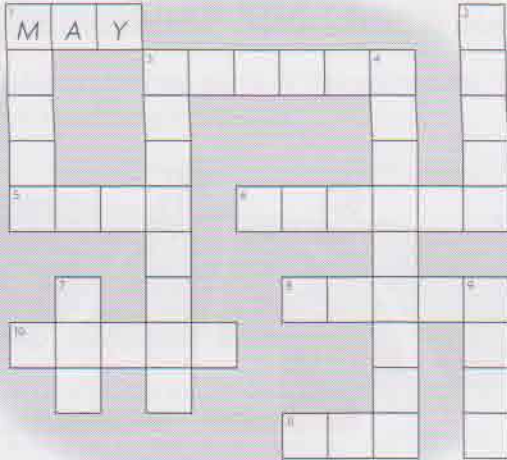
Louise: Hang on a minute. I don't get it. When Nick's father <sup>11</sup> \_\_\_\_\_ out about Dan's family name, he <sup>12</sup> \_\_\_\_\_ happy?

Jason: That's right.

### 3 Vocabulary

#### \* Past time expressions

**a** Fill in the crossword.



Down ↓

- 1 Now it's July. Four months ago it was \_\_\_\_\_.
- 2 Today it's 22 October. Two \_\_\_\_\_ ago it was 8 October.
- 3 \_\_\_\_\_ is the month after January.

Across →

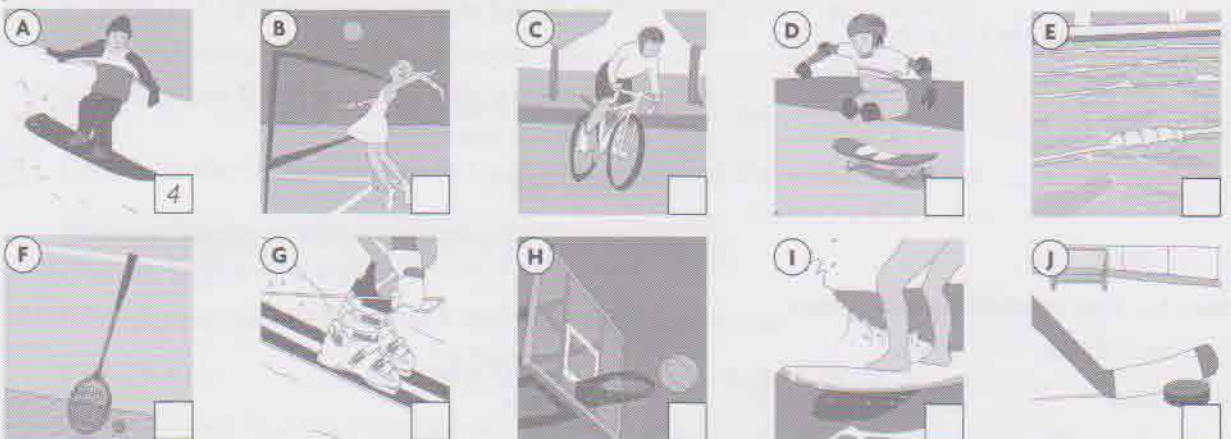
- 1 The month before June is May.
- 3 Today it's Thursday. Six days ago it was \_\_\_\_\_.
- 5 It's 10.30 now. Half an \_\_\_\_\_ ago it was 10 o'clock.
- 6 Now it's November. August was three \_\_\_\_\_ ago.
- 8 Today it's 1 May. Two days ago it was 29 \_\_\_\_\_.
- 10 It's 2010 now. I met Paul four \_\_\_\_\_ ago, in 2006.
- 11 It's Monday. Wednesday is the \_\_\_\_\_ after tomorrow.

- 4 \_\_\_\_\_ was one day ago.
- 7 The time is 8.15 now. \_\_\_\_\_ minutes ago it was 8.05.
- 9 Today it's Sunday 4 November. \_\_\_\_\_ Sunday it was 28 October.

#### \* Sports

**b** Match the sports with the pictures. Write the numbers 1–10 in the boxes.

- 1 skiing 2 surfing 3 basketball 4 snowboarding 5 swimming 6 cycling 7 volleyball  
8 ice hockey 9 skateboarding 10 tennis



**c** **Vocabulary bank** In which picture in Exercise 3b can you see ...

- |             |            |            |       |
|-------------|------------|------------|-------|
| 1 a helmet? | <u> C </u> | 5 pads?    | _____ |
| 2 a board?  | _____      | 6 gloves?  | _____ |
| 3 a racket? | _____      | 7 a pool?  | _____ |
| 4 a stick?  | _____      | 8 a court? | _____ |

## 4 Pronunciation

### \* Word stress

**a** ▶ **CD1 T13** These verbs all have two syllables. Underline the main stress – is it on the first or the second syllable? Listen, check and repeat.

- 1 happened
- 2 listened
- 3 began
- 4 arrived
- 5 studied
- 6 became

**b** ▶ **CD1 T14** Write the words in the lists. Then listen, check and repeat.

morning November yesterday because July  
 friendship teenager important tonight medal  
 fantastic athlete volleyball beginning today  
 exercise

oO	oO	Ooo	oOo
<u>morning</u>	<u>because</u>	<u>yesterday</u>	<u>November</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 5 Everyday English

Complete the dialogue with these expressions.

never mind ~~What about~~ to be honest  
 I didn't mean to I don't think so on the other hand

Joanna: Mandy? <sup>1</sup> What about going to the shopping centre this afternoon?

Mandy: No, <sup>2</sup> \_\_\_\_\_, Joanna. I'm a bit busy – you know, homework and things.

J: Oh, homework! You can do that tomorrow.

M: Well, I want to do it today. And <sup>3</sup> \_\_\_\_\_, I don't really like shopping centres very much.

J: That's true. But <sup>4</sup> \_\_\_\_\_, there are always lots of really nice boys there.

M: Boys? Joanna – I've got a boyfriend! You know that!

J: Oh no, did I say the wrong thing? Sorry, Mandy – <sup>5</sup> \_\_\_\_\_.

M: Oh, <sup>6</sup> \_\_\_\_\_, Joanna. Just go to the shopping centre. OK? Bye!

## 6 Study help

### \* Grammar

A lot of important and common verbs have an irregular past simple form.

- Make a list of irregular verbs and add to it as you learn more. Write the base form and the past simple form together, in two columns.
- Learn both forms of the verb together. Read through your list regularly and say the two forms aloud.
- Test yourself: cover one of the columns and say or write the hidden verbs. Or you can make a set of cards with the base form on one side and the past simple on the other.
- To find the past form of an irregular verb, you can use the list on page 127 of the Student's Book. You can also look up the verb in your dictionary. If the past form is not listed, the verb has the regular *-ed* ending.

**a** Write the past simple form of these irregular verbs.

- 1 make made
- 2 get \_\_\_\_\_
- 3 come \_\_\_\_\_
- 4 see \_\_\_\_\_
- 5 take \_\_\_\_\_

**b** Here are some more irregular past forms. Can you write the base forms?

- 1 swam swim
- 2 forgot \_\_\_\_\_
- 3 spoke \_\_\_\_\_
- 4 drank \_\_\_\_\_
- 5 gave \_\_\_\_\_

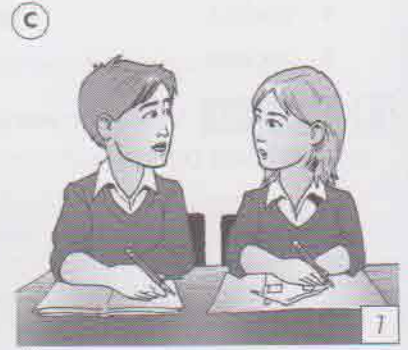
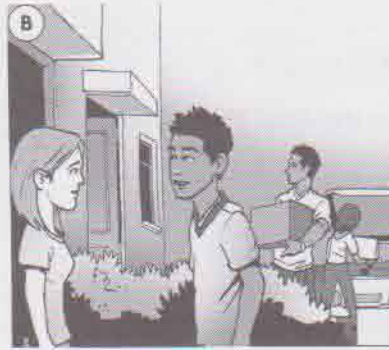
# Skills in mind

## 7 Listen

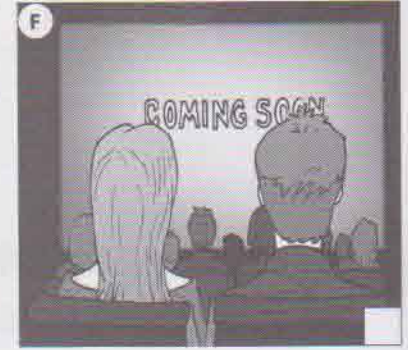
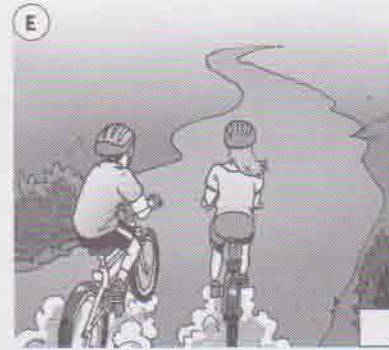
**▶ CD T15** Listen to Lisa talking about three of her friends, Greg, Peter and Michael. Match the names with two pictures. Write the number 1, 2 or 3 in each box.

Lisa's friends: 1 Greg    2 Peter    3 Michael

How they met



What they do together



### LISTENING TIP

*Before you listen*

- Look at the pictures. What do they show you about the people? Try to predict some things that Lisa will say about each picture.

*While you listen*

- First listen to the three parts of the recording, but don't write anything. Listen to Lisa's voice and try to get the general idea of what she is saying.
- Now listen to part 1. What words do you hear that link the recording to picture C?
- Listen for words that are stressed – these are usually the important ones.
- When you have filled in all the boxes, listen again to check your answers.

## 8 Write

Write two paragraphs about a friend. Include this information:

Paragraph 1

- Where and when did you meet this person?
- When did you become friends?

Paragraph 2

- How often do you see your friend?
- What do you like doing together?

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

was ago began looked became surfing ~~went~~ friendship said didn't

When I was nine, I went to Sardinia with my grandparents. I liked <sup>1</sup> \_\_\_\_\_ and the beaches were great, but I was lonely because I <sup>2</sup> \_\_\_\_\_ have any friends. One afternoon, I walked up the street behind our hotel. Suddenly, there <sup>3</sup> \_\_\_\_\_ a big brown dog in front of me. It <sup>4</sup> \_\_\_\_\_ at me with angry yellow eyes and I <sup>5</sup> \_\_\_\_\_ to get nervous. Then an Italian girl came down the street. 'It's OK,' she <sup>6</sup> \_\_\_\_\_ to me. She shouted some words in Italian, and the dog went away.

The girl's name was Chiara, and after this we <sup>7</sup> \_\_\_\_\_ good friends. That was six years <sup>8</sup> \_\_\_\_\_, but I still write to Chiara and our <sup>9</sup> \_\_\_\_\_ is very important to me.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- Good \_\_\_\_\_ players are usually tall.  
a skateboarding b basketball c skiing
- For \_\_\_\_\_ you need a bike.  
a gymnastics b surfing c cycling
- \_\_\_\_\_ is a winter sport.  
a Volleyball b Snowboarding c Rollerblading
- We played tennis \_\_\_\_\_.  
a yesterday afternoon b last afternoon  
c afternoon ago
- James and Kevin \_\_\_\_\_ a big argument on Friday.  
a had b did c said
- I \_\_\_\_\_ the music was fantastic!  
a taught b thank c thought
- Your team \_\_\_\_\_ us in the final.  
a beat b win c won
- When \_\_\_\_\_ home?  
a she went b did she go c did she went
- I \_\_\_\_\_ to Sarah on the phone.  
a didn't talk b didn't talked c wasn't talk

8

## 3 Vocabulary

Underline the correct words.

- We went to the cinema last / ago / yesterday night.
- The film started an hour ago / last / now.
- It was my birthday ago / last / two week.
- We arrived here last / ago / yesterday afternoon.
- He's very tall, so he's good at swimming / basketball / cycling.
- I love it when it snows – then we can go skiing / swimming / surfing.
- I only like team sports – so I don't like skateboarding / volleyball / ice hockey.
- Always wear a racket / helmet / stick when you go cycling.
- I love tennis, but our school hasn't got a pitch / ground / court where we can play.

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19

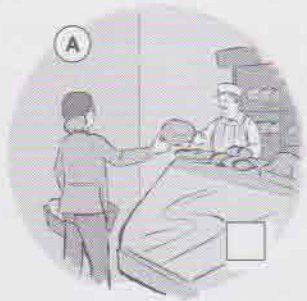


Review Unit 4 again  
0 – 13

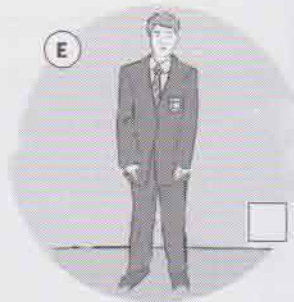
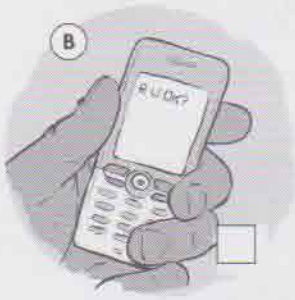
## 1 Grammar

\* *have to*/*don't have to*

**a** Match the two parts of the sentences. Then match them with the pictures. Write numbers 1–6 in the boxes.



- |                                     |                                 |
|-------------------------------------|---------------------------------|
| 1 Before our exams we               | a has to get a driving licence. |
| 2 Jane can't go out now because she | b have to buy some bread.       |
| 3 To send a text message, you       | c has to wear a uniform.        |
| 4 I want a sandwich, so I           | d have to study hard.           |
| 5 To drive a car, he                | e has to tidy her room.         |
| 6 At Park School every student      | f have to have a mobile phone.  |



**b** Put the words in order to make sentences.

- my have I do school to after homework  
I have to do my homework after school.
- at Doctors have good don't be to painting  
.....  
.....
- teacher everything A have know to doesn't  
.....  
.....
- do after have We the to lunch washing-up  
.....  
.....
- You tomorrow have get up to don't early  
.....  
.....
- Roberto work the doesn't holidays have during to  
.....  
.....

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

- A singer doesn't have to know how to swim.
- Football players ..... be very fit.
- A Biology teacher ..... be good at Science.
- When you play tennis, you ..... run quickly.
- A writer ..... be beautiful.
- Waiters ..... study at university.

**d** Read the questions, look at the pictures and write the short answers.



1 Does Jeremy have to work at home?

Yes, he does.



2 Do Tom and Angela have to get up early?



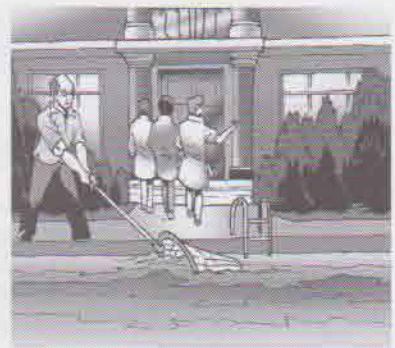
3 Does Jeremy have to do the shopping?



4 Does Angela have to cook breakfast?



5 Does Angela have to do the ironing?



6 Do Jeremy's friends have to clean the swimming pool?

**e** Look at the table. In the last line, tick (✓) the things you have to do. Then write questions with *have to* and short answers.

1 Mario  ?


A: *Does Mario have to do the cooking?*

B: *Yes, he does.*

2 Giovanna and Stefano  ?

A: \_\_\_\_\_ ?

B: \_\_\_\_\_

3 Giovanna  ?





A: \_\_\_\_\_ ?


B: \_\_\_\_\_

4 Helena and Stefano  ?

A: \_\_\_\_\_ ?

B: \_\_\_\_\_

				
Mario		✓		✓
Giovanna	✓		✓	
Helena	✓	✓		
Stefano	✓			
YOU				

5 You  ?

A: *Do you have to do the cooking?*

B: *Yes, I do / No, I don't.*

6 You  ?

A: \_\_\_\_\_ ?

B: \_\_\_\_\_



## 2 Vocabulary

### \* Jobs

- a** Find and **circle** the names of 12 jobs in the puzzle (→ or ↓).
- b** Write the jobs. Use ten words from the puzzle.
- This person works in a school. teacher
  - These two people work on planes.  
\_\_\_\_\_ + \_\_\_\_\_
  - These two people work in hospitals.  
\_\_\_\_\_ + \_\_\_\_\_
  - This person stops fires from burning.  
\_\_\_\_\_
  - This person works with animals.  
\_\_\_\_\_
  - This person helps to make roads and bridges.  
\_\_\_\_\_
  - This person designs houses and buildings.  
\_\_\_\_\_
  - This person has to look inside people's mouths.  
\_\_\_\_\_

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

- c** **Vocabulary bank** Complete the text with the words in the box.

in a shop salary ~~at home~~ in an office wages in a factory night shift earns



My dad doesn't go out to work – he works at home. My mother works  
1 \_\_\_\_\_: she sells things  
for computers.

My sister's a lawyer, so she works  
2 \_\_\_\_\_ – and her  
3 \_\_\_\_\_ is really good.  
She earns £30,000 a year.

My brother works 4 \_\_\_\_\_  
– it makes food for animals. He does a  
5 \_\_\_\_\_ from ten p.m. until  
eight in the morning.

His 6 \_\_\_\_\_ aren't very good:  
he only 7 \_\_\_\_\_ £200 a week.  
So he's looking for another job.



### 3 Pronunciation

\* *have to*

a ▶ **CDI T16** Listen and repeat.

- 1 We *have to* leave now.
- 2 They *don't have to* go out.
- 3 She *has to* do the washing.
- 4 He *doesn't have to* study tonight.
- 5 Do you *have to* cook this evening?
- 6 Does he *have to* drive to the shop?

b ▶ **CDI T17** Listen and tick (✓) the verb you hear: *have to*, *has to* or *had to*.

	<i>have to</i>	<i>has to</i>	<i>had to</i>
1		✓	
2			
3			
4			
5			
6			

### 4 Culture in mind

a Put the letters in the correct order to make words. Write them in the correct places.

lephgin drley loppee signhaw rcas ligerdvein swanppeers ogd lawnkig tanigbysitb



- 1 babysitting    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_    5 \_\_\_\_\_

b Match the words and phrases in the box with the definitions.

pocket money    customer  
to waste    to save  
to earn    to spend

- 1 someone who buys something (in a shop) customer
- 2 to get money for doing a job \_\_\_\_\_
- 3 money that parents give to their children \_\_\_\_\_
- 4 to put money in a bank \_\_\_\_\_
- 5 to use money to buy things \_\_\_\_\_
- 6 to use money in a not very good way \_\_\_\_\_

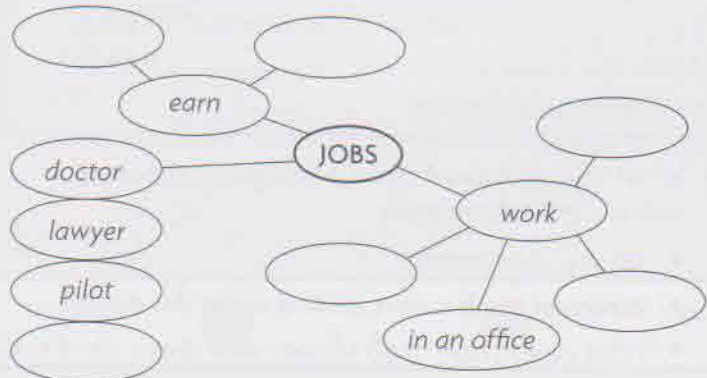
### 5 Study help

\* Vocabulary

Instead of putting new words in lists in your Vocabulary notebook, you can make a *spidergram*.

- Start with a topic word in a circle in the middle of the page.
- Write words connected to the topic word, and then other words connected to those ones, until you have a 'web' of related words. Your spidergram can be as big as you like.
- There is no 'correct' form for a spidergram – you choose the words and the way you organise them.

Here is a spidergram on *Jobs*. Write words in the empty circles. Then add more circles with words.



# Skills in mind

## 6 Read

These people all had dreams when they were young. Life wasn't easy for them, but they were determined and they never gave up.

Match the two parts of the sentences. Then match the sentences with the photos. Write the numbers 1–5 in the boxes.



Edmund Hilary



Charles Dickens



Claudia Schiffer



Beethoven



Harrison Ford

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 At school she wasn't popular and no one thought she was good-looking,</li> <li>2 His sports teacher said that he wasn't very strong,</li> <li>3 He didn't show his writing to anyone because he thought it wasn't good,</li> <li>4 His music teacher said he wasn't good enough to write music,</li> <li>5 At school he was nervous and girls weren't interested in him,</li> </ol> | <ol style="list-style-type: none"> <li>a but he became a great writer.</li> <li>b but he became a brilliant composer.</li> <li>c but he became the first man to climb Mount Everest.</li> <li>d but he became a superstar of the cinema.</li> <li>e but she became a famous top model.</li> </ol> |
|--|---|

## 7 Write

- a** Read the paragraph about Melanie's dream, and what she has to do to make it come true. Fill in the spaces with words from Unit 5.

I really love information technology and my dream is to be a computer programmer with a company that makes software. I first started thinking about this three years ago. But it isn't going to be easy. I have to get some money to buy books and later to go to college. I don't get any <sup>1</sup> \_\_\_\_\_ from my parents, because my mother hasn't got a <sup>2</sup> \_\_\_\_\_ and my father doesn't <sup>3</sup> \_\_\_\_\_ a good salary. But now I'm delivering <sup>4</sup> \_\_\_\_\_ to get some money to buy the books. And at the weekend I do the <sup>5</sup> \_\_\_\_\_ for our neighbours' small children.

- b** What is your dream? Write a paragraph about it. Include this information:

- What is your dream?
- When did you first start thinking about this dream?
- What do you have to do to make your dream come true?
- What are you doing now to help make it come true?

### WRITING TIP

In your writing it is useful to use connectors like *and*, *but* and *because* to link your ideas. Look at these three connectors in Exercises 6 and 7a. Then match the words with the definitions.

- |           |  |
|-----------|--|
| 1 and     | a links an event with a reason <i>why</i>      |
| 2 but     | b links two ideas or events that are similar   |
| 3 because | c links two ideas or events that are different |

Try to use each of these connectors in your paragraph for Exercise 7b.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

have has player job successful doctors dentist dream hours ~~vet~~

Sonia's mother is a vet, her father is a <sup>1</sup> \_\_\_\_\_ and her two brothers are studying to be <sup>2</sup> \_\_\_\_\_. But Sonia isn't interested in getting a <sup>3</sup> \_\_\_\_\_ in medicine – she wants to become a professional tennis <sup>4</sup> \_\_\_\_\_, and her <sup>5</sup> \_\_\_\_\_ is to play tennis for her country at the Olympic Games. At the moment, she's in the girls' under-18 national team. Top tennis players <sup>6</sup> \_\_\_\_\_ to be very fit, so every morning Sonia gets up at 5.30 and runs for an hour before breakfast. Before and after school, she goes to her tennis club – she has to practise for three <sup>7</sup> \_\_\_\_\_ a day. But she also <sup>8</sup> \_\_\_\_\_ to go to school and do her homework in the evening. It's very hard work, but Sonia is determined to be <sup>9</sup> \_\_\_\_\_ in her sport.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- \_\_\_\_\_ help people when they are in hospital.  
a Nurses b Vets c Dentists
- \_\_\_\_\_ fly planes.  
a Pilots b Lawyers c Drivers
- Computer \_\_\_\_\_ put information into computers.  
a attendants b programmers c players
- I took my dog to the \_\_\_\_\_ because he wasn't well.  
a vet b engineer c firefighter
- To be a lawyer, you have to get very good \_\_\_\_\_ at school.  
a exams b dreams c results
- John \_\_\_\_\_ money in the bank to buy a good computer.  
a saves b earns c works
- You're lucky! You \_\_\_\_\_ do the washing-up.  
a have to b has to c don't have to
- A pop singer \_\_\_\_\_ have to study at university.  
a doesn't b don't c didn't
- We don't have much time, so we \_\_\_\_\_ be quick.  
a have to b has to c don't have to

8

## 3 Vocabulary

Underline the word that doesn't fit in each group.

- cooking ironing running washing-up
- babysitting dog-walking part-time washing cars
- pocket money vet engineer architect
- teacher pilot lawyer job
- doctor nurse pilot vet
- wages full-time salary pocket money
- dentist teacher nurse doctor
- earn spend save work
- office home factory shop

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 5 again  
0 – 13

## 1 Remember and check

Complete the sentences with the words in the box. Then check with the text on page 46 of the Student's Book.

bad different green healthy long stress-free

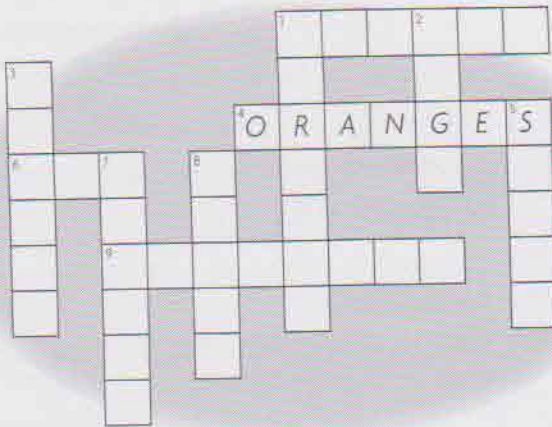
- The women of Okinawa live a long time.
- They have a very ..... diet.
- They eat fish, fruit and ..... vegetables.
- Seaweed has many ..... vitamins and minerals.
- The fat in sweets, fried food and meat is ..... for us.
- It is good to live a ..... life, if possible.



## 2 Vocabulary

\* Food and drink

a Fill in the crossword.



Across →



Down ↓

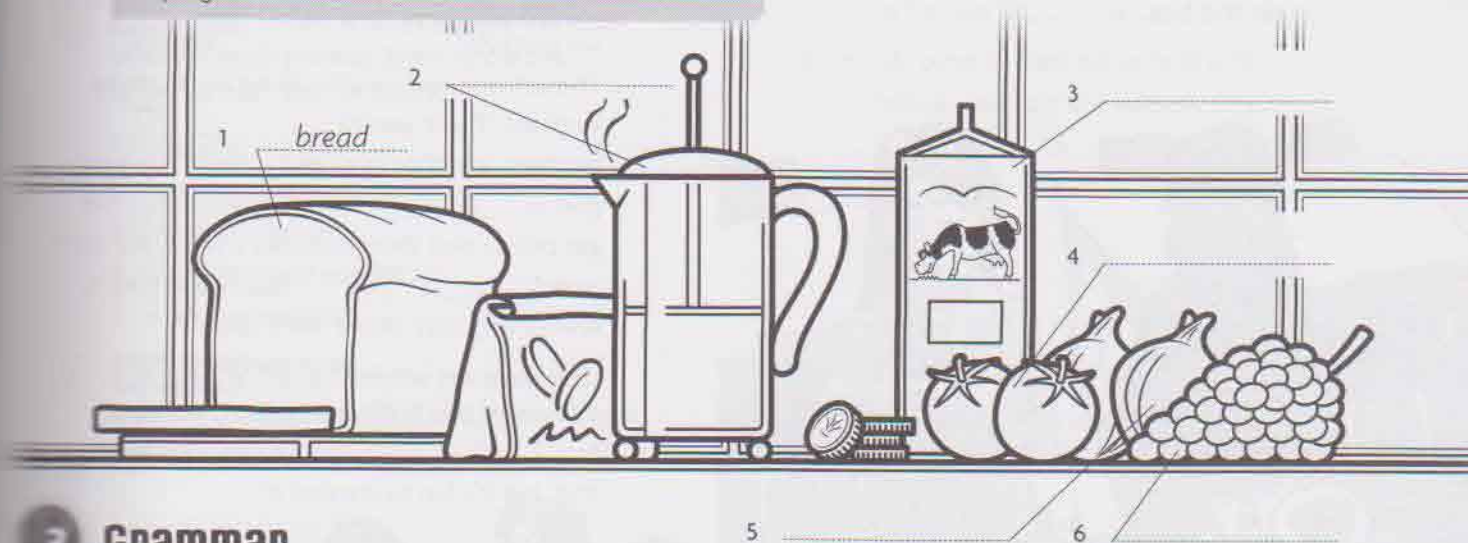


b Use some of the crossword answers to complete the sentences.

- Oranges grow on trees.
- ..... and ..... grow under the ground.
- ..... and ..... have milk in them.
- You can drink .....
- You use ..... in an omelette.
- ..... makes your coffee sweet.

**c** Put the letters in the correct order to label the food and drink in the picture.

seprag fefcoe klim edrab meotosta insoon



### 3 Grammar

#### \* Countable and uncountable nouns

**a** Are the words in Exercises 2a and 2c countable or uncountable? Write them in the correct lists.

Countable

Uncountable

grapes

coffee

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### \* a/an and some

**b** Underline the correct verb in each sentence.

- There is / are some fruit on the table.
- There is / are some meat in the fridge.
- There is / are some sandwiches in the kitchen.
- There is / are some money in my bag.
- There is / are some paper in the box.
- There is / are some pens on Brian's desk.
- There is / are some information about the city in this book.
- There is / are some good songs on this CD.

**c** Complete the sentences with *a*, *an* or *some*.

- We need some yoghurt, some juice and some eggs.
- For lunch she's having \_\_\_\_\_ apple and \_\_\_\_\_ cheese.
- I want to make a sandwich. I need \_\_\_\_\_ tomato and \_\_\_\_\_ egg.
- The boys are hungry, but there's only \_\_\_\_\_ orange and \_\_\_\_\_ tomatoes in the kitchen.
- Let's buy \_\_\_\_\_ mineral water and \_\_\_\_\_ vegetable soup at the supermarket.
- Can I have \_\_\_\_\_ oranges, please? I want to make \_\_\_\_\_ orange juice.
- John's in the garden. He's drinking \_\_\_\_\_ cup of coffee and eating \_\_\_\_\_ ice cream.
- You can't make pasta – you've only got \_\_\_\_\_ carrot and \_\_\_\_\_ onions!

**d** Write four sentences about the things that are on your desk. Use *There is/are* with *a*, *an* or *some*.

*There are some pens and some pencils.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* *much and many*

**e** Complete the dialogue with the words in the box.



much sugar   many hours   much exercise  
 many emails   much food   many calories  
 much weight

Denise: What do you want to eat?

Sarah: Just a sandwich, I think. I don't eat much food at lunch time. How 1 are there in this drink?

Denise: I don't know, but I don't think there's 2 in it.

Sarah: I prefer some water. I'm on a diet, but I'm not losing 3.

Denise: That's because you don't do 4. Stop worrying about your food and try to get fit. How 5 a week do you spend sitting in front of the computer?

Sarah: A lot! But I can't help it. Do you know how 6 I get? About 50 every day. I spend two hours answering them every afternoon!

**f** Fill in the spaces with *much* or *many*.

I go to a fantastic school! We don't have many lessons – only four a day. In the lessons we don't do 1 reading. The activities are usually talking and listening to music. There aren't 2 teachers, and they're all really cool! They never give us 3 homework – we get one or two short exercises a week. We don't have 4 exams, and they're always very easy, so we don't spend 5 time studying.

Of course, this isn't true! I guess there isn't 6 chance of a school like that, but it's fun to imagine it!

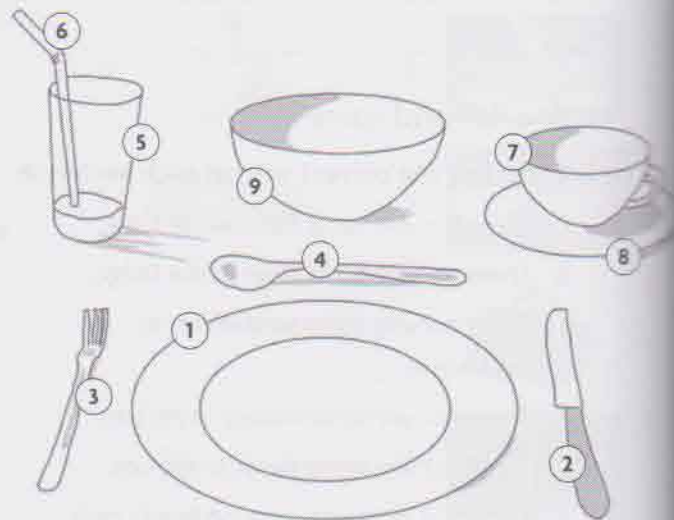
**4 Vocabulary**

**a** **Vocabulary bank** Find nine things we use to eat or drink in the wordsnake and circle them.

cupspoonforkstrawknifeplateglassbowlsaucer

**b** Use the words from Exercise 4a to label the picture.

1 plate                      2 \_\_\_\_\_  
 3 \_\_\_\_\_                      4 \_\_\_\_\_



5 \_\_\_\_\_                      6 \_\_\_\_\_  
 7 \_\_\_\_\_                      8 \_\_\_\_\_  
 9 \_\_\_\_\_

## 5 Pronunciation

\* The schwa /ə/

- ▶ **CDI T18** Listen and underline the main stress in each phrase. Then circle the syllables with the /ə/ sound.

- 1 min(ə)ral wat(ə)r
- 2 bacon and eggs
- 3 bread and butter
- 4 some fruit and vegetables
- 5 a terrible breakfast

- ▶ **CDI T19** Complete the phrases with words from Exercise 5a. Then listen, check and repeat.



- Bacon and \_\_\_\_\_ eggs \_\_\_\_\_ for Jenny.  
 Bread and ' \_\_\_\_\_ for Tim.  
 Bananas and apples for Harry,  
 (?: \_\_\_\_\_)'s always the right food for him.)  
 ? \_\_\_\_\_ is really important.  
 You have to eat lots of good stuff!  
 You can't just drink ^ \_\_\_\_\_ water –  
 Why not? Well, it's just not enough!

## 6 Everyday English

Complete the expressions.



- 1 A: Do you enjoy running?  
 B: *Absolutely*! It's great fun. It's better in the rain 'a \_\_\_\_\_ w. \_\_\_\_\_!
- 2 A: My parents want me to help in the house – put out the rubbish, tidy my room 'a \_\_\_\_\_ s. \_\_\_\_\_. It's boring, you know?  
 B: Yeah, I 'k \_\_\_\_\_ w. \_\_\_\_\_ y. \_\_\_\_\_ m. \_\_\_\_\_! I have to do the washing-up every night!
- 3 A: Samantha? Can you come over to my place and help me with something?  
 B: Sure – 'n \_\_\_\_\_ p. \_\_\_\_\_! I'll be there in a 'c \_\_\_\_\_ o. \_\_\_\_\_ minutes, OK?

## 7 Study help

\* Vocabulary

Adjectives often have either a positive or a negative meaning. You can group them under these two headings in your Vocabulary notebook.

Look at these adjectives. Write them in the correct lists.

Then add two more adjectives to each list.

~~awful~~ ~~unhealthy~~ ~~fantastic~~ ~~delicious~~  
 difficult successful sick interesting  
 healthy brilliant boring beautiful  
 crazy unhappy

Positive adjectives

Negative adjectives

\_\_\_\_\_ *fantastic* \_\_\_\_\_

\_\_\_\_\_ *awful* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Skills in mind

## 8 Read

**a** In this text three people are describing their favourite meal. Read the text and answer the questions.

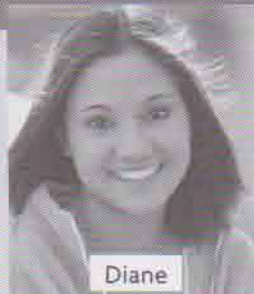
- Who doesn't eat meat? *\_\_\_\_\_ Maria \_\_\_\_\_*
- Who doesn't have cheese in their meal? \_\_\_\_\_
- Who has some bread with their meal? \_\_\_\_\_
- Who sometimes uses fish in their meal? \_\_\_\_\_

**b** Complete the table with words from the text.

Meat and fish	Fruit and vegetables	Other food
<i>beef</i>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Favourite food

**Diane:** My favourite food is lasagne. I make it with beef or fish in a tomato sauce. Of course you need pasta as well, and some thick sauce made from milk. I put lots of cheese in my lasagne, and I usually eat it with a green salad.



**Max:** Indian curries are very popular in Britain, and I really love them. Dad often cooks a curry using chicken or beef, onions and yoghurt. We have it with rice. Some people have Indian bread with their curry, but I don't like it much.

**Maria:** I'm a vegetarian, and one of my favourite dishes is carrot soup. It's very good for you and it's quick and easy to make. You just need carrots, onions and potatoes, and the juice of an orange. When I serve the soup I put cheese on top and I eat it with bread.



## READING TIP

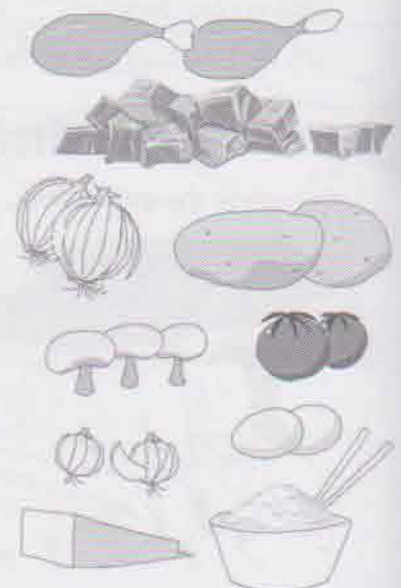
### Reading for specific information

Question 8a tells you the general idea of the text and asks you to find specific information.

- First read the questions carefully. Notice the question word *Who ...?* This tells you that each answer will be a person. Check the text quickly to find the people's names.
- Underline key words in the question (for example, *Who doesn't eat meat?*) When you read, look for the key words (for example, *meat*) and for related words (for example, *beef, chicken*). Focus on these parts of the text and read them carefully.
- Look out for negatives in the questions and in the text. These are important for the meaning – and they are sometimes a little difficult!

## 9 Write

Choose some of the food in the picture and write about a dish that you like.



# Unit check

# Compass!

## 1 Fill in the spaces

Complete the text with the words in the box.

fish apple doesn't some breakfast vegetables ~~food~~ eats beef oranges

Cooking is a problem in the Linton family, because everyone wants different food. Mr Linton likes <sup>1</sup> \_\_\_\_\_ meat in every meal – he has sausages and eggs for <sup>2</sup> \_\_\_\_\_ and his favourite dish is roast <sup>3</sup> \_\_\_\_\_. Mrs Linton doesn't like red meat, so she only eats chicken and <sup>4</sup> \_\_\_\_\_. Their son Chris is vegetarian – this means that he <sup>5</sup> \_\_\_\_\_ eat meat at all. For lunch he usually has a salad, and in the evening he has <sup>6</sup> \_\_\_\_\_ with pasta or rice. He also <sup>7</sup> \_\_\_\_\_ a lot of fruit – he has an <sup>8</sup> \_\_\_\_\_ or some <sup>9</sup> \_\_\_\_\_ every day. So when the Lintons sit down for dinner, there are often three different meals on the table.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- Are you ready to \_\_\_\_\_?  
a order b food c drink
- \_\_\_\_\_ are my favourite vegetables.  
a Eggs b Bananas c Carrots
- A: I'd like some fruit.  
B: OK. There are some \_\_\_\_\_ in the kitchen.  
a potatoes b apples c rice
- We need to buy some \_\_\_\_\_.  
a onions b orange c tomato
- She hasn't got \_\_\_\_\_ bread.  
a a b much c lot of
- Would you like \_\_\_\_\_ egg sandwich?  
a some b a c an
- There \_\_\_\_\_ sugar in my coffee.  
a isn't much b aren't many c aren't much
- You need \_\_\_\_\_ onions for this soup.  
a a lot b lots c a lot of
- I want to buy \_\_\_\_\_ at the shop.  
a a milk b some milk c some milks

8

## 3 Vocabulary

What are they? Write

F (= Fruit) V (= Vegetable) O (= Other food) D (= Drink) T (= Things we use to eat/drink)

- |         |          |           |       |                 |       |
|---------|----------|-----------|-------|-----------------|-------|
| 1 onion | <u>V</u> | 7 knife   | _____ | 13 orange juice | _____ |
| 2 sugar | <u>O</u> | 8 banana  | _____ | 14 orange       | _____ |
| 3 straw | _____    | 9 milk    | _____ | 15 lemon        | _____ |
| 4 bread | _____    | 10 fork   | _____ | 16 plate        | _____ |
| 5 apple | _____    | 11 water  | _____ | 17 crisps       | _____ |
| 6 eggs  | _____    | 12 cheese | _____ | 18 glass        | _____ |

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 6 again  
0 – 13

## 1 Remember and check

Think back to the text about Giuseppe Mezzofanti. Can you match 1–6 with their definitions a–f? Check your answers with the text on page 54 of the Student's Book.

- |      |   |
|------|---|
| 1 38 | a the number of months he took to learn Chinese                 |
| 2 1  | b the number of languages he could understand (but not speak)   |
| 3 12 | c the number of languages he spoke fluently                     |
| 4 4  | d the number of countries he lived in or visited                |
| 5 20 | e the number of prisoners he went to speak to in a new language |
| 6 2  | f the age at which he could speak about nine languages          |

## 2 Grammar

### \* Comparative adjectives

- a** Read what Sarah says about her mother. Find 11 adjectives and underline them.

My mother is studying Russian in her free time. She goes to a small class at our local college and she practises conversation with an old friend, who is an excellent teacher. The Russian alphabet is different from our alphabet, and that was strange at first. But Mum is good at languages and she's very determined. She's planning a big holiday in Russia and Poland soon, and I think that's a really exciting idea.

- b** Write the adjectives and their comparative forms in the table.

exciting good small quiet big easy difficult bad  
expensive successful cheap noisy far relaxing old

-er	more ...	irregular
<u>small</u> – <u>smaller</u>	<u>exciting</u> – <u>more exciting</u>	<u>good</u> – <u>better</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

- c** Compare the two cafés. Write sentences with some of the adjectives from Exercise 2b.

- The Café Paradiso is smaller than the Efes Café.
- .....
- .....
- .....
- .....
- .....

**EFES CAFÉ**

Our famous coffee – just \$1.40

A range of sandwiches at \$4.50

Big games room with video screen and five pool tables

**Café Paradiso**

Just opened!!

Coffee \$1.25

Fresh sandwiches from only \$3.25

small but friendly, relaxing atmosphere

### 3 Vocabulary

#### \* Language learning

**a** Match the words and phrases to make expressions about language learning.

- |                  |                         |
|------------------|-------------------------|
| 1 have           | a the meaning of a word |
| 2 imitate        | b in a dictionary       |
| 3 make           | c other speakers        |
| 4 guess          | d mistakes              |
| 5 look up a word | e an accent             |
| 6 translate from | f mistake               |
| 7 correct a      | g a word means          |
| 8 know what      | h your first language   |

**b** Complete the text with verbs from Exercise 3a.



If you don't know what a word means, try to \_\_\_\_\_ the meaning, or \_\_\_\_\_ the word in your dictionary.

All learners <sup>3</sup> \_\_\_\_\_ an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to \_\_\_\_\_ them. Don't worry if you \_\_\_\_\_ mistakes – it's normal!

It's sometimes useful to <sup>6</sup> \_\_\_\_\_ words from one language to the other, but it's best if you try to think in the new language.

**c** Complete the sentences with the words in the box.

foreign fluent native speaker dialect  
accurate slight bilingual mother tongue

- 1 She has a slight accent, but it's very easy to understand her.
- 2 He lives in Australia, but his \_\_\_\_\_ isn't English – it's Greek!
- 3 He's from the USA, so he's a \_\_\_\_\_ of English. But he also speaks three \_\_\_\_\_ languages.
- 4 He speaks easily and quickly – he's a \_\_\_\_\_ speaker of Chinese.
- 5 She speaks English and Portuguese perfectly – in fact, she's \_\_\_\_\_.
- 6 His French is very \_\_\_\_\_ – he almost never makes grammar mistakes!
- 7 They speak German in Austria, but it's different from the German in Germany – it's a \_\_\_\_\_.

### 4 Grammar

#### \* Superlative adjectives

**a** Write the adjectives and their superlative forms in the boxes.

high boring beautiful bad big  
important easy good thin  
delicious heavy creative short  
rich intelligent

-est
high – the highest
_____
_____
_____
_____
_____

irregular
_____
_____

most ...
boring – the most boring
_____
_____
_____
_____

**b** Complete the sentences. Use superlative adjectives from Exercise 4a.

- 1 All the food is good here, but the fish soup is the most delicious thing on the menu.
- 2 London is about 1,580 km<sup>2</sup>. It's one of the \_\_\_\_\_ cities in Europe.
- 3 That was the \_\_\_\_\_ football match ever! I nearly fell asleep.
- 4 Marilyn Monroe was one of the \_\_\_\_\_ women in Hollywood in the 1950s.
- 5 I don't have any problems with Maths. For me, it's the \_\_\_\_\_ subject at school.



- 6 Mr Thomas has four cars and an amazing house near the beach. He's the \_\_\_\_\_ person in our town.
- 7 This is the \_\_\_\_\_ bag in the world! What have you got in it?

**\* Comparative or superlative?**

**c** Read Sheila's email to her friend Simon in Sydney. Write the correct forms of the adjectives in brackets. Add any other necessary words.

Hi Simon!

I'm writing this from London – we arrived here on Tuesday, after staying in Madrid and Paris. London is one of the most interesting (interesting) cities in Europe, but unfortunately it's also one of the <sup>1</sup> \_\_\_\_\_ (expensive) places to stay. It's <sup>2</sup> \_\_\_\_\_ (big) Paris and of course it's a lot <sup>3</sup> \_\_\_\_\_ (old) Sydney. You know I love history, and there are lots of great museums here – in fact, I think the British Museum is probably the <sup>4</sup> \_\_\_\_\_ (good) museum in the world. The people in Madrid were <sup>5</sup> \_\_\_\_\_ (friendly) people so far, but it was <sup>6</sup> \_\_\_\_\_ (difficult) to communicate with them because I don't speak Spanish. Paris was fantastic, of course, and I ate the <sup>7</sup> \_\_\_\_\_ (delicious) food of my life there. My aunt, who's English, says that British food is <sup>8</sup> \_\_\_\_\_ (good) French, but she's wrong about that! Tonight my aunt and uncle are taking me to a show: it's a musical called *Billy Elliot*. They say it's the <sup>9</sup> \_\_\_\_\_ (successful) show in London. We're flying home to Sydney in five days. See you then!  
Sheila



**d** Write one comparative and one superlative sentence about the things in each group. Use your own ideas.

football – tennis – volleyball

*Football is more exciting than tennis. Volleyball is the easiest sport.*

1 New York – Rome – Rio de Janeiro

.....  
 .....  
 .....

3 rock music – rap music – classical music

.....  
 .....  
 .....

2 winter – spring – summer

.....  
 .....  
 .....

4 English – French – Japanese

.....  
 .....  
 .....

## 5 Pronunciation

### \* Sentence stress

a ▶ **CD1 T20** Listen to the sentences and underline the stressed syllables.

- 1 Cars are faster than bicycles.
- 2 Chocolate is sweeter than butter.
- 3 Paula is more creative than her brother.
- 4 Robert is the youngest student in our class.
- 5 Vegetables are healthy.
- 6 It was the most expensive jacket in the shop.

b ▶ **CD1 T20** Listen again and circle the syllables with the /ə/ sound. Then listen, check and repeat.

## 6 Culture in mind

Complete the summary of the text.  
Use the words in the box.

ace groovy invent expressions rents  
decades group hang around creative

Teenagers never like to be the same as their parents, so they often invent their own 'language'. When teenagers hang around with each other and talk, they use words and



expressions that older people don't always understand.

This 'teen talk' changes all the time. In Britain, there were different words for *good* in different

decades – for example, in the 1960s, people often said 'groovy'; and in the 1980s the word for *good* was 'ace'.

Perhaps the strongest reason for 'teen talk' is that teenagers want to be part of a

group that is different and special.

Another reason is that teenagers are very creative with language. But they

also like it when older people, like their parents, don't always understand them!

## 7 Study help

### \* Self-assessment

Answer these questions. Think about your progress as a language learner.

1 Why is English important in your country? Give three reasons.

.....  
.....  
.....

2 How can English help you in the future? Write three ideas.

.....  
.....  
.....

3 What do you know in English now that you didn't know a year ago? Write three things.

.....  
.....  
.....



4 Tick (✓) the correct box for you.

	In English ...	I'm really good at this	I'm OK at this	I'm not very good at this
a	grammar			
b	vocabulary			
c	reading			
d	writing			
e	listening			
f	speaking			


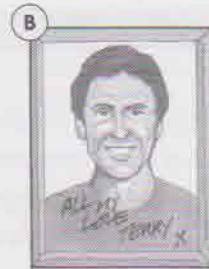


# Skills in mind

## 8 Listen

**a** ▶ **CD1 T21** Listen to Adrian talking about his sisters, Mary, Juliette, Carla and Alice. Match the people in the pictures with their names and with the things they own.

①  ②  ③  ④  ⑤ 

Adrian      Mary      Juliette      Carla      Alice

A  B  C  D  E 

**b** ▶ **CD1 T21** Listen again. Write T (true) or F (false).

- Mary was born before the other girls.
- Adrian doesn't like Mary's hair.
- Juliette is an intelligent girl.
- Juliette is funnier than Mary.
- Carla and Alice often argue about animals.
- Carla is good at swimming.

## 9 Write

Choose one of these topics:

- three members of your family
- three singers/groups
- three sports stars
- three TV/film stars who are popular in your country

Write a paragraph to compare the three people you chose. Use comparative and superlative adjectives.

### LISTENING TIP

Here's an idea for practising your listening outside the classroom. Work with a friend. Every week, prepare a message in English and record it. Exchange recordings and listen to your friend's message. The topic of your message can be anything that interests you.

If you have a way of making a recording at home, you can start now – use Adrian's recording as an example and describe the people in your family.

Other ideas for listening practice outside the class:

- Listen to English speakers and try to hear what they are saying.
- Listen to radio programmes in English on the Internet (for example, some of the BBC World Service programmes).
- Watch films/videos in English with subtitles. Cover the subtitles as you watch and try to understand the dialogue.
- Listen to songs in English. If you want to read the words while you listen, you can probably find them on the Internet.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

easier guess speak ~~went~~ accent worst than imitate difficult look

Michelle and Luc were born in France but their family went to live in Verona two years ago, and now they both <sup>1</sup> \_\_\_\_\_ Italian. Michelle is older <sup>2</sup> \_\_\_\_\_ her brother and at first she found the new language more <sup>3</sup> \_\_\_\_\_ to learn. 'I think it's <sup>4</sup> \_\_\_\_\_ to pick up a language when you're younger,' she said. For her, pronunciation is the <sup>5</sup> \_\_\_\_\_ problem. 'A lot of Italian vocabulary is similar to French, so I can often <sup>6</sup> \_\_\_\_\_ the meaning of words – I don't have to <sup>7</sup> \_\_\_\_\_ them up in a dictionary,' she said. 'But I still have a strong French <sup>8</sup> \_\_\_\_\_ and sometimes people find it difficult to understand me. As soon as Luc went to school, he began to <sup>9</sup> \_\_\_\_\_ the other children, and he speaks almost perfect Italian now.'

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- Jessie \_\_\_\_\_ four languages.  
a speaks b says c tells
- I don't want to \_\_\_\_\_ any mistakes in my maths test.  
a do b make c get
- They're \_\_\_\_\_ a book from German into English.  
a correcting b translating c communicating
- Look \_\_\_\_\_ these words in your dictionary.  
a up b down c to
- Young children usually \_\_\_\_\_ their parents.  
a communicate b imitate c guess
- He's one of the \_\_\_\_\_ film stars in the world.  
a most successful b successfuller c successfulest
- Ruth was \_\_\_\_\_ than the other students in the class.  
a tall b taller c the tallest
- Mrs Wilson is the \_\_\_\_\_ person in our street.  
a more friendly b friendliest c more friendliest
- All the food was great, but the soup was \_\_\_\_\_.  
a the better b the most good c the best

8

## 3 Vocabulary

Underline the correct words.

- My mother's from Switzerland – she's a native / mother speaker of German.
- They're from Japan so they've got a Japanese sound / accent when they speak English.
- Our teacher always corrects / mistakes us when we get something wrong.
- If you don't know what the word means / says, use a dictionary!
- I didn't know the answer so I had to translate / guess.
- English is my mother tongue, so Spanish is a regional / foreign language for me.
- I always make mistakes in Italian – I'm not very accurate / creative.
- My dad says the 1990s were the best year / decade of his life.
- 'Cool!' is my favourite expression / communication in English.

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 7 again  
0 – 13



## 1 Remember and check

Underline the correct words. Then check with Exercise 1c on page 61 of the Student's Book.

- 1 Anna and her father / mother are planning the family holiday.
- 2 They're going to Thailand in April / May.
- 3 They're going by train / plane to Bangkok.
- 4 They're staying in Bangkok / Chiang Mai.
- 5 They're looking after elephants / monkeys.
- 6 Anna's dad almost laughed / fainted when he heard how much the trip cost.



## 2 Grammar

\* Present continuous for future arrangements

- a** Complete the text about Maggie's holiday plans. Use the present continuous form of the verbs in brackets.

Maggie isn't staying (not stay) at home next summer. She <sup>1</sup> \_\_\_\_\_ (have) a holiday in Ireland with her family. Her parents <sup>2</sup> \_\_\_\_\_ (pay) for the holiday and Maggie's brother Steve <sup>3</sup> \_\_\_\_\_ (go) too. They <sup>4</sup> \_\_\_\_\_ (not fly) to Ireland – they <sup>5</sup> \_\_\_\_\_ (travel) from England by ferry. Maggie told me, 'I <sup>6</sup> \_\_\_\_\_ (not go) walking this year because Steve doesn't want to do that. But we <sup>7</sup> \_\_\_\_\_ (spend) a week on a canal boat and we <sup>8</sup> \_\_\_\_\_ (stay) on a farm on the Aran Islands. I'm really looking forward to it.'

- b** Alan wants to invite Marta to his house one afternoon next week – but which day? Look at Marta's diary and write her replies.

Mon	
	Helen coming to my place
Tues	
	Go shopping with Dad
Wed	
	Study for maths test
Thurs	
	Play squash with Jane
Fri	
	4.30 Meet Uncle Jack at airport
Sat	
	Have lunch with Grandma
Sun	
	Cousins arriving from Germany

1 Thursday?

Sorry, I'm playing squash with Jane on Thursday.

2 Saturday?

3 Friday?

4 Sunday?

5 Monday?

6 Wednesday?

7 Tuesday?

- c** Complete the dialogues with questions and short answers. Use the present continuous form of the verbs in brackets.

Martin: It's my birthday next Friday.

Caroline: That's nice. Are you having (you / have) a party?

Martin: Yes, I am. And I want you to come.

Caroline: Fantastic! Thanks, Martin.  
I \_\_\_\_\_ (Peter / come)?

Martin: No, <sup>2</sup> \_\_\_\_\_. He's working on Friday.

Caroline: Oh, I see. <sup>3</sup> \_\_\_\_\_ (Ann and Paul / come)?

Martin: Yes, <sup>4</sup> \_\_\_\_\_.

Caroline: Oh, good!

Phil: <sup>5</sup> \_\_\_\_\_ (you and your family / go) on holiday this year?

Sandra: Yes, <sup>6</sup> \_\_\_\_\_. We're visiting my aunt in Greece in July.

Phil: Great! <sup>7</sup> \_\_\_\_\_ (you / travel) by boat?

Sandra: No, <sup>8</sup> \_\_\_\_\_. We're going by plane.

Phil: <sup>9</sup> \_\_\_\_\_ (your sister / go) with you?

Sandra: Yes, <sup>10</sup> \_\_\_\_\_.

**\* Present continuous: now or in the future?**

- d** Look at the underlined verbs. Are they about now or about the future? Write *N* (now) or *F* (future).

Jenny: Hello, it's Jenny speaking.

Matthew: Hi, Jenny. It's Matthew here. What are you doing ( *N* )?

Jenny: Hi, Matthew. Oh, nothing much. We're having ( <sup>1</sup> \_\_\_\_\_ ) dinner in a few minutes. What about you?

Matthew: Me? I'm watching ( <sup>2</sup> \_\_\_\_\_ ) the football on TV. It isn't a very good game.

Jenny: Yeah? Who's winning? ( <sup>3</sup> \_\_\_\_\_ )

Matthew: France, 2-0. But listen, Jenny, what are you doing ( <sup>4</sup> \_\_\_\_\_ ) on Saturday?

Jenny: Saturday? I'm not doing ( <sup>5</sup> \_\_\_\_\_ ) anything. Why?



Matthew: Well, Adam and I are meeting ( <sup>6</sup> \_\_\_\_\_ ) at the beach. We want some more friends there. Do you want to come?

Jenny: Yes, OK.

Matthew: Great. We're planning ( <sup>7</sup> \_\_\_\_\_ ) to have lunch there at about one o'clock.

Jenny: OK. My mum and I are doing ( <sup>8</sup> \_\_\_\_\_ ) some shopping in the morning. I can buy some food and bring it with me.

Matthew: Excellent!

Jenny: Look, I can't talk any more now - Dad's calling ( <sup>9</sup> \_\_\_\_\_ ) me. But I'll see you on Saturday, OK?

Matthew: OK, fine. See you then.

**3 Vocabulary**

**\* Future time expressions**

- a** Replace the underlined words with time expressions from the box.

1 It's June now. The holidays are beginning in July.  
next month

2 Today is Wednesday. I'm going to the dentist on Friday.

3 It's four o'clock now. The programme is starting at seven o'clock.

next week/month/year the day after tomorrow  
the week/month/year after next

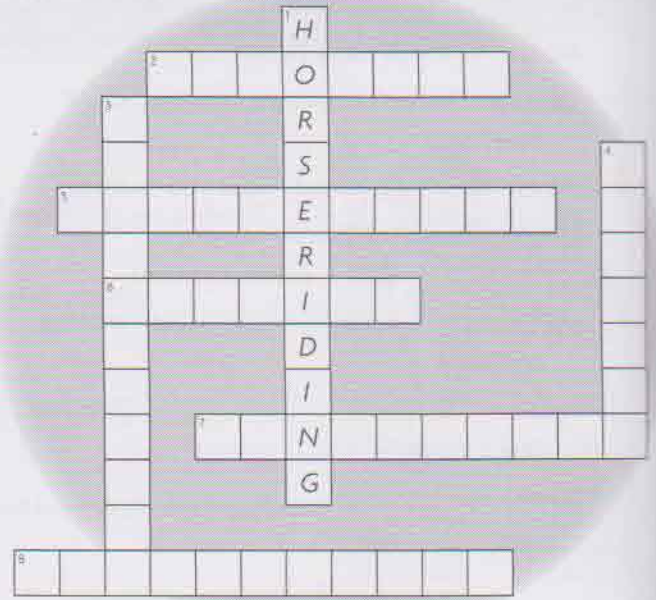
in [number] { hours' days' weeks' months' years' } time

4 It's 2010 now. We're buying a new car in 2011.

5 It's Saturday 4 May today. Brian is playing basketball on Saturday 25 May.

\* Holiday activities

**b** Fill in the crossword.



**c** Write the words in the lists to make expressions for talking about holiday activities.

by plane a boat at home a week ~~souvenirs~~  
 a postcard on a farm a car some time  
 to London by car three days presents  
 canoes in a hotel

stay ...	travel ...	hire ...
.....	.....	.....
.....	.....	.....
.....	.....	.....

spend ...	buy ...
.....	<i>souvenirs</i>
.....	.....
.....	.....

**d** Complete the sentences with expressions from Exercise 3c.

- I'd like to buy some souvenirs. I want to remember this place!
- They were away for a week. They ..... in Greece and four days in Germany.
- We ..... at the airport and drove round Ireland.
- A: How did you get to Prague?  
 B: I ..... There was a flight at three o'clock.
- A: Did you go camping in France?  
 B: No, we ..... in Paris.

**e** **Vocabulary bank** Complete the text with the words in the box.

buy go learn looking meet  
 take try visiting

from: alima55@quickmail.net

I'm really excited because next weekend we're going on a school trip to Paris! Of course, I'm planning to take a lot of photographs and I want to <sup>1</sup> ..... out my French, too. I think we're <sup>2</sup> ..... all the famous monuments and perhaps going on a trip on the River Seine, and <sup>3</sup> ..... at those famous views! I want to <sup>4</sup> ..... some souvenirs to take home for my family, too. We're not staying for very long – only three days – but maybe I can <sup>5</sup> ..... some local people and <sup>6</sup> ..... about local customs. I want to <sup>7</sup> ..... to a market too – the one on Rue Mouffetard.

## 4 Pronunciation

\* /θ/ (think) and /ð/ (that)

a ▶ **CD1 T22** How do you say *th* in these words? Write them in the correct lists. Then listen, check and repeat.

clothes those Maths father thousand thirteen athlete throw brother these

/θ/ (think) \_\_\_\_\_

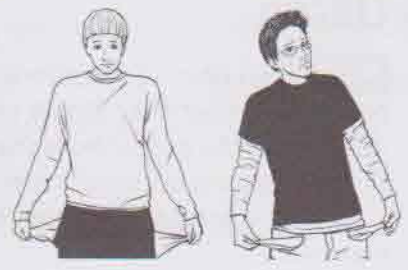
/ð/ (that) \_\_\_\_\_

b ▶ **CD1 T23** Listen and repeat.

- 1 It's my sixteenth birthday next month.
- 2 They're sunbathing together on the beach.
- 3 Her grandfather is healthy, but he's very thin.
- 4 My brother can throw this ball further than me.

## 5 Everyday English

Circle the correct words.



- 1 A: I haven't got any money.  
B: That's OK – I haven't got any money *then* / **either**!
- 2 A: I'm sure the test tomorrow is going to be really hard.  
B: Look, *don't worry* / *hang on* – it's not a very important test, OK?
- 3 A: I'm bored.  
B: Let's go out and do something, *either* / *then*!
- 4 A: Oh no! We've missed the bus!  
B: I know, but it's *your fault* / *hang on*. You had another drink in the café, not me.
- 5 A: Don't you know the answer?  
B: No, I'm sorry – I've got no idea *then* / *at all*.
- 6 A: Let's go, Jimmy.  
B: *Hang on* / *Don't worry*. I need to make a phone call. I'll be quick, OK?

## 6 Study help

\* Using a dictionary (1)

a Here are some abbreviations (short forms) that you find in a dictionary. Can you work out what the words are?

- |                                    |                     |
|------------------------------------|---------------------|
| 1 <i>n</i> _____ <i>noun</i> _____ | 4 <i>prep</i> _____ |
| 2 <i>v</i> _____                   | 5 <i>sing</i> _____ |
| 3 <i>adj</i> _____                 | 6 <i>pl</i> _____   |

b Look at the dictionary entry for *cancel* and match the parts with the words in the box. Write the letters a–e in the boxes.

- a the meaning of the word
- b an example using the word
- c the pronunciation
- d the part of speech (noun, verb, etc.)
- e the main stress



**cancel** /'kænsəl/ *v* to decide that something that was arranged is not happening: *We're cancelling tomorrow's football match because of bad weather.*

c Read the entry for *reservation*.

**reservation** /rezə'veɪʃn/ *n* an arrangement for something like a seat on an aircraft or a table at a restaurant to be kept for you: *I'd like to make a table reservation for two people for nine o'clock.*

Circle the correct meaning for this sentence: *We cancelled our hotel reservation.*

- 1 We now have a room at the hotel.
- 2 We no longer have a room at the hotel.
- 3 We couldn't get a room at the hotel.

## 7 Read

Read Emma's email to Adam. Write the answers to the questions.



- Who is 50 years old next week?  
Emma's father.
- When and where are they having the party?  
.....
- Who is coming from Greece?  
.....
- When are they arriving?  
.....
- Why aren't they staying at Emma's flat?  
.....
- Who can't come to the party? Why?  
.....
- What are Emma and her mother doing tomorrow?  
.....

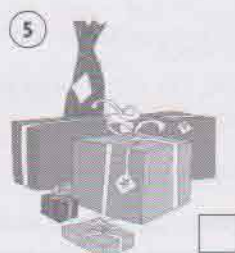
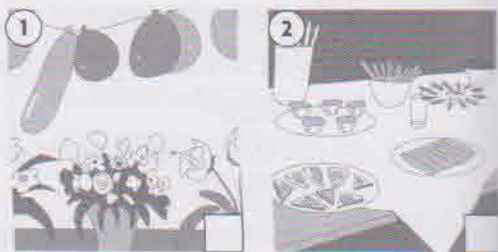
## READING TIP

*Writing answers about a reading text*

- First read the questions carefully and make sure you know what they are asking. Underline the question words to help you look for the right information.
- Follow the advice on reading for specific information on page 40.
- Questions starting with *Who*, *When* or *Where* usually only need short answers: a name, a time or a place. Questions starting with *Why* need a longer answer to give a reason for something.

## 8 Listen

**CD1 T24** Listen to the phone conversation between Emma and Adam after the party. Were the party arrangements successful? Write ✓ if things were good and ✗ if there was a problem.



# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

aren't is breakfast ~~holiday~~ sunbathing campsites sailing youth coach hiring

Next month Richard and Kevin are having a holiday in Cornwall in the west of England. They're travelling by <sup>1</sup>..... to the town of St Ives, and for the first four nights they're staying in a bed and <sup>2</sup>..... on the coast. They like water sports, so they want to go <sup>3</sup>..... and windsurfing, and they also plan to spend some time <sup>4</sup>..... on the beach. After that, the boys are <sup>5</sup>..... bikes to ride in the countryside. They <sup>6</sup>..... taking much money with them, so they checked out cheap places to stay – mostly they're staying at <sup>7</sup>....., but they're also spending a few nights in a <sup>8</sup>..... hostel near Boscastle. They're coming back to London on 16 August and Richard's father <sup>9</sup>..... meeting them at the bus station.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- Sandra went ..... on the river.  
a snorkelling b canoeing c horse riding
- You can hire ..... at the beach.  
a postcards b hotels c surfboards
- We travelled from Italy to Greece ..... ferry.  
a on b by c with
- Caroline and Ros are ..... three months in Africa.  
a spending b saving c camping
- I need to buy a ..... for this letter.  
a souvenir b stamp c present
- ..... working in the restaurant next weekend.  
a I not b I'm not c I don't
- Where ..... for his next holiday?  
a he going b he's going c is he going
- It's January now, so March is the month after .....  
a next b today c tomorrow
- We're leaving for Australia in four months' .....  
a weekend b time c next

8

## 3 Vocabulary

Write a word or phrase from the box beside each picture. There are three extra words.

~~taking photographs~~ sailing hiking  
horse riding snorkelling  
going to a market buying souvenirs  
climbing sunbathing camping  
windsurfing visiting monuments



taking photographs



8

## How did you do?

Total:



Very good  
20 – 25



OK  
14 – 19



Review Unit 8 again  
0 – 13

## 1 Remember and check

Complete the predictions with the phrases in the box. Then check with the text on page 68 of the Student's Book.

it will be    will only weigh    will want    they'll never be    won't buy    will buy    won't work    ~~will want to~~

- 1 A US president, in 1872: '[The telephone is] a great invention, but who will want to use it?'
- 2 A scientist in 1899: 'Radio has no future, and X-rays \_\_\_\_\_.'
- 3 A French general in 1908: 'Aeroplanes are interesting toys – but \_\_\_\_\_ important for war.'
- 4 The head of a film company, in 1927: 'Talking? Actors talking in films? Nobody \_\_\_\_\_ that!'
- 5 The head of a computer company in 1943: 'In the future, perhaps five people \_\_\_\_\_ a computer.'
- 6 A computer magazine in 1949: 'In the future, it's possible that computers \_\_\_\_\_ about 1.5 tons.'
- 7 A man at a record company in 1962: People don't like it. People \_\_\_\_\_ this music.'
- 8 A TV weather man in October 1987: 'Tonight \_\_\_\_\_ a little windy.'

## 2 Grammar

\* *will/won't*

- a** Match the sentences with the pictures. Write numbers 1–8 in the boxes.



- 1 Jim, come on! Quickly! We will be late for school!
- 2 Don't worry about tomorrow's test. I'm sure it \_\_\_\_\_ very difficult.
- 3 They \_\_\_\_\_ today. There aren't any good players in the team.
- 4 I don't know how to fix this! I'll call Bob – I'm sure he \_\_\_\_\_ me.
- 5 Let's look on the Internet. Perhaps we \_\_\_\_\_ some information there.
- 6 Please don't buy that dress for me, Mum. I \_\_\_\_\_ it.
- 7 Don't be scared. The dog \_\_\_\_\_ us.
- 8 Please sit down. The doctor \_\_\_\_\_ you soon.

- b** Complete the sentences in Exercise 2a. Use *will* or *won't* and the verbs in the box.

help    be    find    see    not be    not hurt  
not wear    not win

**c** Read the answers and complete the questions.

1 A: Will Liz and Graham get married?

B: Yes, I think they will. They really love each other.

2 A: ..... Clare .....  
to the party?

B: Yes, of course she'll come.

3 A: ..... Jenny .....  
to university when she leaves school?

B: No, she won't. She wants to go to art school.

4 A: It's late! ..... your parents  
..... angry?

B: Well, they won't be very happy.

5 A: When ..... Chris  
..... painting his room?

B: I think he'll finish it tomorrow.

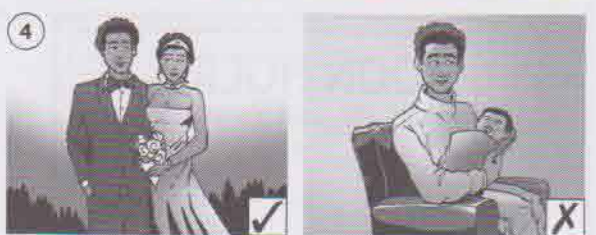
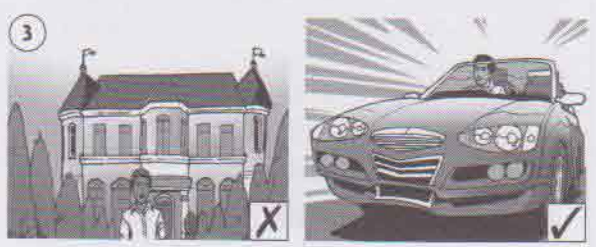
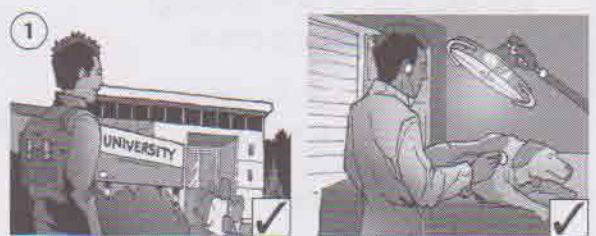
6 A: Where ..... you  
..... Alan?

B: I think I'll see him at the sports club on Friday.

**d** Matt is visiting a fortune teller. The pictures show what she sees in her crystal ball. Write her predictions for Matt's future.



- 1 You will go to university and you'll become a vet.
- 2 .....
- but .....
- 3 .....
- but .....
- 4 .....
- but .....



**e** Complete the sentences with your own predictions. Use 'll/will or won't.

- 1 In a few years' time, I .....
- 2 When I leave school, I .....
- 3 Before I'm 30, I .....
- 4 I think my best friend .....
- 5 In the future, my town .....
- 6 In 20 years' time, .....



### 3 Pronunciation

\* will, 'll or nothing?

**a** ▶ **CD1 T25** Listen and repeat.

- I'll go now.
- She'll help you.
- They'll be here on Monday.
- You'll find I'm right.
- The information will be on the Internet.
- The universe will continue to get bigger.

**b** ▶ **CD1 T26** Listen and write what you hear: *will, 'll or – (nothing)*. Then listen again and check.

- Don't worry. I 'll do this for you.
- We \_\_\_\_\_ do our homework after lunch.
- Ask Julia – she \_\_\_\_\_ know the answer.
- The film \_\_\_\_\_ start soon.
- During a flight, the flight attendants \_\_\_\_\_ work very hard.
- Go to university. I'm sure you \_\_\_\_\_ see how important it is for your future.
- I doubt they \_\_\_\_\_ be here in half an hour.
- They say that in the future, people \_\_\_\_\_ take holidays on the moon.

**MOON HOLIDAYS**  
We'll fly you to the moon!



**€1,200 for 3 nights!**

### 4 Vocabulary

\* Expressions to talk about the future

**a** Make sentences from the words in the box for each situation below.

I think	}	he'll give it back.
I don't think		he'll know how to do it.
		the baby will wake up.
		they'll be late.
		I'll finish before nine o'clock.
		I'll enjoy it.

1 I want to watch this film.

*I think I'll enjoy it.*

2 Please don't talk so loudly.

3 Don't give your MP3 player to Tom.

4 This exercise is hard! Let's talk to Sam.

5 My friends will be here soon.

6 I'm still doing my homework.

**b** Complete the sentences with the words in the box.

doubt hope ~~probably~~ maybe sure  
not sure

1 Catherine probably won't pass her test. She hasn't done much work.

2 I \_\_\_\_\_ Jules will go to the concert. He doesn't enjoy pop music.

3 I sent the letter yesterday, but I'm \_\_\_\_\_ when it will arrive.

4 We don't know what we're doing in the summer, but \_\_\_\_\_ we'll go to Turkey.

5 Tessa and John \_\_\_\_\_ to get married next year.

6 I bought a lovely scarf for Annie. I'm \_\_\_\_\_ she'll like it.

## 5 Culture in mind

Write the words in the correct column. Then check with the text on page 72 of the Student's Book.

biscuits cup hand horoscope lines newspaper paper pot restaurant stars

Astrology	Palmistry	Fortune cookies	Reading tea leaves
<i>horoscope</i>			

## 6 Study help

★ Using a dictionary (2)

- a** You can often use the same word as different parts of speech. For example, the word *joke* can be a noun or a verb. The dictionary shows this difference.

**joke** /dʒeɪk/ *n* a funny story or trick to make people laugh: *Did I tell you the joke about the chicken crossing the road?*

• a person or thing that is ridiculous or not nearly good enough: *Let's go home – this football match is a joke.*

*v* to say funny things: *They joked and laughed as they looked at the photos.*

Which sentence uses *joke* as a verb? Which sentences use it as a noun? Write *v* or *n*.

- No one can understand the instructions on this box. They're a joke! .....
- Don't joke about this – it isn't funny. ....
- I heard a very good joke on the radio yesterday. ....



- b** You can also see that a word often has more than one meaning. Sometimes the meanings are similar (for example, the two noun definitions for *joke*), but sometimes they are quite different.

Read the dictionary entry for *land*. Then match the definitions with the sentences. Write a–d in the boxes.

**a** **land** /lænd/ *n* the surface of the Earth that is not covered by water: *It is cheaper to drill for oil on land than at sea.*

**b** • **an area** in the countryside: *He has some land in the mountains. This land is good for fruit growing.*

**c** *v* **to arrive** at a place after moving down through the air: *I always feel nervous when the plane is landing.*

**d** • **to bring an aircraft down** to the Earth's surface: *You can land a plane on water in an emergency.*

- They grow wonderful tomatoes on their land in Tuscany.
- You can't land a helicopter in the middle of the forest!
- Hundreds of planes land at this airport every week.
- They couldn't see the land from the ship.

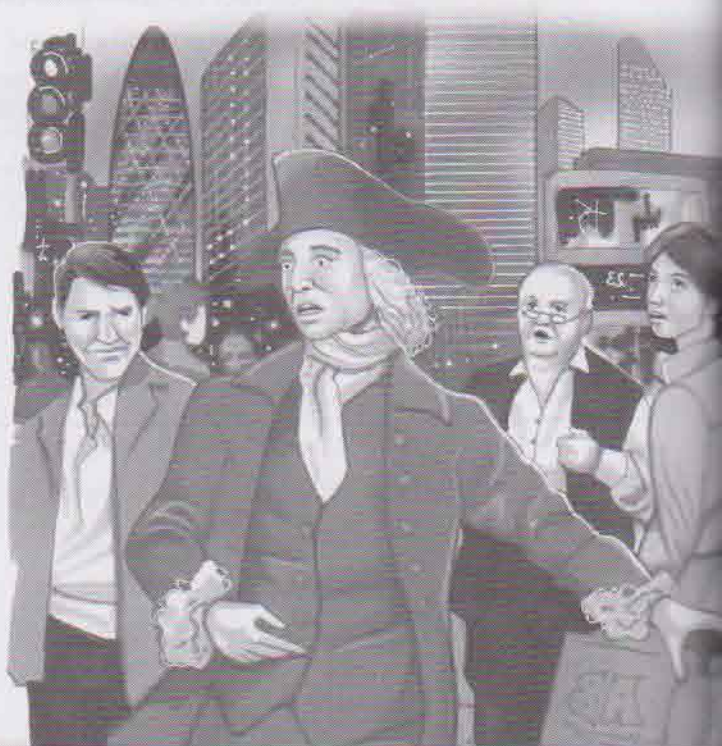
# Skills in mind

## 7 Read

This is part of a story about a man called Adam. In 1712, he went to sleep in London – but when he woke up, it was 300 years later.

Read the story. Find the parts where Adam sees these things:

- 1 a CD shop ..... *lines 18–21* .....
- 2 buses .....
- 3 a policeman .....
- 4 a police car .....
- 5 a TV shop .....
- 6 cars .....
- 7 a clothes shop .....
- 8 traffic lights .....



- A**DAM CAME OUT of the building and stopped. What was this awful place? The street was black. Strange boxes, made of metal and glass, moved quickly past him on wheels, making a terrible noise. There were bigger boxes too, big red ones, with 10 or 20 people inside. Sometimes the boxes stopped. There were tall posts with three lights: red, yellow and green. The lights turned on and off, the boxes stopped and started again.
- All around him, there were incredibly tall buildings. And the people! People everywhere. Many of them stopped and looked at him, then they turned and walked away quickly. Someone shouted to him, 'Hey, you! Are you lost? The theatre's over there!' and then laughed. Adam walked past windows, big glass windows with women inside, but the women didn't move.

At the next window, he heard loud music coming out through an open door, and inside there were people looking at little square boxes – hundreds of little square boxes, all with different pictures.

Then another window, and here he saw larger boxes, this time with small people and houses *inside* them! Adam stopped again and looked around. One of the metal boxes on wheels was near him – a black and white box with a blue light on top. A man in blue clothes and a strange hat got out and walked towards him. 'Excuse me, Sir,' said the man. Adam didn't like him. He turned and ran.

## WRITING TIP

Notice the way the text uses adjectives to create a clear picture and to show Adam's feelings. Underline all the adjectives in the first paragraph of the text. Then read the sentences without the adjectives and see how the picture loses life and colour.

Use adjectives in your paragraph for Exercise 8. You can choose some from the box or use others that you know.

dark dangerous strange loud huge  
frightening angry afraid nervous

## 8 Write

*After he ran away from the policeman, Adam went into a cinema. Write the next paragraph of the story. Begin like this:*

*Adam ran through some big doors. A woman shouted, 'Hey, you have to buy a ticket!' But Adam didn't stop. He pushed through a door and ...*

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

probably ~~won't~~ nonsense don't she'll to find abroad maybe think sure

I know I won't get great results in my final exams, but I <sup>1</sup> \_\_\_\_\_ they'll be good enough for me to get into university. But before I start my university studies, I'd like to go <sup>2</sup> \_\_\_\_\_ for a year. My friend Suzanne and I will <sup>3</sup> \_\_\_\_\_ travel together in Asia and South America. When we come back, I think I'll study Environmental Science. I hope <sup>4</sup> \_\_\_\_\_ an interesting job at the end of my course, but I <sup>5</sup> \_\_\_\_\_ think I'll be rich or famous! Suzanne isn't <sup>6</sup> \_\_\_\_\_ what she'll do in the future. She says she'll never be very successful, but that's <sup>7</sup> \_\_\_\_\_! She's good at languages, so <sup>8</sup> \_\_\_\_\_ she'll become a translator or a language teacher – who knows? I'm sure <sup>9</sup> \_\_\_\_\_ have lots of success in her life, because she's a very intelligent person.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- 1 He isn't here yet, but I'm \_\_\_\_\_ he'll be here soon.  
a sure b hope c probably
- 2 When I'm older, I want to live \_\_\_\_\_ – in Japan, perhaps.  
a away b foreign c abroad
- 3 I \_\_\_\_\_ I'll go out this weekend.  
a sure b maybe c doubt
- 4 My sister and her boyfriend are \_\_\_\_\_ married next month.  
a having b doing c getting
- 5 He has to work late, so he \_\_\_\_\_ won't come to the disco.  
a maybe b probably c doubts
- 6 It's a lovely morning. \_\_\_\_\_ it'll rain today.  
a I think b I don't think c I'm sure
- 7 They \_\_\_\_\_ to go to the University of Cambridge next year.  
a hope b think c doubt
- 8 Steve got bad results in the exam. His parents \_\_\_\_\_ be happy about that.  
a won't b don't c aren't
- 9 \_\_\_\_\_ find the information on the Internet?  
a We'll b Do we will c Will we

8

## 3 Vocabulary

Match the two parts of the words from each box. Then write the words in the correct places.

pæ pre astro non reli for  
lea cen palm

logy ~~tm~~ tune ves istry tury  
able dict sense

- 1 the inside part of a hand palm
- 2 a hundred years \_\_\_\_\_
- 3 your future \_\_\_\_\_
- 4 the green parts of a tree or plant  
\_\_\_\_\_
- 5 say what you think will happen  
\_\_\_\_\_
- 6 something with no meaning  
\_\_\_\_\_
- 7 that you can rely on or trust  
\_\_\_\_\_
- 8 telling the future from someone's hand  
\_\_\_\_\_
- 9 telling the future from the stars  
\_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 9 again  
0 – 13

## 1 Remember and check

The pictures show events from the text on page 74 of the Student's Book. Put them in the correct order. Write the numbers 1-6 in the boxes. Then check with the text.



## 2 Grammar

\* too + adjective

a Match the sentences.

- |   |                              |
|---|------------------------------|
| 1 You won't get all your clothes in that bag. | a It's too long.             |
| 2 I won't finish this book tonight.           | b I get too nervous.         |
| 3 I need to lose some weight.                 | c It's too loud.             |
| 4 We can't swim here.                         | d It's too small.            |
| 5 I can't sleep before an exam.               | e I'm too fat.               |
| 6 Please turn the music down.                 | f The water is too polluted. |

b Underline the correct words.



1 They're very / too old.



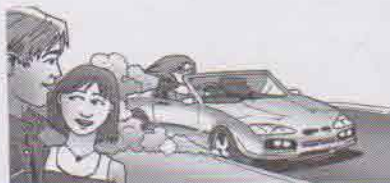
2 No, you can't play. You're very / too old.



3 Oh, no! It's very / too heavy.



4 Wow! This is very / too heavy!



5 I think she's got a lot of money. Her car is very / too expensive.



6 It's very / too expensive for me. I've only got £15.

- c** Alex is talking to Lucy – but he’s saying some crazy things! Complete Lucy’s replies. Use the verb *be* and an adjective from the box with *too*.







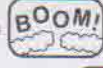

cold easy expensive far difficult small  
old young

- Alex: It’s my grandmother’s 80th birthday tomorrow. I’m taking her to a disco.  
Lucy: You can’t do that! She ’s too old.
- Alex: I think I can learn to speak Chinese and Russian in six months.  
Lucy: No way! They \_\_\_\_\_.
- Alex: I’m going camping in Antarctica.  
Lucy: You’re joking! It \_\_\_\_\_.
- Alex: I’m going for a ride on my little brother’s bike.  
Lucy: You can’t do that! It \_\_\_\_\_ for you.
- Alex: My father wants to drive across Canada in two days.  
Lucy: That’s impossible. It \_\_\_\_\_.
- Alex: Tomorrow I’m taking my six-year-old sister to a Dracula film.  
Lucy: You can’t do that. She \_\_\_\_\_.
- Alex: Look at this test! One of the questions is:  $2 + 2 = ?$   
Lucy: I don’t believe you! That \_\_\_\_\_.
- Alex: On Saturday I’m buying some new shoes. They’re £450.  
Lucy: £450? Oh Alex, don’t buy them. They \_\_\_\_\_.

### 3 Vocabulary

#### \* The weather

- a** Complete the text. Write the correct word in each space.

The weather on our holiday was a bit strange. On the day we arrived, it was raining – not a lot, it was just a  shower. But the next day, the  \_\_\_\_\_ came out in the morning, and in the afternoon we stayed by the swimming pool because it was very  \_\_\_\_\_! It was like that for another two days – but then, on the fifth day, there was a lot of  \_\_\_\_\_ in the evening, and at night, there was a terrible storm – we couldn’t sleep because of the noise of the  \_\_\_\_\_ and we thought the  \_\_\_\_\_ was going to hit the hotel!

- b** **Vocabulary bank** Complete the words in the sentences.

- It wasn’t a lot of rain – it was just a l i g h t shower.
- There was a very st \_\_\_\_\_ wind and a lot of trees fell down.
- We couldn’t see very much – the fog was really th \_\_\_\_\_ on the roads.
- It was a beautiful day yesterday – lots of br \_\_\_\_\_ sunshine!
- You know it’s going to rain when you see d \_\_\_\_\_ clouds like those!
- Sometimes, in January, we get very h \_\_\_\_\_ snow on the mountains near here.
- It isn’t very windy today – it’s just a g \_\_\_\_\_ breeze, really.
- I didn’t sleep very well last night – there was a vi \_\_\_\_\_ storm the whole night!

## 4 Grammar

### \* Adverbs

**a** Complete the table.

Adjectives	Adverbs
quick	<u>quickly</u> .....
safe	1 .....
2 .....	noisily
3 .....	early
hard	4 .....
brilliant	5 .....
6 .....	well
7 .....	fast
easy	8 .....
late	9 .....

**b** Underline the correct words.

- 1 Work quiet / quietly, please.  
You're making too much noise.
- 2 I thought it was a stupid / stupidly film, so I stopped watching it.
- 3 They walked slow / slowly across the park.
- 4 I won't go in Jack's car. He drives too dangerous / dangerously.
- 5 My usual / usually breakfast is tea and toast.
- 6 To be healthy / healthily, you need to do exercise.

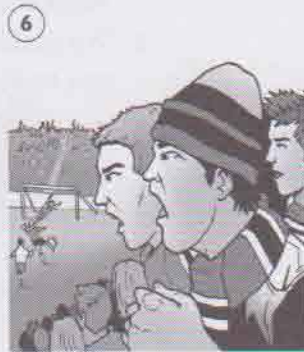
**c** Write sentences about the people in the pictures. Use a verb from box A and make an adverb from the adjectives in box B.

A

shout work play win travel  
smile get up run

B

quick happy loud hard bad late  
easy slow



- 1 They're travelling slowly.
- 2 She .....
- 3 He .....
- 4 The dogs .....

- 5 She .....
- 6 They .....
- 7 She .....
- 8 He .....

## 5 Pronunciation

\* /ɒ/ and /əʊ/

- a** ▶ **CD1 T27** Listen and repeat. Try to hear the difference between the /ɒ/ and the /əʊ/ sounds.

/ɒ/ job what want foggy belong probably

/əʊ/ rope won't joke kilo going nose

- b** ▶ **CD1 T28** Underline the words or syllables with the /ɒ/ sound. Circle the words or syllables with the /əʊ/ sound. Then listen, check and repeat.

- Our dog has got a cold (nose).
- Bob and Tom don't go to the coast.
- The foreign politician told a lot of jokes.
- John wants to own a mobile phone.
- Those tomatoes are old.
- So what? Throw them in the pot!

## 6 Everyday English

Complete the dialogue with these expressions.

in a way ~~Not really~~ In fact in a minute  
the best thing to do Are you sure

Mum: Hello, Ben! Are you OK?

Ben: Hi, Mum. Well, no. I'm not OK. *Not really.*

M: What's wrong?

B: Well, I just don't feel very well. <sup>1</sup> \_\_\_\_\_, I feel awful.

M: Oh dear. Well, go to bed and relax, then.

That's <sup>2</sup> \_\_\_\_\_.

B: <sup>3</sup> \_\_\_\_\_?

M: Absolutely! Go and lie down, I'll bring you a nice hot drink <sup>4</sup> \_\_\_\_\_.

B: Thanks, Mum. You know, <sup>5</sup> \_\_\_\_\_, it's a good thing I don't feel well. We've got an exam this morning at school.

M: Ben – are you really ill, or is this just a joke?

## 7 Study help

\* Spelling and pronunciation

- a** It's often difficult to work out the spelling of English words from their sound, or to be sure how to pronounce them from their spelling. But there are some patterns that you can follow. Here are some common spellings for the /əʊ/ sound.

o	ow	oa	o + consonant + e
go	throw	coat	phone

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

- b** Add these words to the lists above:

boat tomorrow potato nose joke window hello soap hope follow

You can build up similar spelling lists for other sounds. For example, here are some common spellings for the /ɜ:/ sound. Can you add more words to the lists?

er	ur	ir
verb	turn	bird

_____	_____	_____
_____	_____	_____

- Look at your spelling lists regularly. Get used to the way the words look.
- Record difficult words. Then test yourself by playing them and writing them down.



# Skills in mind

## 8 Read

Read the questionnaire and choose the answers which are true for you.

### How easily do you give up?

1 You have some very difficult homework to do. Do you ...

- a give up?
- b keep working at it?
- c go away and do something else, then come back to the problem?

2 You lend some money to a friend, but he/she doesn't give it back. Do you ...

- a stop talking to your friend?
- b forget about the money?
- c ask your friend (nicely) to give you the money as soon as possible?

3 You see some clothes you really like, but they're very expensive. Do you ...

- a feel angry and try to forget the clothes?
- b buy something cheaper?
- c start saving money to buy the clothes that you really want?

4 You know a boy/girl, and want to go out with him/her. But you know that he/she goes out with lots of other people. Do you ...

- a forget about this person?
- b look for someone else to go out with?
- c ask him/her to go out with you and then see what happens?

5 You want to play for the school team in your favourite sport, but the teacher never chooses you. Do you ...

- a decide not to do sport any more?
- b choose a different sport and try to get into that team?
- c practise harder and ask the teacher why he/she doesn't choose you?

#### Check your score

a = 0 points   b = 1 point   c = 2 points

8-10 points: Good for you! You don't give up easily.

4-7 points: Try a little harder to get the things you want.

0-3 points: Come on! You need to try, or you'll never get what you want!



## 9 Write

Choose one of the situations in the questionnaire and make it into a story. Write what happened.

### WRITING TIP

#### Planning a narrative

- Plan the events in your story before you start to write. Use these questions to organise your ideas, and make notes for each question.

- 1 Setting the scene: where and when did the events happen?
- 2 What situation did you have to face?
- 3 What did you do first?
- 4 What happened after that?
- 5 How did it end?

- Follow the advice for brainstorming on page 16.

- When you are sure of the basic events, add some details to your plan. Try to 'see' the situation as clearly as you can. What did things/people look like? How did people behave? How did you feel? Quickly write down words and phrases that you can use.
- Now use your notes to start writing your story. Write a paragraph for each question (1-5). Don't forget to:
  - use connectors *and*, *but* and *because* to link your ideas.
  - use adjectives and adverbs to give your story interest and colour.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

happily snowed windy angry weather too ~~rainy~~ sunny really heavily

Usually the English winter is cold and rainy, so my family decided to have a weekend break in the south of France last February. We wanted to enjoy some good weather. But when our plane landed at Nice, it was <sup>1</sup> \_\_\_\_\_ foggy to see anything through the windows, and before we got to our hotel it started to rain <sup>2</sup> \_\_\_\_\_. On Saturday the weather was worse – it was <sup>3</sup> \_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_ cold. And on Sunday it <sup>5</sup> \_\_\_\_\_ in Nice for the first time in 15 years! When we arrived back in England that evening, my uncle met us at the airport. 'The <sup>6</sup> \_\_\_\_\_ was fantastic here this weekend,' he said <sup>7</sup> \_\_\_\_\_. 'It was beautifully warm and <sup>8</sup> \_\_\_\_\_ every day! How was Nice?' My father was too <sup>9</sup> \_\_\_\_\_ to answer him.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- It was terribly hot this afternoon, but it's nice and \_\_\_\_\_ now.  
a cool b cold c snowy
- You have to drive slowly – there's a lot of \_\_\_\_\_ today.  
a sunny b warm c fog
- Some trees fell over because of the \_\_\_\_\_.  
a wind b clouds c sun
- Don't forget your umbrella. They say it will \_\_\_\_\_ this afternoon.  
a rain b rains c raining
- You can't learn to drive yet. You're \_\_\_\_\_ young.  
a too b much c very
- They came \_\_\_\_\_ into the room.  
a quiet b quietly c too quiet
- I can do this work \_\_\_\_\_.  
a easy b ease c easily
- We were in the airport for an hour because the plane arrived \_\_\_\_\_.  
a late b lately c later
- I'm really happy. My exam result was \_\_\_\_\_.  
a very good b too good c very well

8

## 3 Vocabulary

Put the letters in the correct order to make words. Write the word(s) beside the sentence.

- It was really *tho* yesterday afternoon. hot
- Don't stay in the *uns* too long – you'll burn! \_\_\_\_\_
- It wasn't heavy rain – just a light *rewosh*. \_\_\_\_\_
- A: Did you see the *nihtginlg* last night? \_\_\_\_\_
- B: No – but I heard the *derunth!* \_\_\_\_\_
- kiTch gof* makes it hard to drive safely. \_\_\_\_\_
- What a beautiful day! I love *ritgbh uneshisn* like this! \_\_\_\_\_
- The trees were all white this morning – there was *eyhva wons* last night. \_\_\_\_\_
- I didn't sleep last night – there was a very *tenlovi mstor* all night! \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 10 again  
0 – 13

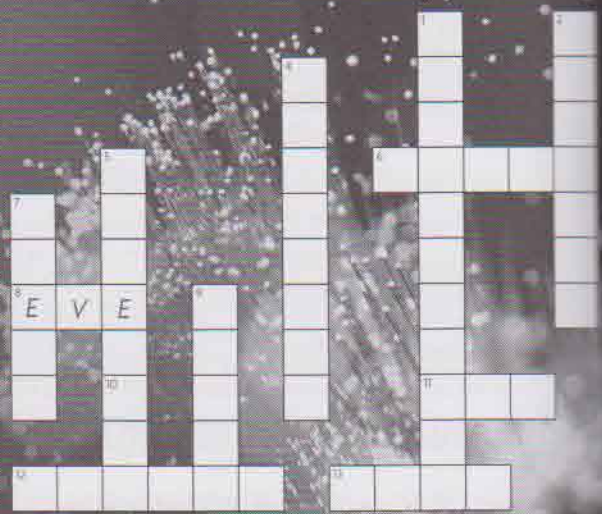
## 1 Remember and check

Use the summary to fill in the puzzle. Check with the text on page 82 of the Student's Book.

### New Year's Eve in New York

It's almost <sup>1</sup> \_\_\_\_\_ on 31 <sup>2</sup> \_\_\_\_\_. At 11.59, a crystal ball comes out on Times Square Building. The clocks <sup>3</sup> \_\_\_\_\_ twelve and everybody starts to \_\_\_\_\_ Over a billion people watching around the <sup>4</sup> \_\_\_\_\_ come together to say 'hello' to the new year and <sup>5</sup> \_\_\_\_\_ to the <sup>6</sup> \_\_\_\_\_ one.

People also make 'New Year's <sup>7</sup> \_\_\_\_\_'. Of course, it's <sup>8</sup> \_\_\_\_\_ to make these promises – but it's not easy to keep them! Unfortunately, many people <sup>9</sup> \_\_\_\_\_ their New Year's resolutions very quickly!



## 2 Vocabulary

### \* Multi-word verbs (2)

#### a Match the two parts of the sentences.

- |                                      |  |
|--------------------------------------|--|
| 1 I want to take up skiing.          | a but I couldn't find the answer.        |
| 2 My father gave up smoking.         | b when you don't know what it means.     |
| 3 Look up a word in your dictionary. | c before I buy anything there.           |
| 4 My parents told me off.            | d so I'll have to buy some warm clothes. |
| 5 I tried to work out the problem.   | e because it was bad for his health.     |
| 6 I want to check out that new shop. | f because I got home very late.          |

I need to do some exercise. I think I'll \_\_\_\_\_ a new sport.

#### b Complete the sentences with the multi-word verbs. Use a word from each box.

work look tell give take check

up out off



Don't guess!  
Look it up!

Hey Andy.  
\_\_\_\_\_ my new phone!



Lesley, I think you'll have to \_\_\_\_\_ skateboarding.



Oh no! 8.30! If I'm late, the teacher will \_\_\_\_\_ me \_\_\_\_\_!



Can you \_\_\_\_\_ where we are?



**C Vocabulary bank** Complete the sentences with *up, down, off, out* or *away*.

- Did you hear the news this morning? They said that a bomb went off in the new hotel last night.
- Jessica! Remember to put your toys \_\_\_\_\_ after playing with them. I nearly fell over them and broke my leg!
- The price of petrol really went \_\_\_\_\_ last year. My mum complained every time she had to put petrol in the car.
- My cousins are coming to Madrid next week and we're putting them \_\_\_\_\_ in our house! I can't wait!
- It's raining Oliver! We'll have to put your party \_\_\_\_\_ until next week, we can't celebrate in this weather!



**3 Grammar**

**\* be going to: intentions**

**a** Steve is getting ready to go on holiday. Look at the picture and write T (true) or F (false).

- Steve is going to have a holiday in Portugal.  F
- He's going to take his computer with him.
- He isn't going to drive to Barcelona.
- He's going to go snorkelling.
- He's going to stay at a campsite.
- He's going to take some photos.

**b** Complete the sentences with the correct form of *be* (positive or negative).

- I am going to get up early tomorrow. I have to finish my French homework before school.
- Greg \_\_\_\_\_ going to meet his sister at the station. She's arriving at 9.30.
- \_\_\_\_\_ you going to watch the James Bond film on TV tonight?
- We haven't got much money, so we \_\_\_\_\_ going to stay in an expensive hotel.
- Jane \_\_\_\_\_ going to see the doctor because she's feeling much better now.
- They've got some sandwiches, cake and fruit juice. They \_\_\_\_\_ going to have lunch on the beach.
- I \_\_\_\_\_ going to catch the bus this afternoon. I want to walk home.
- \_\_\_\_\_ your cousin going to come to the New Year's Eve party?

**c** Complete the questions with the correct form of *be going to* and the verbs in brackets. Then complete the short answers.

- A: Are your brothers going to fly (fly) to Frankfurt?  
B: No, they aren't.
- A: \_\_\_\_\_ Maria \_\_\_\_\_ (learn) to drive?  
B: Yes, \_\_\_\_\_.
- A: \_\_\_\_\_ Andrew \_\_\_\_\_ (move) to a new flat?  
B: No, \_\_\_\_\_.
- A: \_\_\_\_\_ you \_\_\_\_\_ (wear) your red shirt tonight?  
B: No, \_\_\_\_\_.
- A: \_\_\_\_\_ Tim and Diane \_\_\_\_\_ (do) the washing-up?  
B: Yes, \_\_\_\_\_.
- A: \_\_\_\_\_ we \_\_\_\_\_ (hire) a houseboat?  
B: Yes, \_\_\_\_\_.

\* *be going to*: predictions

**d** Complete the sentences. Use the correct form of *be going to* with the verbs in the box.

miss have ~~not snow~~ not enjoy not see



1 It isn't going to snow  
this afternoon.



2 I \_\_\_\_\_  
this film.



3 They \_\_\_\_\_  
an argument.



4 We \_\_\_\_\_  
anything up there.



5 You \_\_\_\_\_  
the train!

**e** What's going to happen? Write sentences with *be going to* (positive or negative). Use your own ideas.

1. Come on! Your dinner is on the table.

It's going to get cold.

2. Ruth didn't get a good result in her exam.

\_\_\_\_\_

3. No one can beat the Italian cyclists.

\_\_\_\_\_

4. The car is out of control!

\_\_\_\_\_

5. Stop climbing on that wall!

\_\_\_\_\_

6. Patrick ate three hamburgers for lunch.

\_\_\_\_\_

\* *must/mustn't*

**f** Complete the school rules. Use *must* or *mustn't* and a verb in the box.

wear use be do bring eat

### School rules

1 You mustn't eat food during classes.

2 You \_\_\_\_\_ your homework.

3 You \_\_\_\_\_ your mobile phone in the classroom.

4 Every student \_\_\_\_\_ a school uniform.

5 Students \_\_\_\_\_ pets to school.

6 Students \_\_\_\_\_ quiet when they are in the library.



## 4 Pronunciation

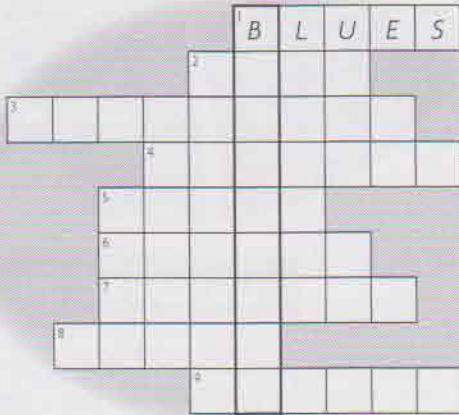
### \* must and mustn't

▶ CD1 T29 Listen and underline the words you hear. Then listen again and repeat.

- 1 You *must* / *mustn't* do that.
- 2 You *must* / *mustn't* sit here.
- 3 She *must* / *mustn't* speak to him.
- 4 We *must* / *mustn't* give her the letter.
- 5 I *must* / *mustn't* stay here.
- 6 You *must* / *mustn't* forget me.

## 5 Culture in mind

Complete the puzzle. Find the mystery name! Check with the text on page 86 of the Student's Book.



- 1 Reggae developed from rhythm and blues music.
- 2 Reggae also developed from ..... music.
- 3 People say that the beat of reggae is like the human .....
- 4 The island of ..... is where reggae really became famous.



- 5 Many black people wanted to use reggae to fight for ..... rights.
- 6 In the 60s and 70s, a lot of reggae songs went into the music .....
- 7 One of the most famous reggae bands was the .....
- 8 Reggae is still a popular music .....
- 9 For some people the words or ..... in reggae songs were very important.

## 6 Study help

### \* Speaking

Here are some ideas for speaking practice:

- Practise dialogues with a friend. If possible, record your dialogues, listen together and then practise again.
- Leave a voice message in English on your friend's phone. When you get a message from your friend, ring back to leave a reply.
- If you know any English speakers, talk to them as often as you can.
- Try to talk in English for 5–10 minutes with a friend sometimes. You can write some questions to ask each other, for example:

Did you have a good day at school yesterday?

What was the weather like?

Who did you have lunch with?

Did you see [someone's name] yesterday?

Did you watch anything interesting on TV yesterday?

What did you do last weekend?

What are you going to do tomorrow?

With your friend, write down five more questions to ask each other.

.....

.....

.....

.....

.....

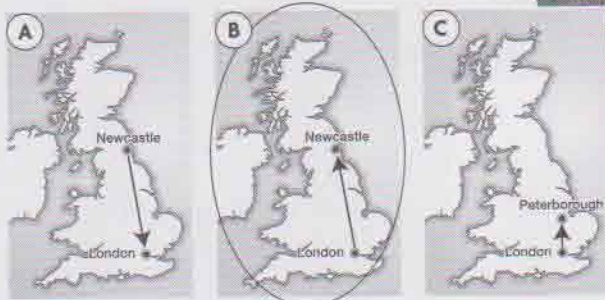
# Skills in mind

## 7 Listen

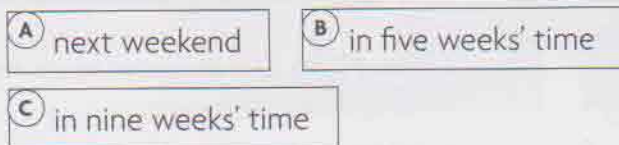
**▶ CD1 T30** It's 1 January and Denise is talking to her American friend, Robbie, on the phone. Listen to the conversation and **circle** the correct picture: A, B or C.



1 Where are Denise and her family going?



2 When are they going to move?



3 Which is their new house?



4 How does Denise feel about selling the flat?



5 What is Denise's mother going to do?



### LISTENING TIP

#### Using audioscripts

For extra practice with this listening text, you can ask your teacher to give you the audioscript.

- Use the audioscript to listen and read at the same time. Pause after each person's speech and read it aloud.
- Use white corrector fluid to 'white out' parts of the text – for example, you could remove all the verbs, or you could remove every sixth word. Perhaps your teacher will do this for you, or you could do it for a partner and then exchange audioscripts. A day or two later, listen to the recording again and try to fill in all the spaces.

## 8 Write

Imagine that you are Denise. Write an email to a different friend. Tell her about the things you and your family are going to do this year.

# Unit check 11

## 1 Fill in the spaces

Complete the text with the words in the box.

going to take healthy resolutions tell Year's give isn't must

Now that it's New Year's Day, everyone is making<sup>1</sup> \_\_\_\_\_ for the year. I want to get into the school basketball team this year, and that means I really<sup>2</sup> \_\_\_\_\_ get fitter. So I'm<sup>3</sup> \_\_\_\_\_ to start running in the mornings before school. It<sup>4</sup> \_\_\_\_\_ going to be easy. I tried it once or twice last year but I found it boring on my own and I didn't keep it up. But this time Bruno is going<sup>5</sup> \_\_\_\_\_ come running with me, and I think this will help me to keep to my resolution, because if I stop, Bruno will<sup>6</sup> \_\_\_\_\_ me off! Bruno is determined to get fit too, so he says he's going to<sup>7</sup> \_\_\_\_\_ up hamburgers and chocolate, and he's also going to<sup>8</sup> \_\_\_\_\_ up gymnastics. This is going to be the year of<sup>9</sup> \_\_\_\_\_ living!

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- You must try to \_\_\_\_\_ up smoking.  
a take b keep c give
- Our teacher never tells us \_\_\_\_\_ when we do things wrong.  
a off b out c up
- It's a difficult question – can you \_\_\_\_\_ the answer?  
a work out b take up c give up
- It's getting late. \_\_\_\_\_ leave soon.  
a We must b Must we c We mustn't
- Julio \_\_\_\_\_ going to meet us at the airport.  
a will b is c are
- You \_\_\_\_\_ drive too fast.  
a must b mustn't c going to
- \_\_\_\_\_ Julia going to sing with the band?  
a Does b Will c Is
- My brother is going to check \_\_\_\_\_ that new shopping centre.  
a off b out c up
- \_\_\_\_\_ they going to buy a new house?  
a Are b Is c Do

8

## 3 Vocabulary

Underline the correct words.

- I don't know this word, so I'm going to look it off / out / up.
- Hey, Jimmy. There's a great film on TV! Check / Look / Take it out!
- This song went into the music lists / records / charts last week.
- Modern music is very different as / than / from music 30 years ago.
- It's a great record – it's going to be a really big hit / style / combination.
- This is my New Year's resolution – I'm going to give off / up / out chocolate.
- The beat of this song is great, but I don't like the lyrics / blues / records very much.
- It's a difficult problem, but I'm sure I can look / take / work out the answer.
- Many people in the USA fought for same / equal / every rights for black people.

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 11 again  
0 – 13



## 1 Remember and check

Read the summary of Mr Autrey's story. Complete it with the words in the box. Then check with the text on page 88 of the Student's Book.

brave dirty ground help hospital  
platform right serious shocked  
small

One day Wesley Autrey was standing on the platform of a subway station in New York, with his two <sup>1</sup> \_\_\_\_\_ daughters. He saw a man, Mr Hollopeter, fall onto the track, and then he saw a train coming into the station.

Mr Autrey jumped. He lay on top of the man and kept him down on the <sup>2</sup> \_\_\_\_\_. The train travelled over them but it didn't hit them. The people on the platform were <sup>3</sup> \_\_\_\_\_.

Mr Autrey shouted: 'We're OK!' and then the other people started to clap and cheer.

Subway workers helped the two men out. An ambulance took Mr Hollopeter to <sup>4</sup> \_\_\_\_\_. He had no <sup>5</sup> \_\_\_\_\_ injuries.

The only thing that happened to Mr Autrey was that his blue hat got <sup>6</sup> \_\_\_\_\_.

Later, Mr Autrey said, 'I wasn't <sup>7</sup> \_\_\_\_\_. I didn't do anything special. I just saw someone who needed <sup>8</sup> \_\_\_\_\_. I did what I thought was <sup>9</sup> \_\_\_\_\_.'

## 2 Grammar

### \* First conditional

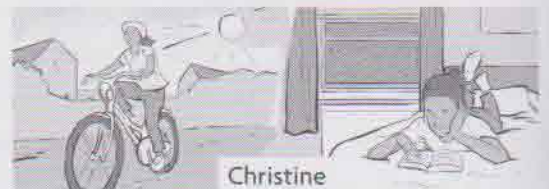
#### a Underline the correct words.

- If you finish / you'll finish work before five, Olga will take you home in her car.
- They'll be disappointed if they don't / won't get concert tickets.
- If Alan wants to have a shower, he has to / he'll have to hurry.
- If you don't wear a coat, you're / you'll be cold.
- If Chris doesn't phone Sue tonight, she sends / she'll send him an email.

#### b Write first conditional sentences.

- If / Judith / miss / bus, / she / be / miserable  
*If Judith misses the bus, she'll be miserable.*
- If / train / not come soon, / we / walk home  
.....
- You / not get wet / if you / wear / raincoat  
.....
- I / not sing well / at concert / if I / be / too nervous  
.....
- If / my friends / see me, / they / not recognise / me  
.....

#### c The pictures show people's possible plans for next Saturday. Complete the conditional sentences.



Christine



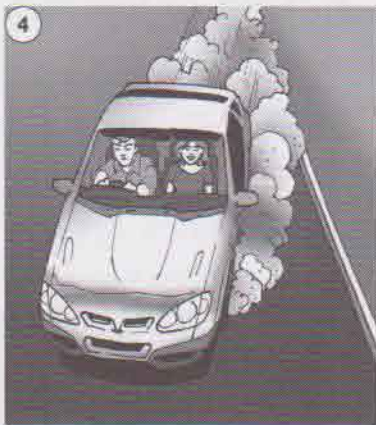
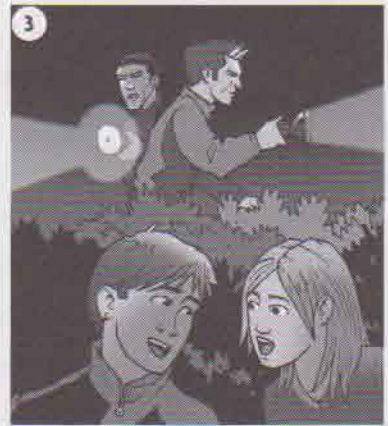
Colin

- If the weather is nice, Christine  
.....
- If it \_\_\_\_\_  
.....
- If Colin \_\_\_\_\_  
.....
- If he \_\_\_\_\_  
.....

**d** Think about your next free afternoon or evening, or your next weekend. Write three true sentences using the first conditional.

- 1 If \_\_\_\_\_
- 2 If \_\_\_\_\_
- 3 \_\_\_\_\_ if \_\_\_\_\_

**e** Look at the pictures and complete the sentences. Use *will* or *won't* and the words in brackets.



- 1 If he tries to climb up, \_\_\_\_\_ . (break)
- 2 If she goes into the garden, \_\_\_\_\_ . (attack her)
- 3 If we keep quiet, \_\_\_\_\_ . (find us)
- 4 If they drive too fast, \_\_\_\_\_ . (crash)
- 5 If you go to bed, \_\_\_\_\_ . (feel better)
- 6 If the weather gets worse, \_\_\_\_\_ . (take off)

**\* when and if**

**f** Complete the sentences with *when* or *if*.

- 1 Neil will look for a job when the summer holidays begin.
- 2 I'll do my homework \_\_\_\_\_ I get home tonight.
- 3 We'll take a taxi \_\_\_\_\_ Dad can't meet us at the station.
- 4 \_\_\_\_\_ you waste time, you won't finish your work.
- 5 It'll be great \_\_\_\_\_ I win this competition!
- 6 We'll have a big celebration \_\_\_\_\_ it's your 21st birthday.

### 3 Pronunciation

#### \* Sentence stress

- a** ▶ **CD1 T31** Listen to the sentences. Underline the stressed words or syllables. Then listen again and repeat.

- 1 If he tries to get up, the train will kill him.
- 2 If he doesn't move, he'll be OK.
- 3 If I don't help him, the man will die.

- b** ▶ **CD1 T32** Underline the stressed words or syllables in the sentences in Exercise 2f. Then listen, check and repeat.

### 4 Vocabulary

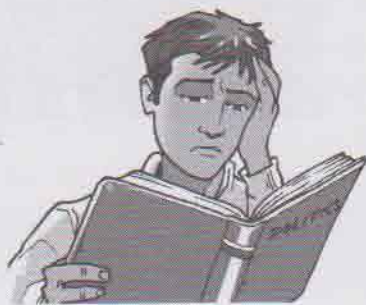
#### \* Adjectives of feeling

- a** Match the two parts of the sentences.

- |                                       |   |
|---------------------------------------|---|
| 1 My dog gets frightened              | a so she's going to look for a new one.           |
| 2 Rosa's parents were annoyed         | b about her birthday party next weekend.          |
| 3 She was tired                       | c when she hears fireworks.                       |
| 4 I was interested                    | d after her long walk in the mountains.           |
| 5 She's bored with her job.           | e because she was late home from the party.       |
| 6 My little sister is getting excited | f when I heard that Matt is going out with Carol. |

- b** Complete the sentences with the adjectives in the box.

annoyed exciting frightening worried interesting terrified



- 1 This book isn't very interesting.



- 2 I'm \_\_\_\_\_ of snakes.



- 3 We can't find our cat. I'm \_\_\_\_\_ about him.



- 4 Our teacher gets \_\_\_\_\_ when we don't listen.



- 5 It was a very \_\_\_\_\_ match.



- 6 There were strange noises in the night. It was \_\_\_\_\_.

**C Vocabulary bank** Put the letters in the correct order to complete the expressions about feelings and actions. Then fill in the crossword.



**Across**

- 4 When I'm frightened, I *racmse*. scream
- 7 When I'm worried, I rub my *rhafedoe*. \_\_\_\_\_
- 8 When I'm tired, I *wnay*. \_\_\_\_\_

**Down**

- 1 When you're excited, you *upjm* up and down. \_\_\_\_\_
- 2 When you're confused, you *tacschr* your head. \_\_\_\_\_
- 3 When you're angry, you go *edr* in the face. \_\_\_\_\_
- 5 When you're bored, you *yradeadm*. \_\_\_\_\_
- 6 When you're nervous, you bite your *linsa*. \_\_\_\_\_

**5 Everyday English**

Circle the correct words.

- 1 A: I really want to ask Sarah out.  
B: So – ask her! Go *in* / *on*!
- 2 A: I got 85% in the French test.  
B: 85%? That's brilliant. *Well done!* / *Very well!*
- 3 A: Oh Dad – please can we go to the football match this afternoon?  
B: No, Jimmy. The answer's 'No' – and *that's that* / *it's that*.
- 4 A: Look – it's not raining now.  
B: Great! So we can play football *after all* / *in the end!*
- 5 A: I can't give you back your money until next week. Sorry.  
B: That's OK. It's only ten pounds. It's not a *large thing* / *big deal*.
- 6 A: Wow – you said some really stupid things in the lesson today!  
B: I *ask* / *beg* your pardon? Don't talk to me like that. Chris!

**6 Study help**

**\* Grammar**

Here are some things you can do to help you remember and revise grammar.

- In your notebook, write down the grammar rule in the form of a diagram or summary. For example:

First conditional

*if* + present simple + *will*

*will* + *if* + present simple

- Write example sentences that show the meaning clearly.
- Identify areas where you sometimes make mistakes. In your examples, highlight the difficult areas with different coloured pens or highlighter pens.
- Go over the exercises in the Student's Book and Workbook.
- Record example sentences and listen to them from time to time, for example, when you are doing the washing-up or on your way to school.
- Work with a friend. Write some sentences on a particular grammar point and include one grammar mistake in each sentence. Exchange your work and correct the mistakes in your friend's sentences. Then discuss the sentences together.

Choose some or all of these points and use them to revise the first conditional.

# Skills in mind

## 7 Read

- a Read the school newspaper article and put the pictures in the correct order. Write 1–5 in the boxes.



## A medal for bravery

One of our students received a medal yesterday at Macclesfield Town Hall for her bravery in helping an elderly lady.

Sharon Armstrong, 15, was in Lyme Park in Stockport last May when she saw a pit-bull terrier which was barking furiously at an elderly woman, Mrs Anne Phillips. Mrs Phillips called for help, so Sharon ran closer and picked up some stones from the path.

'I started to throw stones at the dog,' Sharon told us. 'Then it turned round and began to come towards me. I was really scared. I stood still and shouted at the dog and it stopped, but it kept barking and it looked very angry. I thought, "It's going to attack me!"'

At that moment, the dog's owner, Mr Paul Ashcroft, arrived and called the dog off.

'Sharon is a very brave girl,' commented Mr Thomson, the mayor of Macclesfield, when he gave Sharon her medal. But Sharon says, 'I don't really think I did anything special. The lady was clearly very frightened, so I just did the first thing I could think of.'

Mr Ashcroft was fined £100 for not keeping his dog on a lead.

- b Answer the questions.

- 1 Who did the dog bark at first?  
*The dog barked at Mrs Phillips first.*
- 2 What did Sharon throw at the dog?  
.....
- 3 What did the dog do next?  
.....
- 4 Why didn't the dog attack Sharon?  
.....

## 8 Write

Write a newspaper report about a person or people who did something brave. It can be about a true event or you can invent one.

## WRITING TIP

### Organising a newspaper report

Look at the text again. Notice that in the first paragraph of the report, the writer identifies the time and gives a very short general summary of the event. The report then gives a fuller description of the event with comments from Sharon and other people.

Follow the same pattern when you write your report. Think about the details before you begin to write. Make notes on these questions:

- Who was there?
- Where and when did it happen?
- What happened first?
- What happened next?
- Who said something about it?

# Unit check

## 1 Fill in the spaces

Complete the message with the words in the box.

I'm I'll tired interesting interested annoying arrives exciting bored when

How are you? Nothing interesting is happening here and I'm feeling <sup>1</sup> \_\_\_\_\_ – there's nothing to do! I started watching the tennis on TV but it wasn't very <sup>2</sup> \_\_\_\_\_ and I stopped watching. I can't go out because I have to look after my little brother. It's <sup>3</sup> \_\_\_\_\_, because I had plans to go shopping with Louise this afternoon. Dad's at home, but he had to work all night in his job, so he's very <sup>4</sup> \_\_\_\_\_ now. Anyway, I can go out later <sup>5</sup> \_\_\_\_\_ Mum is home. If you're still <sup>6</sup> \_\_\_\_\_ in seeing the new Spielberg film, <sup>7</sup> \_\_\_\_\_ come with you. If Mum <sup>8</sup> \_\_\_\_\_ early, I'll meet you at the café at six. But if <sup>9</sup> \_\_\_\_\_ not there, I'll see you at the cinema before the film starts. Is that OK?

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- I think it's a very \_\_\_\_\_ book.  
a interest b interested c interesting
- Don't be \_\_\_\_\_. You're quite safe.  
a frighten b frightened c frightening
- It's a dangerous situation, but we must try to keep \_\_\_\_\_.  
a brave b tired c calm
- Our car crashed and overturned. It was \_\_\_\_\_.  
a boring b terrifying c annoying
- The bank \_\_\_\_\_ took £20,000.  
a robbers b fighters c jumpers
- If the rope \_\_\_\_\_, you'll fall.  
a breaks b will break c won't break
- If they hire a car, \_\_\_\_\_ to Spain.  
a they drive b they'll drive c they drove
- The dog won't attack him if \_\_\_\_\_ move.  
a he'll b he won't c he doesn't
- We'll feel more relaxed \_\_\_\_\_ the exams finish.  
a if b when c because

8

## 3 Vocabulary

Match the two parts of the words. Then write the words in the correct places.

pass temp hosp exci exci  
ann worr terri tir

ted ital oyed fied engers  
ed erature ting ied

- Three people were hurt in the crash and they went to hospital.
- I think tomorrow's test is going to be difficult, so I'm a bit \_\_\_\_\_ about it.
- We're going on holiday tomorrow! I'm really \_\_\_\_\_ about it.
- Can we stop for ten minutes, please? I'm really \_\_\_\_\_ and I need a rest.
- There was a problem with the plane, so all the \_\_\_\_\_ had to get off.
- I can't pick that spider up – I'm \_\_\_\_\_ of spiders!
- It's really hot in Egypt – sometimes the \_\_\_\_\_ is 40°C!
- That was a great film – the most \_\_\_\_\_ film I've ever seen!
- My brother dropped ice cream on my new trousers. I was really \_\_\_\_\_!

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19

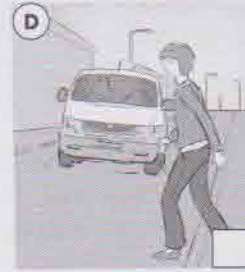
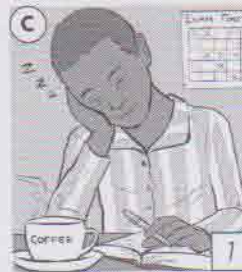
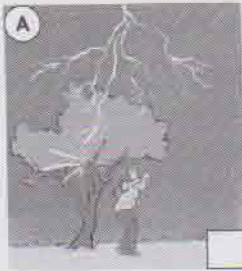


Review Unit 12 again  
0 – 13

## 1 Grammar

\* *should/shouldn't*

**a** Match the pictures with the sentences in the text. Write numbers 1-4 in the boxes. Then complete the sentences with *should* or *shouldn't*.



**b** Complete the sentences. Use the phrases in the box with *should* or *shouldn't*.

have music lessons    eat a lot of sweets  
talk to his teacher about it  
get a weekend job    go to bed late  
be nice to people

- Wendy doesn't have many friends. She should be nice to people.
- Gerald has got bad teeth. He \_\_\_\_\_.
- Tim doesn't have much money. He \_\_\_\_\_.
- Adriana wants to be a singer. She \_\_\_\_\_.
- Julia is always tired when she gets up. She \_\_\_\_\_.
- Phil doesn't understand his maths homework. He \_\_\_\_\_.

## Look after yourself!

- You should go to bed early before an exam.
- You \_\_\_\_\_ eat plenty of fresh fruit and vegetables.
- You \_\_\_\_\_ stand under a tree in a storm - there's a danger of lightning!
- You \_\_\_\_\_ look left and right before crossing the road.

**c** Put the words in the correct order to complete the questions. Then write answers about the customs in your country.

- you What say should  
What should you say when you meet someone for the first time?  
You should say .....
- stand up students Should  
..... when a teacher comes into the classroom?  
.....
- present take Should you a  
..... if someone invites you to their home?  
.....
- you use should When  
..... someone's first name?  
.....
- take Should off people  
..... their shoes when they go into someone's house?  
.....
- person say a should What  
..... if he/she steps on your foot?  
.....

**d** Give advice to these people. Write sentences starting with *You should* or *You shouldn't*.

- 1 I can't talk to my friend because she's in San Francisco. *You should write her a letter.*
- 2 I feel a bit ill today. *You* \_\_\_\_\_
- 3 I want to speak really good English. \_\_\_\_\_
- 4 I've got a science test tomorrow. \_\_\_\_\_
- 5 I want a really good job when I leave school. \_\_\_\_\_
- 6 Alex hasn't got any money. \_\_\_\_\_

## 2 Vocabulary

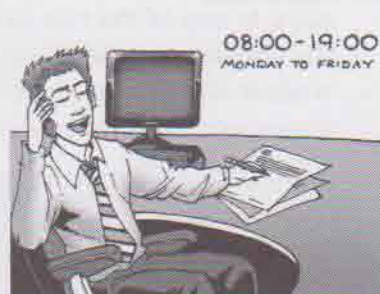
### \* Personality adjectives

**a** Look at the pictures. Complete the words to describe the people.



1 d i s o r g a n i s e d 2 c \_ \_ r \_ \_ l

3 \_ a \_ \_



4 \_ \_ l \_ \_ e

5 m \_ \_ \_ b \_ \_

6 \_ \_ \_ d-w \_ \_ \_



7 \_ \_ g \_ \_ \_ \_ d

8 r \_ \_ \_ \_

9 n \_ \_ \_ \_ s

**b** **▶ CDI T33** Listen to Andy talking about some of the students in his class. Underline the adjective that describes each person.

- |        |                |              |            |
|--------|----------------|--------------|------------|
| James  | a hard-working | b cheerful   | c polite   |
| Sally  | a honest       | b kind       | c friendly |
| Cathy  | a relaxed      | b polite     | c honest   |
| Joanne | a helpful      | b lazy       | c unkind   |
| Max    | a dishonest    | b unfriendly | c lazy     |



**C****Vocabulary bank**

Write the words in the box next to the definitions.

arrogant bad-tempered easy-going modest outgoing  
 shy sympathetic thoughtful thoughtless unsympathetic

- 1 She doesn't get upset about things. easy-going.
- 2 He always thinks he's the best. ....
- 3 She always thinks about what other people want. ....
- 4 He makes new friends very easily. ....
- 5 She never talks about how good she is at things. ....
- 6 He doesn't care if you've had bad news. ....
- 7 She listens when you've got bad news. ....
- 8 He often gets angry. ....
- 9 It's difficult for her to talk to other people. ....
- 10 He never thinks about what other people want. ....

**3****Pronunciation****\* Silent consonants****a**

**CD1 T34** Listen to the word pairs. In one of the two words, the consonant in brackets is silent. Circle the silent consonant. Then listen again, check and repeat.

- 1 (w) answer     twenty
- 2 (k) kind     knife
- 3 (t) often     faster
- 4 (n) autumn     station
- 5 (b) climber     robber
- 6 (h) horse     hour
- 7 (w) went     wrong
- 8 (l) hold     should
- 9 (c) Science     disco

**b**

**CD1 T35** Circle the silent letter. How should you pronounce the word? Listen, check and repeat.

- 1 lamb
- 2 could
- 3 castle
- 4 column
- 5 wrap

**4****Grammar****\* What's it like?**

Read the answers and write questions with *What (be) ... like?* Use the words in the box.

the weather    your new sunglasses    the party  
 your neighbour    ~~the film~~    Helen's friends

- 1 A: What was the film like?  
 B: It was great. It was really exciting and the computer effects were amazing.
- 2 A: .....?  
 B: Well, they're a sort of blue colour and I think they're cool.
- 3 A: .....?  
 B: It's cloudy and very cold. They say it's going to snow later.
- 4 A: .....?  
 B: They were OK. They were quite friendly and some of them were interesting.
- 5 A: .....?  
 B: I didn't enjoy it much. It was too crowded and the music was awful.
- 6 A: .....?  
 B: Oh, she's nice. She's really kind and friendly.

## 5 Vocabulary

\* Adjectives for expressing opinions

**a** Match the adjectives that have similar meanings.

- |             |             |
|-------------|-------------|
| 1 boring    | a dreadful  |
| 2 brilliant | b nice      |
| 3 awful     | c dull      |
| 4 cool      | d fantastic |

**b** Underline the correct adjectives.

- A: What's that book like?  
B: It's OK, but it's a bit dull / dreadful.
- A: What's your new jacket like?  
B: It's awful / cool! I love it.
- A: You should buy these.  
B: No, I think they're attractive / ugly.
- A: Are you enjoying this programme?  
B: No, it isn't very boring / interesting.

## 6 Culture in mind

Complete the puzzle. Use the missing words in the text. Check with the text on page 100 of the Student's Book.



Ulises de la Cruz comes from Piquiucho – a small <sup>4</sup> \_\_\_\_\_ in Ecuador, where most people live in simple <sup>3</sup> \_\_\_\_\_.

When he was young, he didn't have shoes or boots, so he played football <sup>1</sup> barefoot.

When Ulises got money for playing in the 2002 World Cup finals, he used it to buy a fresh <sup>7</sup> \_\_\_\_\_ supply for Piquiucho. He has also set up a medical <sup>2</sup> \_\_\_\_\_ there, with doctors and nurses.

Ulises wants to help the <sup>5</sup> \_\_\_\_\_ of Piquiucho, so that they can escape the <sup>6</sup> \_\_\_\_\_ that they live in.

## 7 Study help

\* Vocabulary

It's a good idea to group adjectives with their opposites in your Vocabulary notebook.

**a** Find the opposites of the adjectives in the box and write them in the lists. Use your dictionary if you need to.

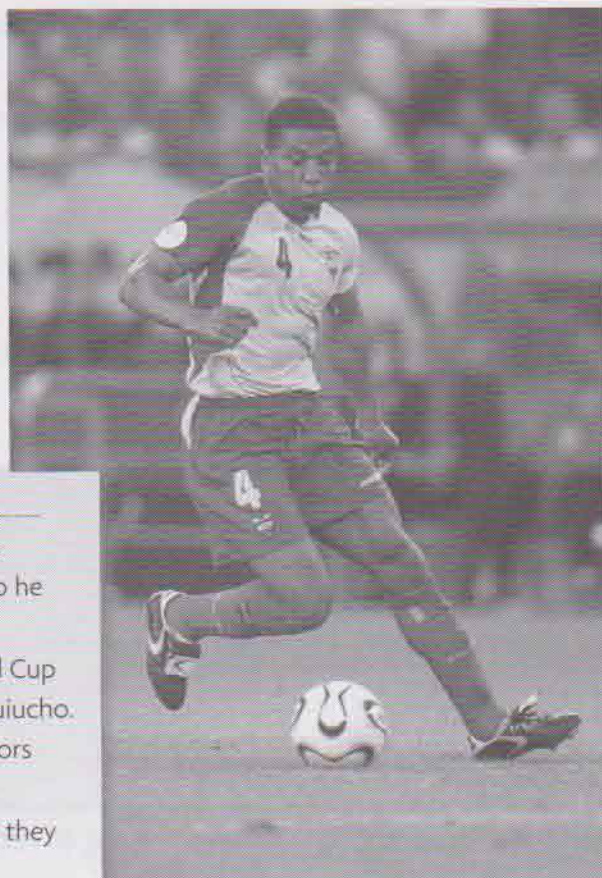
healthy orderly beautiful obedient usual  
quiet lucky stupid

dis-	un-	Different adjective
<i>honest – dishonest</i>	<i>kind – unkind</i>	<i>hard-working – lazy</i>
.....	.....	.....
.....	.....	.....

**b** Can you find the opposites to add to these lists? Use your dictionary to help you.

useful possible perfect careful

im-	-less
<i>probable – improbable</i>	<i>powerful – powerless</i>
.....	.....
.....	.....



# Skills in mind

## 8 Read

Jacqueline is from France. After she left school, she spent three months studying in England. Read her article giving advice to language students. Mark the statements T (true) or F (false).

I went abroad for the first time when I was 18. I travelled to England to study English, but I didn't learn to speak well. The main problem was that I made friends with other French people, so I spent too much time speaking French. It's important to make English friends and to spend a lot of time with your English host family. If they have young children, it's even better. The children in my host family were great teachers.

Another problem was that I was worried about making mistakes when I spoke, so I didn't say much. But you shouldn't worry. English people are usually polite and helpful. You can't learn to say things if you don't talk. You should leave your dictionary at home and say what you can.

To help your listening, try to understand the conversations of English people in shops and



on buses. I heard some very interesting things! Listening isn't easy at the beginning, but don't give up!

Read a magazine and watch a programme on TV every day. All the students in my class did this, and it helped a lot. Of course, the cinema is a fun way to practise your English. And listening to songs is helpful, too – there are lots of good British bands. Finally, don't study too hard. Give yourself lots of time for fun, but try to have fun the English way.

- 1 Jacqueline didn't go to other countries when she was a young child.
- 2 She spoke good English after studying in England.
- 3 She had a lot of English friends.
- 4 The children in her English family didn't help her.
- 5 She thinks students should always carry a dictionary with them.
- 6 She listened to English people talking when she went shopping.
- 7 She thinks it's a good idea to watch TV every day.
- 8 She believes students should always study very hard.

## 9 Write

Use Jacqueline's advice to make a poster.

Going abroad to study English? Remember this advice!

You should ...

*spend a lot of time with your host family.*

You shouldn't ...

*make friends only with people from your country.*

### READING TIP

#### Answering true/false questions

- Read the statements very carefully – it's important to know exactly what they are saying before you decide if they are true or false. Underline key words and phrases. Also look out for negatives – if you miss these, you will get the wrong answers.
- Read the examples. Why are they true or false? Look through the text to find the parts that give the answers ('I went abroad for the first time when I was 18', 'I didn't learn to speak well'). Look out for expressions that are similar in meaning (for example, 'go to other countries' – 'went abroad'). Do the same with the rest of the statements.

# Unit check

## 1 Fill in the spaces

Complete the dialogue with the words in the box.

dishonest should miserable kind ~~nervous~~ disorganised shouldn't lazy cheerful like

- A: The exams are in two days' time, but Gino isn't nervous at all.  
B: I know – he's amazing. He's always relaxed and <sup>1</sup> \_\_\_\_\_, so he never stops smiling. Even when bad things happen he doesn't get <sup>2</sup> \_\_\_\_\_.  
A: Julie thinks he's <sup>3</sup> \_\_\_\_\_. She says he never does any work.  
B: That isn't true. You <sup>4</sup> \_\_\_\_\_ listen to Julie. She's often <sup>5</sup> \_\_\_\_\_ so you can't believe half the things she says.  
A: You know Gino's brother, don't you? What's he <sup>6</sup> \_\_\_\_\_?  
B: Well, he's incredibly <sup>7</sup> \_\_\_\_\_ – he's always late and he's always losing things. But he's very <sup>8</sup> \_\_\_\_\_ – he thinks about people and does a lot to help them. You <sup>9</sup> \_\_\_\_\_ meet him. He's a nice guy.

9

## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- 1 He was \_\_\_\_\_. He really hurt my feelings.  
a unkind b nervous c friendly
- 2 I'm sure her story is true. She's a very \_\_\_\_\_ person.  
a rude b hard-working c honest
- 3 Our neighbours never speak to us. They're very \_\_\_\_\_.  
a miserable b kind c unfriendly
- 4 You're going to love this music. It's \_\_\_\_\_.  
a dreadful b brilliant c attractive
- 5 The party was \_\_\_\_\_ and boring.  
a dull b cool c ugly
- 6 You \_\_\_\_\_ wear those jeans. They're too short.  
a must b should c shouldn't
- 7 That bike isn't very safe. I don't think he \_\_\_\_\_ ride it.  
a should b must c shouldn't
- 8 \_\_\_\_\_ buy this book for Dad's birthday?  
a We should b Should we c Do we should
- 9 A: \_\_\_\_\_ the weather like? B: It's awful!  
a What was b What's c What does

8

## 3 Vocabulary

Write the opposites of the words.

- 1 kind \_\_\_\_\_ unkind      4 polite \_\_\_\_\_      7 attractive \_\_\_\_\_  
2 organised \_\_\_\_\_      5 lazy \_\_\_\_\_      8 outgoing \_\_\_\_\_  
3 honest \_\_\_\_\_      6 nervous \_\_\_\_\_      9 thoughtful \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 13 again  
0 – 13

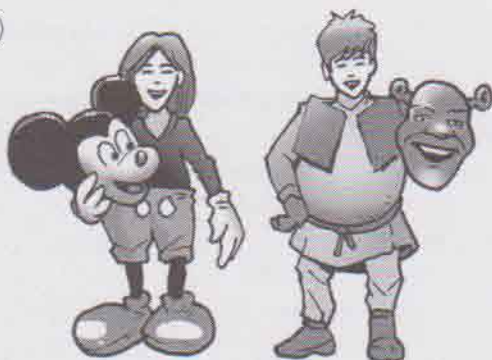
## 1 Remember and check

**a** Match the three parts of the sentences. Check with the text on page 102 of the Student's Book.

- |                                  |          |   |
|----------------------------------|----------|---|
| 1 Saimir Strati                  | weighs   | in gorilla suits and ran in a race.       |
| 2 In 2005, 637 people            | used     | 110 metres.                               |
| 3 The Miniature Wunderland train | measures | about a ton.                              |
| 4 Gregory Dunham's motorcycle    | dressed  | 1.5 million toothpicks to make a picture. |

**b** Look at the pictures. Complete the sentences. Use the verbs from the middle column in Exercise 1a.

①



②



③



- We went to the party dressed as cartoon characters.
- My dad's grown a carrot that \_\_\_\_\_ 1.5 metres!
- Our dog \_\_\_\_\_ over forty kilos!

## 2 Grammar

\* Present perfect

**a** Complete the sentences. Use the past participle form of the verbs in the box.

play eat drive listen work  
write do learn

- Michael has often played squash at the gym.
- My mother has \_\_\_\_\_ in a lot of different jobs.
- I've never \_\_\_\_\_ a car.
- Liz has \_\_\_\_\_ how to fly a plane.
- We've \_\_\_\_\_ Spanish food once or twice.
- My cousins have never \_\_\_\_\_ an email to me.
- You've \_\_\_\_\_ to the new song.
- Dad has always \_\_\_\_\_ the cooking at home.

**b** Underline the correct words.

- I've read / reading this book three times.
- This actress has been / being in about 30 films.
- Annette and Luke has / have never played ice hockey.
- Martin hasn't spoke / spoken to the teacher.
- We never been / have never been in a helicopter.
- Have you travelled / Have you travel to a lot of countries?

**c** Put the words in the correct order to make questions and answers.

- A: your Has father competition won ever a  
Has your father ever won a competition?  
B: won he's anything No, never  
No, he's never won anything.
- A: ever snake you Has a bitten  
Has a snake ever bitten you?  
B: snake I've a No, never seen  
No, I've never seen a snake.
- A: flown to you Have the USA ever  
Have you ever flown to the USA?  
B: never in I've plane No, been a  
No, I've never been in a plane.
- A: in your swum this friends pool Have  
Have you ever swum in your friends' pool?  
B: they've swim never to learned No,  
No, they've never learned to swim.

**d** Use the words to write questions. Then write the short answer that is true for you.



- see / a tiger?  
A: Have you ever seen a tiger?  
B: Yes I have / No I haven't.
- meet / a pop star?  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- eat / Mexican food?  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- try / windsurfing?  
A: \_\_\_\_\_  
B: \_\_\_\_\_
- be / in hospital?  
A: \_\_\_\_\_  
B: \_\_\_\_\_

**e** Complete the dialogue. Use the present perfect form of the verbs in brackets.

Lynne: Tony! I 've never seen (never see) you looking so happy. Is this your new bike?

Tony: Yeah. Isn't it brilliant?  
I <sup>1</sup> \_\_\_\_\_ (never have) such a good bike before.

Lynne: Does it work well?  
<sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ (have) any problems with it?

Tony: No, it works brilliantly. Tell you what – why don't we go for a long ride, out to Moorsby Park?

Lynne: Moorsby Park? I <sup>3</sup> \_\_\_\_\_ (never be) there.

Tony: Oh, it's really nice. Dad and I <sup>4</sup> \_\_\_\_\_ (drive) there a few times in the car. It's about 20 kilometres from here.

Lynne: Wow! I <sup>5</sup> \_\_\_\_\_ (never cycle) that far.

Tony: Don't worry, a little bike ride <sup>6</sup> \_\_\_\_\_ (never kill) anyone! We'll be back by lunch time. And then we can go and get some food at the Mexican takeaway place. We can have nachos.  
<sup>7</sup> \_\_\_\_\_ you \_\_\_\_\_ (ever eat) nachos?

Lynne: Yeah, lots of times. I love them. OK, then – let's go!



### 3 Pronunciation

#### \* Present perfect

▶ **CDI T36** Listen and tick the sentence you hear. Then listen again and repeat.

- |  |                                     |   |                          |   |                          |
|--|-------------------------------------|---|--------------------------|---|--------------------------|
| 1 I cut my finger.<br>I've cut my finger.              | <input checked="" type="checkbox"/> | 3 He told the teacher.<br>He's told the teacher.          | <input type="checkbox"/> | 5 He's seeing the doctor.<br>He's seen the doctor.          | <input type="checkbox"/> |
| 2 Did you see the parrot?<br>Have you seen the parrot? | <input type="checkbox"/>            | 4 They won lots of prizes.<br>They've won lots of prizes. | <input type="checkbox"/> | 6 She's eating the chocolate.<br>She's eaten the chocolate. | <input type="checkbox"/> |

### 4 Vocabulary

#### \* Verb and noun pairs

**a** Complete the sentences. Use a word from each box.

raise ~~win~~ break told took build

the record a house a risk a joke ~~a prize~~ money

- We should enter the competition. Maybe we'll win a prize.
- You \_\_\_\_\_ when you went skating on the river. The ice was quite thin.
- It's a charity concert. They want to \_\_\_\_\_ for the Red Cross.
- She's training hard and her times are excellent. She's sure she'll win the 800 metres race, and she also hopes to \_\_\_\_\_.
- I \_\_\_\_\_, but nobody laughed.
- My parents have bought a piece of land, and they want to \_\_\_\_\_ on it next year.

**b** **Vocabulary bank** Write the nouns in the correct 'verb' column.

(someone) a hand an argument a mess the time ~~(the) housework~~ an effort  
a presentation the truth a break an exam an accident your best

do	give	have	make	take	tell
<i>(the) housework</i>	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

**c** Complete the sentences with a verb in its correct form from the table in Exercise 4b.

- I dropped a plate of food on the kitchen floor – it made a real mess.
- I didn't win the race, but that's OK – I know that I \_\_\_\_\_ my best.
- It's been a tiring day so far – let's \_\_\_\_\_ a break for half an hour.
- James and I aren't talking to each other – we \_\_\_\_\_ a really big argument last week.
- If you do something wrong, the best thing to do is to \_\_\_\_\_ the truth about it.
- I really enjoy \_\_\_\_\_ presentations in class.



**\* Expressions about sleep**

**d** Use the words in the three columns to make five more sentences.

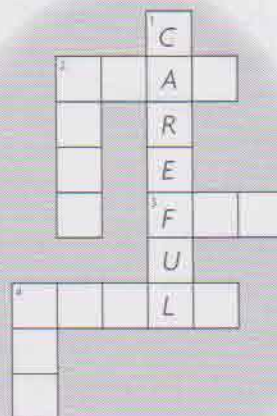
- 1 *I went to sleep as soon as I got into bed.* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

I went	a dream	so please be quiet – I don't want her to wake up.
Joe went	asleep	about flying.
The baby is	to sleep	as soon as I got into bed.
to bed	to bed	so you don't have to be quiet.
Maria had	awake	at work and his boss wasn't very happy.
		at midnight but I read until two in the morning.

**5 Everyday English**

Complete the puzzle with words from the Everyday English expressions in this unit.

- 1 *Careful*! You nearly walked into that tree!
- 2 → This film's boring! Tell you \_\_\_\_\_ – let's go out for a walk.
- 2 ↓ A: What's for dinner, Mum?  
B: \_\_\_\_\_ and see! It's something special!
- 3 I really enjoyed the party – it was such good \_\_\_\_\_!
- 4 → I'm really tired. I think I'm going to rest for a \_\_\_\_\_.
- 4 ↓ We want to go to a restaurant tonight. By the \_\_\_\_\_, do you know any good Italian places?



**6 Study help**

**\* Grammar**

For irregular verbs, learn the past participle together with the past simple form. It's a good idea to divide the verbs into groups:

**No change**

Base form	Past simple	Past participle
<i>put</i>	<i>put</i>	<i>put</i>

**Different past participle**

Base form	Past simple	Past participle
<i>speak</i>	<i>spoke</i>	<i>spoken</i>

**Same past simple and past participle**

Base form	Past simple	Past participle
<i>have</i>	<i>had</i>	<i>had</i>

Write the three forms of these verbs in the correct lists.

write fly make cut meet drive go

Keep lists like this in your notebook and add to them. Go through your lists regularly and say the three verb forms aloud. You can also record them and listen to them regularly.



## 7 Read and listen

▶ **CDI T37** Here are two jokes. Read and listen, and complete the texts.



A man goes into a pizza place and asks for a pizza. The girl asks him what he wants on it.

'Oh, ham and <sup>1</sup>\_\_\_\_\_ and olives, please.'

'Fine,' says the girl. 'And what size pizza <sup>2</sup>\_\_\_\_\_?'

'What sizes have you got?' asks the man.

'Well, you can have small, medium or large.'

'Oh,' says the man. 'Um ... medium, <sup>3</sup>\_\_\_\_\_.'

The girl says, 'OK. And do you want me to <sup>4</sup>\_\_\_\_\_ it into <sup>5</sup>\_\_\_\_\_ pieces or <sup>6</sup>\_\_\_\_\_ pieces?'

The man thinks about it and says, 'Just four pieces, please. I'm not really very hungry. I don't think I <sup>7</sup>\_\_\_\_\_.'

\_\_\_\_\_!'

## 8 Write

Write a funny story. It can be:

- something that really happened to you or someone you know
- a joke that you can tell
- something that happened in a film or a book
- a story that you make up yourself

Try to plan your story so that the funniest part comes at the end.



Two farmers go out one day and they buy two horses, one each. They put the two horses in a field. 'Wait a minute,' says one farmer. 'How will we know which horse is yours and which horse is <sup>8</sup>\_\_\_\_\_?'

So the two farmers sit down and think about it. They <sup>9</sup>\_\_\_\_\_ to paint the horses' tails – one tail will be <sup>10</sup>\_\_\_\_\_ and the other tail will be <sup>11</sup>\_\_\_\_\_.

But that night, it <sup>12</sup>\_\_\_\_\_ and the paint comes off. So the two farmers think about it again. Then one of them says, 'Oh, what stupid farmers we are! Look, it's easy. Your <sup>13</sup>\_\_\_\_\_ is <sup>14</sup>\_\_\_\_\_ my <sup>15</sup>\_\_\_\_\_!'

### WRITING TIP

#### Checking and self-correction

When you finish your writing, look back over it to check for errors. Ask yourself these questions:

- Have I put the events in a logical order?
- Does my story include all the necessary information? Do I need to add anything?
- Where do I often make grammar mistakes? Have I made any mistakes this time?
- Is my spelling right? Do I need to check with the dictionary?
- Have I used the right words to say what I mean? Could I use better words in some places?
- Will my reader understand and enjoy my story?

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

ever never haven't has truth was been snake risk spoken

My brother Danny has always loved animals and when he was younger he had a lot of different pets. The most dangerous was a <sup>1</sup> \_\_\_\_\_ called Sting. I've <sup>2</sup> \_\_\_\_\_ liked snakes and I thought Danny was taking a <sup>3</sup> \_\_\_\_\_ when he got it. So, when I say that I was quite happy when Sting finally died two years ago, I'm telling the <sup>4</sup> \_\_\_\_\_. I Now Danny's only pets are two green parrots called Posh and Becks. Usually these birds imitate human voices but, strangely, Posh and Becks have <sup>5</sup> \_\_\_\_\_ only once in their lives. A month ago, I <sup>6</sup> \_\_\_\_\_ in Danny's room and I asked him, 'Have you <sup>7</sup> \_\_\_\_\_ thought about selling those parrots?' Before he could answer, Posh said loudly, 'No way!' and Becks said, 'You must be crazy!' I've never <sup>8</sup> \_\_\_\_\_ so amazed! Since then, those parrots <sup>9</sup> \_\_\_\_\_ said another word.

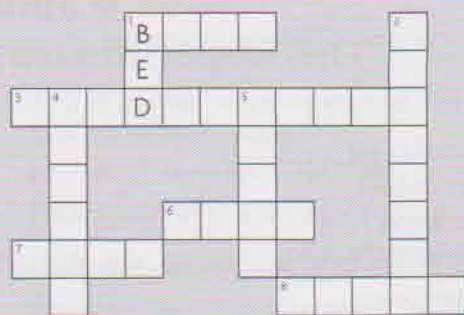
## 2 Choose the correct answers

Circle the correct answer: a, b or c.

- He \_\_\_\_\_ first prize in the competition.  
a won b raised c had
- They \_\_\_\_\_ a lot of money for charity.  
a took b won c raised
- Irena always \_\_\_\_\_ dreadful jokes!  
a says b tells c speaks
- He ran very fast, but he didn't \_\_\_\_\_ the record.  
a build b break c win
- \_\_\_\_\_ your sister three or four times.  
a I meet b I've met c I've never met
- My grandparents \_\_\_\_\_ flown in a plane.  
a have never b has never c haven't never
- Jenny hasn't \_\_\_\_\_ Indian curry.  
a eat b ate c eaten
- Have you ever \_\_\_\_\_ a tiger?  
a see b seen c saw
- You're \_\_\_\_\_ a big risk if you ride your bike at night.  
a doing b making c taking

## 3 Vocabulary

Fill in the crossword.



- What time did you go to bed last night?
- Don't worry about the exam tomorrow – just do your \_\_\_\_\_, OK?
- I got angry with her and we had a big \_\_\_\_\_.
- Sometimes I sit and look out of the window, just \_\_\_\_\_.
- Please don't make any noise – the baby's \_\_\_\_\_.
- I went to bed at 10.30, but I was \_\_\_\_\_ until midnight.
- Please be careful! Don't \_\_\_\_\_ any risks!
- We made a \_\_\_\_\_ in the living room, so we had to tidy it up.
- Tell me the \_\_\_\_\_ – did you break my camera?

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 14 again  
0 – 13



# Grammar reference

## Unit 1

### Present simple (positive and negative; questions and short answers)

- 1 We use the present simple for actions that happen repeatedly or habitually.

*Sally often goes to the swimming pool.*

*We have breakfast at 7.30 every morning.*

We also use the present simple for things that are always or normally true.

*Apples grow on trees.*

*He lives in Italy.*

- 2 With most subjects, the present simple is the same as the base form of the verb. However, with a third person singular subject (*he, she, it*), the verb has an *s* ending.

*I play tennis on Fridays.*

*She plays tennis on Fridays.*

*My parents work in London.*

*My brother works in London.*

If a verb ends with *sh, ch, ss* or *x*, we add *es*.

*he washes she catches he misses she fixes*

If a verb ends with consonant + *y*, we change the *y* to *i* and add *es*.

*she studies he worries*

- 3 The negative of the present simple is formed with *don't (do not)* or *doesn't (does not)* + base form of the verb.

*I don't like fish.*

*She doesn't like fish.*

*Students don't wear uniforms.*

*Jack doesn't wear a uniform.*

- 4 Present simple questions and short answers are formed with *do* or *does*.

*Do you like cats?*

*Yes, I do. / No, I don't.*

*Do they play the guitar?*

*Yes, they do. / No, they don't.*

*Does Silvia live here?*

*Yes, she does. / No, she doesn't.*

### like + -ing

- 1 After verbs of liking and not liking we often use verb + *-ing*.

*We love going to the cinema.*

*My parents hate going to the supermarket.*

*My sister enjoys watching videos at home.*

*I don't like doing my homework.*

- 2 If a verb ends in *e*, we drop the *e* before adding *-ing*.

*live – living ride – riding*

If a short verb ends in 1 vowel + 1 consonant, we double the final consonant before adding *-ing*.

We do the same if the verb ends in 1 vowel + *l*.

*get – getting shop – shopping travel – travelling*

## Unit 2

### Present continuous for activities happening now

- 1 We use the present continuous for actions that are happening now or around the time of speaking.

*My brothers are watching a video at the moment.*

*It's raining now.*

- 2 The present continuous is formed with the present simple of *be* + verb + *ing*.

*I'm enjoying this book.*

*I'm not enjoying this book.*

*You're working very hard!*

*You aren't working very hard.*

*Alison is listening to the radio.*

*Alison isn't listening to the radio.*

- 3 The question is formed with the present simple of *be* + subject + verb + *ing*.

*Is Carlo reading?*

*Yes, he is. / No, he isn't.*

*Are the girls having lunch?*

*Yes, they are. / No, they aren't.*

*What are you doing?*

*Why is she laughing?*

## Present simple vs. present continuous

- 1 Time expressions for repeated actions are often used with the present simple.

Time expressions for present or temporary actions are often used with the present continuous.

### Present simple

*every day on Mondays  
at the weekend usually  
sometimes often never*

### Present continuous

*today tonight this afternoon  
this weekend right now  
at the moment today*

- 2 Some verbs aren't normally used in the continuous form. Here are some common examples:

*believe know understand remember want need mean like hate  
I remember you. We need some milk. David loves pasta.*

## Unit 3

### Past simple: *be*

- 1 We use the past simple to talk about actions and events in the past.

- 2 The past simple of *be* is *was/wasn't* or *were/weren't*.

*I was in town yesterday.*

*My sister wasn't with me.*

*We were at a friend's house last night.*

*We watched some videos but they weren't very good.*

- 3 Questions with *was/were* are formed by putting the verb before the subject.

*Were you in the park yesterday?*

*Was James with you?*

### Past simple: regular verbs

- 1 In the past simple, regular verbs have an *ed* ending. The form is the same for all subjects.

*I walked to the park.*

*You played well yesterday.*

*Carla opened the window.*

*It started to rain in the afternoon.*

If a verb ends in *e*, we add only *d*.

*like – liked hate – hated use – used*

If a verb ends with consonant + *y*, we change the *y* to *i* and add *ed*.

*study – studied try – tried marry – married*

If a short verb ends in 1 vowel + 1 consonant, we double the final consonant before adding *ed*.

We do the same if the verb ends in 1 vowel + *l*.

*stop – stopped plan – planned travel – travelled*

- 2 The negative of the past simple is formed with *didn't* (*did not*) + base form of the verb.

The form is the same for all subjects.

*I didn't like the film last night.*

*He didn't study very hard.*

*We didn't walk to school.*

*The bus didn't stop for me.*

- 3 Past time expressions are often used with the past simple.

*yesterday yesterday morning last night last week a month ago two years ago on Sunday*

## Unit 4

### Past simple: irregular verbs

A lot of common verbs are irregular. This means that the past simple form is different – they don't have the usual *ed* ending.

*go – went see – saw eat – ate think – thought*

There is a list of irregular verbs on page 127 of the Student's Book.

### Past simple: questions and short answers

Present simple questions and short answers are formed with *did*. The form is the same for regular and irregular verbs.

*Did you talk to Barbara this morning?*

*Yes, I did. / No, I didn't.*

*Did they play tennis yesterday?*

*Yes, they did. / No, they didn't.*

*Did Bruno go home after the party?*

*Yes, he did. / No, he didn't.*

## Unit 5

### have to/don't have to

- 1 We use *have to* to say that it is necessary or very important to do something.  
*I'm late – I have to go now. We have to be at school at 8.30.*  
With a third person singular subject (*he, she, it*), we use *has to*.  
*Jimmy is very ill – he has to stay in bed. My mother has to go to London tomorrow for a meeting.*
- 2 We use the negative form *don't/doesn't have to* to say that it isn't necessary or important to do something.  
*It's early, so I don't have to hurry. Diana doesn't have to get up early on Sundays.*
- 3 Questions are formed with *do* or *does*.  
*Do I have to go to school? Does he have to pay?*
- 4 The past form is *had to / didn't have to*. The form is the same for all subjects.  
*Joanna had to go to the dentist last week. Yesterday was a holiday, so we didn't have to go to school. Did you have to do the ironing last night?*
- 5 All forms of *have to* are followed by the base form of the verb.

## Unit 6

### Countable and uncountable nouns

- 1 Nouns in English are countable or uncountable. Countable nouns have a singular and a plural form.  
*car – cars house – houses apple – apples question – questions  
man – men woman – women child – children person – people*
- 2 Uncountable nouns don't have a plural form – they are always singular.  
*food music money rice bread information*  
*This food is horrible. This information is wrong.*
- 3 Sometimes a noun can be countable or uncountable, depending on its meaning in the sentence.  
*I like coffee. (uncountable)  
I'd like two coffees, please. (= two cups of coffee, countable)  
She's got some chocolate. (uncountable)  
She's got a box of chocolates. (= individual ones, countable)*

### a/an and some

- 1 With singular countable nouns, we can use *a/an* to indicate an unspecific thing or person.  
*They live in a flat. He's carrying an umbrella.*  
With plural countable nouns, we use *some*.  
*I want to buy some eggs. You've got some interesting CDs.*
- 2 With uncountable nouns, we don't use *a/an* – we use *some*.  
*Let's have some bread. We need some information.*

### much and many

- 1 We use *many* with plural countable nouns and *much* with uncountable nouns.

Countable	Uncountable
<i>She doesn't eat many vegetables.</i>	<i>He doesn't eat much fruit.</i>
<i>How many children have they got?</i>	<i>How much time have we got?</i>
- 2 We usually use *many* and *much* in negative sentences and questions.

<i>I don't go to many concerts.</i>	<i>He doesn't listen to much music.</i>
<i>How many sandwiches do you want?</i>	<i>How much homework have you got?</i>

In positive sentences, we normally use *a lot of* or *lots of*.  
*Chris has got lots of / a lot of books.  
The teacher always gives us lots of / a lot of homework.*

## some and any

- 1 We use *some* and *any* with plural nouns and uncountable nouns.

*some* apples *some* food

*some* books *some* information

*any* apples *any* food

*any* books *any* information

- 2 We use *some* for an unspecified number or amount. We normally use *some* in positive sentences.

*I bought some* apples at the supermarket.

*I'm going to buy some* food.

*There were some* books on the floor.

*I need some* information.

- 3 We normally use *any* in negative sentences and questions.

*There weren't any* books in the room.

*They didn't give me any* information.

*Have you got any* apples?

*Is there any* food in the fridge?

## Unit 7

### Comparative adjectives

- 1 When we want to compare two things, or two groups of things, we use a comparative form + *than*.

*I'm older than* my brother.

*TVs are more expensive than* radios.

*France is bigger than* Britain.

*Your computer is better than* mine.

- 2 With short adjectives, we normally add *er*.

*old – older cheap – cheaper clever – cleverer*

If the adjective ends in *e*, we add only *r*.

*nice – nicer safe – safer*

If the adjective ends with consonant + *y*, we change the *y* to *i* and add *er*.

*easy – easier early – earlier happy – happier*

If the adjective ends in *l* vowel + *l* consonant, we double the final consonant and add *er*.

*big – bigger sad – sadder thin – thinner*

- 3 With longer adjectives (more than two syllables), we don't change the adjective – we put *more* in front of it.

*expensive – more expensive*

*difficult – more difficult*

*interesting – more interesting*

- 4 Some adjectives are irregular – they have a different comparative form.

*good – better bad – worse far – further*

### Superlative adjectives

- 1 When we compare something with two or more other things, we use a superlative form with *the*.

*Steve is the tallest* boy in our class.

*This is the most important* day of my life.

*Brazil is the biggest* country in South America.

*Monday is the worst* day of the week!

- 2 With short adjectives, we normally add *est*.

*tall – the tallest*

*old – the oldest*

*short – the shortest*

*clean – the cleanest*

Spelling rules for the *est* ending are the same as for the *er* ending in the comparative form.

*nice – nicest*

*safe – the safest*

*easy – the easiest*

*happy – the happiest*

*big – the biggest*

*thin – the thinnest*

- 3 With longer adjectives (more than two syllables), we don't change the adjective – we put *the most* in front of it.

*delicious – the most delicious*

*important – the most important*

*intelligent – the most intelligent*

- 4 Some adjectives are irregular.

*good – the best bad – the worst far – the furthest*

*I like Sundays, but I think Saturday is the best* day of the week.

*My team is terrible – it's the worst* team in the world!

## Unit 8

### Present continuous for future arrangements

- We can use the present continuous to talk about things that are planned or arranged for the future.  
*I'm travelling to Italy next week.*  
*We're having a party on Saturday.*  
*Alan is meeting Judy at the airport tomorrow morning.*
- Future time expressions are often used with the present continuous for arrangements.  
*tomorrow tomorrow night next week next Sunday evening*  
*the day after tomorrow the week after next in three hours' time*
- For information on the form of the present continuous, see the notes on Unit 2.

## Unit 9

### will/won't

- We use *will* ('ll) and *won't* to make predictions about the future.  
*When I'm older, I'll live in France.*                      *I won't live in England.*  
*I'm sure you'll pass the test tomorrow.*            *The questions won't be very difficult.*  
*In the future, people will travel to Mars.*            *But people won't live on Mars.*
- Will* is a modal (see also *must*, Unit 11 and *should*, Unit 13). We use *will/won't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.  
*You'll pass the test.*    *You won't pass the test.*  
*He'll pass the test.*    *He won't pass the test.*  
*Most students will pass the test.*                          *Most students won't pass the test.*
- Questions are formed with *will* + subject + base form of the verb. Again, we don't use any form of *do* in questions or short answers.  
*Will Sonia go to university?*                                *Yes, she will. / No, she won't.*  
*Will your brothers come to the party?*                *Yes, they will. / No, they won't.*  
*When will the letter arrive?*

## Unit 10

### too + adjective

- The adverb *too* + adjective has a negative meaning – when we use *too*, we mean 'more than is good' or 'more than I want'.  
*I've only got £300, and the CD player costs £450. It's too expensive.*  
*It's only 5° today. I don't want to go out – it's too cold.*
- Compare *too* with *very*, which doesn't have a negative meaning.  
*This computer costs £3,000 – it's very expensive. But I've got lots of money, so for me it isn't too expensive.*

### Adverbs

- Adverbs usually go with verbs – they describe an action.  
*We walked home slowly.*                                      *The train arrived late.*  
*Drive carefully!*
- Some adverbs can also go with adjectives.  
*It was bitterly cold yesterday.*                                *I get extremely nervous before an exam.*  
*The house was beautifully warm inside.*
- A lot of adverbs are formed by adjective + *ly*.  
*quiet – quietly bad – badly polite – politely*  
 If the adjective ends in *le*, we drop the *e* and add *y*.  
*terrible – terribly comfortable – comfortably*  
 If the adjective ends in consonant + *y*, we change the *y* to *i* and add *ly*.  
*easy – easily happy – happily lucky – luckily*

- 3 Some adverbs are irregular – they don't have an *ly* ending.  
*good – well fast – fast hard – hard early – early late – late*  
 Our team played **well** on Saturday. They worked **hard** all day.  
 Susie can run **fast**.

## Unit 11

### be going to: intentions

- 1 We use *be going to* to talk about things we intend to do in the future.  
*I'm going to visit my grandfather at the weekend.*  
*Marco is going to buy some new jeans tomorrow.*
- 2 The form is the present simple of *be* + *going to* + base form of the verb.  
*I'm going to stay at home on Sunday.* *I'm not going to play football.*  
*She's going to do some shopping.* *She isn't going to spend much money.*
- 3 The question is formed with the present simple of *be* + subject + *going to* + base form of the verb.  
*Are you going to watch the film tonight?* Yes, I am. / No, I'm not.  
*Is Paul going to meet you after school?* Yes, he is. / No, he isn't.  
*Are your parents going to buy a car?* Yes, they are. / No, they aren't.  
*When is she going to learn to drive?*

### be going to: predictions

We can also use *be going to* to make predictions based on things we know or can see.  
*Look at the clouds. It's going to rain soon.*  
*Silvana didn't ring her parents. They're going to be angry with her.*

### must/mustn't

- 1 *Must* is similar to *have to*. We use it to say that it is necessary or very important to do something.  
*You must come home before 11 o'clock.*  
*I'm late – I must go!*
- 2 We use *mustn't* to say that it is necessary or very important not to do something.  
*You mustn't be late.*  
*I mustn't forget to go to the bank.*  
*Mustn't* has a different meaning from *don't/doesn't have to*.  
*You don't have to leave now. (= It isn't necessary for you to leave, although you can if you want to.)*  
*You mustn't leave now. (= Don't go – you must stay here!)*
- 3 *Must* is a modal, like *will* (see Unit 9). We use *must/mustn't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.  
*I must get up early tomorrow.* *I mustn't miss the train.*  
*She must save some money.* *She mustn't spend it all.*

## Unit 12

### First conditional

- 1 In conditional sentences there are two clauses, an *if* clause and a result clause. We use the first conditional when it is possible or likely that the situation in the *if* clause will happen in the future.  
*If I pass the test, my parents will be happy. (= It's possible that I'll pass, but I'm not sure.)*  
*If it doesn't rain, we'll go for a walk. (= Perhaps it will rain, but I'm not sure.)*
- 2 The *if* clause is formed with *If* + subject + present simple. The result clause is formed with subject + *will* + base form of the verb. There is a comma after the *if* clause.  
*If he sees Martina, he'll tell her about the party.*  
*If we have time, we'll do some shopping at the supermarket.*  
*If you don't start your homework soon, you won't finish it tonight.*
- 3 We can change the order of the two clauses. In this case, there is no comma between the clauses.  
*He'll tell Martina about the party if he sees her.*  
*We'll do some shopping at the supermarket if we have time.*



## when and if

*If* indicates a possible situation. If we use *when* instead of *if*, it indicates that we are sure that the situation is going to happen.

*If he sees Martina, he'll tell her about the party.* (= Perhaps he'll see her, perhaps not.)

*When he sees Martina, he'll tell her about the party.* (= He's going to see her – this will definitely happen.)

## Unit 13

### should/shouldn't

- When we want to say that something is a good idea (or is not a good idea), we can use *should* or *shouldn't*.  
*I should work this evening.* (I think this is a good idea for me.)  
*They shouldn't buy that computer.* (I think this is a bad idea for them.)  
*Should we go home now?* (Do you think this is a good idea for us?)
- Should* is another modal, like *will* and *must*. We use *should/shouldn't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.  
*I should lose some weight.* *I shouldn't eat this chocolate.*  
*You should come to the cinema with us.* *You shouldn't stay at home on your own.*
- Questions are formed with *will* + subject + base form of the verb. Again, we don't use any form of *do* in questions or short answers.  
*Should we wait for Lisa?* Yes, we *should*. / No, we *shouldn't*.  
*Should I tell my parents?* Yes, you *should*. / No, you *shouldn't*.

### What's it like?

- We use a form of the question *What's it like?* if we want to hear a description or opinion of something/somebody. The answer to this question will often contain adjectives.  
*What's she like?* She's an interesting person and she's very intelligent.  
*What are your neighbours like?* They're OK. They're polite but they're not very friendly.
- The question is formed with *What + be + subject + like?* The word *like* doesn't change – it is quite different from the verb *like*.  
*What's the weather like today?* *What was the film like last night?*  
*What are those cakes like?* Did you meet Helen's cousins? *What were they like?*

## Unit 14

### Present perfect

- We often use the present perfect to talk about things from the beginning of our life until now.  
*John has travelled to lots of different countries.* (= from when he was born until now)  
*I haven't met your brother.* (= at any time in my life, from when I was born until now)
- When we use the present perfect with this meaning, we often use *ever* (= at any time in someone's life) in questions, and *never* (= not ever) in sentences.  
*Have you ever eaten seafood?* *I've never been interested in music.*  
*Has Steve ever won a prize in a competition?* *She's never tried to cook.*
- The present perfect is formed with the present tense of *have* + past participle of the main verb.  
For regular verbs, the past participle has the same *ed* ending as the past simple.  
Irregular verbs have different past participles.  

Regular verbs	Irregular verbs
<i>We've stayed in Athens three times.</i>	<i>We've been there three times.</i>
<i>Julia hasn't used a computer.</i>	<i>She hasn't written any emails.</i>
<i>Have they ever climbed a mountain?</i>	<i>Have they ever flown in a plane?</i>

For the past participles of irregular verbs, see the list on page 127 of the Student's Book.
- Present perfect questions are formed with *have/has* + subject + past participle.  
*Have you ever seen a snake?* Yes, I *have*. / No, I *haven't*.  
*Has he ever had a job?* Yes, he *has*. / No, he *hasn't*.

# Acknowledgements

The publishers are grateful to the following for permission to reproduce photographic material:

Key: l = left, c = centre, r = right, t = top, b = bottom, u = upper, lo = lower, f = far.

Alamy/©Associated Sports Photography p 81, /©Pictorial Press Ltd p 69, /©Jeremy Walker p 44; Corbis/©Bettmann p 34 (D), /©Reed Kaestner p 61, /©James Marshall p 36, /©Robert Michael p 40 (br), /©Michael Ochs Archives p 19 (br); Diabolik@Astorina Srl [www.diabolik.it](http://www.diabolik.it) p 22; Education Photos/John Walmsley p 80; Getty Images/Hulton Archive/General Photographic Agency p 34 (B), /David McNew p 18 (tl), /Photographer's Choice/Peet Simard p 10 (tl), /Stock4B/Arne Pastoor p 12, /Taxi/Ting Hoo p 10 (c), /Taxi/Erin Patrice O'Brien p 10 (bl); iStockphoto.com/BlackJack3D p 14 (1), /emrah oztas p 14 (3), /track5 p 10 (br); Masterfile/David Schmidt p 40 (tr); Photolibrary.com/Comstock/Creatas p 40 (l), /Images Source p 10 (tc), /Ingram Publishing p 45, /Self-Photos Agency/Pierre Bourrier p 82; Rex Features p 34 (C), /Tyler Boyes p 14 (5)/CSU Archv/Everett p 34 (A), /James McCauley p 34 (E); Shutterstock Images/Tyler Boyes p 14 (5), /LubaShi p 14 (2), /Stuart Monk p 14 (4), /nart p 14 (7), /stocksnapp p 14 (6), /terekhovich igor p 14 (8).

The publishers are grateful to the following illustrators:

Kel Dyson c/o The Bright Agency, Dylan Gibson, Ivan Gillett c/o NB Illustration, Graham Kennedy, Laura Martinez c/o Sylvie Poggio Artists Agency, Paul McCaffrey c/o Sylvie Poggio Artists Agency, Red Jelly, Mark Watkinson c/o Illustration.

The publishers are grateful to the following contributors:

Meredith Levy: Workbook exercises  
Hilary Fletcher: picture research  
Eoin Higgins: editorial work  
Anne Rosenfeld/Dave Morrirt: Workbook audio recordings  
pentacorbig: design and layouts

# English in Mind

Second edition

## Workbook 1

Herbert Puchta and Jeff Stranks

This brand new edition of *English in Mind* revises and updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students.

Popular features have been refreshed with 100% new texts, pictures and photos, including:

- Imaginative reading and listening topics that capture the interest of teenagers
- 'Culture in Mind' sections which give students an insight into the world around them
- 'Everyday English' to keep them in touch with how teenagers use English

### NEW for the Second edition:

- A Student's Book DVD-ROM containing games, extra exercises and videos featuring the photostory characters, and 'Videoke' which allows students to record their own voices in the videostory dialogues
- A 'Get it right' section which focuses on problem areas common to learners of this CEF level, and 'Everyday English' expressions of proven frequency in conversational English, as highlighted by the Cambridge Learner Corpus

### The Workbook includes:

- Extra vocabulary exercises corresponding to the expanded lexical sets in the Student's Book 'Vocabulary bank'
- 'Study Help' and 'Skills Tips' sections which give learners extra support and guidance

The audio content to accompany the Workbook is included on both the Student's Book DVD-ROM and on the Audio CDs

Council of Europe level:	Cambridge ESOL exams
A1	English in Mind Starter
A2	English in Mind 1 KET
B1	English in Mind 2 PET
B2	English in Mind 3 FCE
C1	English in Mind 4 CAE

Student's Book with DVD-ROM

Workbook

Teacher's Resource Book

Audio CDs

DVD (PAL or NTSC)

Classware DVD-ROM

Testmaker Audio CD/CD-ROM

Web Support:

[www.cambridge.org/elt/englishinmind](http://www.cambridge.org/elt/englishinmind)

#### CAMBRIDGE INTERNATIONAL CORPUS

The Cambridge International Corpus (CIC) is a collection of over 1.5 billion words of real spoken and written English. The texts are stored in a database that can be searched to see how English is used. The CIC also includes the Cambridge Learner Corpus, a unique collection of over 35 million words taken from student exam papers from Cambridge ESOL. It shows real mistakes students make and highlights the parts of English which causes problems for students.

[www.cambridge.org/corpus](http://www.cambridge.org/corpus)

REAL ENGLISH GUARANTEE



CAMBRIDGE  
UNIVERSITY PRESS

[www.cambridge.org](http://www.cambridge.org)

ISBN 978-0-521-16860-1



9 780521 168601 >