

H. Q. Mitchell - Marileni Malkogianni

Full Blast!

PLUS 2




mm
publications

STUDENT'S BOOK

H. Q. Mitchell - Marileni Malkogianni

Fall Blast!

PLUS

2

STUDENT'S BOOK

42
Mib76

Modules

Vocabulary

Structures

Functions

Hello page 4

• Revision of basic vocabulary, grammatical structures and functions

1 page 7 That's me!

- School subjects and facilities
- Daily routines/chores
- Household appliances
- Clothes and accessories
- Free-time activities
- Physical appearance
- Personality adjectives

- Present Simple
- Prepositions of time
- Adverbs of frequency
- How often?
- Present Progressive
- Present Simple vs Present Progressive
- Stative verbs
- like/love/enjoy/hate/can't stand + *-ing form*
- would like/want + *to*

- Discussing habitual actions and routines
- Discussing current activities and temporary states
- Distinguishing between current activities and habitual actions
- Expressing likes/dislikes
- Expressing desire
- Describing people

2 page 19 Exploring

- Holiday activities
- Means of transport
- Words related to exploring
- Points of the compass
- Adjectives

- Past Simple
- Time expressions
- The verb *could*
- Adverbs
- The verb *used to*
- Object pronouns

- Talking about past events
- Expressing ability in the past
- Discussing past habits
- Expressing opinion

Culture page 1: Means of transport around the world page 31/ Song 1: Me and my board! page 32

3 page 33 Adventure

- Accidents
- Body parts
- Words/Phrases related to mystery and misfortunes
- Adjectives describing emotions
- Words related to funfairs

- Past Progressive
- Past Simple - Past Progressive
- Time clauses (when-while)
- some-any-no
- Compounds of some-any-no-every

- Narrating past events
- Understanding sequence
- Expressing emotions
- Making offers
- Accepting and refusing offers

4 page 45 Places

- Places in a town/city
- Buildings
- Types of houses
- Words related to space
- Numbers over a hundred

- Can-Could-May-Might
- Prepositions of place and movement
- Comparative forms (not) as + adjective + as
- Superlative forms
- Which?

- Asking for, giving and refusing permission
- Making requests and offers
- Expressing possibility in the present or future
- Asking about and identifying the location of buildings
- Asking for and giving directions
- Making comparisons
- Expressing preference

Culture page 2: Scotland page 57/ Song 2: Unlucky day page 58

5 page 59 Today and tomorrow

- Computer parts
- Words related to the environment
- Materials
- Animals and their habitats
- Party preparations

- Future *be going to*
- Time expressions
- Present Progressive (future meaning)
- Future *will*
- must - have to
- Conditional Sentences Type 1

- Discussing future plans
- Making predictions, promises, on-the-spot decisions, offers and requests
- Expressing obligation and lack of obligation
- Expressing prohibition
- Referring to conditions and their results
- Making suggestions
- Inviting and accepting or refusing an invitation

6 page 71 Team spirit

- TV programmes
- Words related to the music industry
- Words related to sport
- Jobs

- Present Perfect Simple
- Time expressions
- Present Perfect vs Past Simple
- have been - have gone
- How long?, for, since
- Question tags

- Talking about past experiences
- Linking past and present time
- Asking for and giving confirmation
- Agreeing/Disagreeing

Culture page 3: Central Park - Hyde Park page 83/ Song 3: Where did it all go wrong? page 84

7 page 85 Teen life

- Ailments and illnesses
- Words related to text messaging
- Prices - Money
- Words/Phrases related to shopping
- Sizes
- Food and eating habits

- The verb *should*
- too - enough
- one - ones
- much / many / a lot of / lots of / a few / a little
- Possessive pronouns
- Possessive case
- Whose...?

- Asking for and giving advice
- Asking and answering about quantity
- Expressing opinion and making suggestions
- Expressing emotions
- Expressing preference

8 page 97 Fame



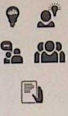

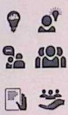



- Adjectives ending in -y, -ous, -ful
- Adjectives expressing feelings
- Words related to magazines and films

- Relative pronouns: who, which, that
- So / Neither
- Present Simple Passive
- Past Simple Passive

- Defining people and things
- Finding things in common
- Agreeing and disagreeing
- Expressing feelings
- Expressing opinion

Culture page 4: Popular Musicals page 109/ Song 4: Superstar page 110

392 880

CONTENTS					CONTENTS
Reading	Listening	Speaking (Pronunciation*)	Writing	21st century competencies	
<ul style="list-style-type: none">A short text: <i>Mellway - School for performing arts</i>A comic strip	<ul style="list-style-type: none">Three short dialogues about chores and routinesA TV programme presenting fashion modelsA dialogue about free-time activities	<ul style="list-style-type: none">Pair workGroup workGroup survey. Do you like...?Class game • /ʌ/, /æ/, /eɪ/	<ul style="list-style-type: none">A paragraph for a websiteA description of a person Developing skills: <ul style="list-style-type: none">Word order and paragraphing		
<ul style="list-style-type: none">A magazine article: <i>Exploring Bangkok</i>A magazine article: <i>Ancient Civilisations Did you know that...?</i>A short text about <i>Captain James Cook</i> and a journal	<ul style="list-style-type: none">An interview with an old manA radio programme: <i>Christopher Columbus</i>A dialogue about a school trip	<ul style="list-style-type: none">Pair work • -ed endings: /t/, /d/, /ɪd/	<ul style="list-style-type: none">A paragraph about a famous person of the pastAn e-mail to a friend about a school trip Developing skills: <ul style="list-style-type: none">Linking words (and, but, so, because)Set phrases for letters and e-mails		
<ul style="list-style-type: none">Two personal accounts about strange experiencesAn extract from the novel <i>White Fang</i>	<ul style="list-style-type: none">A radio programme: <i>The Green Children of Woolpit</i>Three short dialogues at a funfairA conversation in a classroom about the novel <i>White Fang</i>	<ul style="list-style-type: none">Role play (police officer and eyewitnesses)Pair workClass discussionStory telling based on prompts • /t/, /i:/, /aʊ/	<ul style="list-style-type: none">A paragraph about an accidentA story based on prompts Developing skills: <ul style="list-style-type: none">Advice for story writing		
<ul style="list-style-type: none">Quiz: <i>Are you a city or a country person?</i>Facts about our solar system	<ul style="list-style-type: none">A dialogue between two people discussing directionsFour monologues about new homesA radio advertisement about <i>San Francisco</i>	<ul style="list-style-type: none">Pair workGroup workGuessing game: Find the planet • /k/, /s/	<ul style="list-style-type: none">A description of one's town/city Developing skills: <ul style="list-style-type: none">Avoiding repetitionUsing a variety of adjectives		
<ul style="list-style-type: none">Two horoscopesA website: <i>Help save Hector's dolphins!</i>	<ul style="list-style-type: none">Three short dialoguesA dialogue about two endangered speciesThree short dialogues about parties	<ul style="list-style-type: none">Pair workGroup work • /e/, /i:/	<ul style="list-style-type: none">Predictions about one's life in the futureAn e-mail inviting a friend to a party Developing skills: <ul style="list-style-type: none">Set phrases to invite and accept or refuse an invitation		
<ul style="list-style-type: none">Three personal accounts of a concertA text about <i>FC Barcelona</i>A webpage: <i>London's burning</i>	<ul style="list-style-type: none">An interview with a girl bandA conversation between two radio sports presentersThree monologues about sports	<ul style="list-style-type: none">Pair workClass discussion about jobs • /b/, /əʊ/	<ul style="list-style-type: none">A paragraph about one's favourite teamAn e-mail giving news Developing skills: <ul style="list-style-type: none">Using tenses		
<ul style="list-style-type: none">An article: <i>Chatspeak - A beginner's guide</i>An article: <i>Fast food - How healthy is it?</i>	<ul style="list-style-type: none">A dialogue between a brother and a sisterTwo short dialoguesA survey about eating habits	<ul style="list-style-type: none">Pair workRole play (shop assistant and customer) • /ʊ/, /ʌ:/	<ul style="list-style-type: none">A note and a text messageA letter to an advice column Developing skills: <ul style="list-style-type: none">Set phrases to ask for and give advice		
<ul style="list-style-type: none">A newspaper article: <i>Teens in the headlines</i>A magazine page: <i>How to make a magazine</i>A magazine article: <i>The Oscars</i>	<ul style="list-style-type: none">A news bulletinThree short dialoguesAn interview with the editor of a magazine	<ul style="list-style-type: none">Pair workGroup discussionQuiz: Famous Facts • Silent letters	<ul style="list-style-type: none">A description of a film Developing skills: <ul style="list-style-type: none">Using a variety of structures		

1 What's your name?

A. Listen and read.

Hello, I'm Liv and these are my friends. We're in a band called Full Blast.



My name's Bill and I'm a rapper. What's your name?



Hi, I'm Amy. Nice to meet you.



I'm Stu and I'm 14 years old. How old are you?



B. Talk in pairs.

What's your name?

I'm....

I'm... Nice to meet you.

Nice to meet you too!

How old are you?

I'm... years old.



2 Where are you from?

A. Match the countries with the nationalities. Then listen and check your answers.

Countries

Argentina
Brazil
Chile
China
Egypt
France
Greece
Hungary
Italy
Japan
Korea
Mexico
Peru
Poland
Spain
Turkey

Nationalities

Korean
Chinese
Hungarian
Argentinian
Italian
Greek
Mexican
Egyptian
French
Brazilian
Polish
Japanese
Turkish
Peruvian
Spanish
Chilean

English-speaking countries

Countries

South Africa
Australia
Canada
UK
USA
Ireland

Nationalities

American
Irish
Canadian
Australian
South African
British

3 Days, months and seasons

A. Complete the missing days, months and seasons. Then listen and check your answers.

November
summer
Tuesday
May
February

Friday
December
July
Wednesday
winter

autumn
Sunday
August
March

MONTHS

January

April

June

September
October

DAYS

Monday

Thursday

Saturday

SEASONS

spring

B. Complete with the correct form of the verb **be**. Then listen and check your answers.

1. A: ____ Laura from Spain?
B: No, she _____. She _____ from the UK.
2. A: Alberto and Maria _____ French, right?
B: No, they _____. They _____ from Italy.
3. A: Where _____ you from?
B: I _____ from Poland.

B. Talk in pairs.

What day is it today?

It's Monday.

What's the date today?

It's 20 May.

When's your birthday?

It's on 11 November. / It's in November.

What's your favourite season?

Spring.



4

Family



A. Look at the picture and words below and complete the table with the words in the box. Then listen and check your answers.



◀ husband wife ▶



◀ brother sister ▶



◀ father/dad son ▶



◀ mother/mum daughter ▶



cousin mother grandfather
wife aunt brother daughter

male	female
father	
	sister
husband	
son	
	grandmother
uncle	
	cousin

B. Answer the questions. Choose a or b.

- Who's Gary?
a. Isabel's dad.
b. Debbie's dad.
- Who's Oscar?
a. Debbie's son.
b. Gary's brother.

C. Circle the correct words.

- I **have got** / **has got** a brother. **His** / **Your** name is John.
- We are friends and we do **its** / **our** homework together.
- Jenny **have got** / **has got** lots of CDs. **Her** / **Their** favourite band is *Little Mix*.
- My** / **Her** wife and I **have got** / **has got** friends from Spain.

D. Talk in pairs. *Have you got any brothers or sisters?*

Yes, I've got... / No, I haven't.

What's your brother's/sister's name?

His/Her name is...



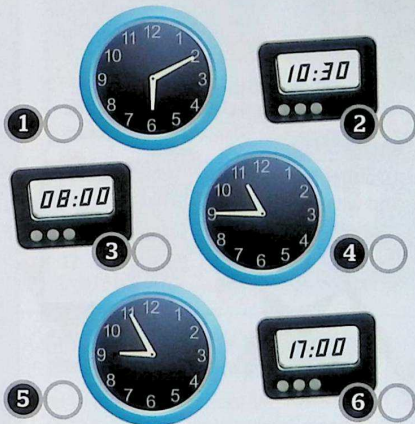
5

What's the time?



Match. Then listen and check your answers.

- It's ten past six.
- It's 8am. / It's 8 o'clock.
- It's five to nine.
- It's half past ten.
- It's a quarter to eleven.
- It's 5pm. / It's 5 o'clock.



6

What can you do?

Talk in pairs. Use the prompts below to ask and answer about what you can or can't do as in the example.

- speak / French?
- use / dictionary?
- write / e-mail in English?
- spell / your name?
- understand / songs in English?
- read / books in English?

Can you speak French?

Yes, I can. What about you?

No, I can't.



7 Where is it?

Talk in pairs. Look at the picture, find the things in the box and say where they are. Use the prepositions of place *on, in or under*.

computer books skateboard
CDs pens pencils ball

Where's the computer?
It's on the desk.



8 What's this?

Complete with the words in the box. Then listen and check your answers.

this that these those

1. A: What's ____?
B: It's a mobile.
A: And what are ____?
B: They are pencils.



2. A: What's ____?
B: It's a mobile.
A: And what are ____?
B: They are pencils.



9 How many?

Look at the picture below and write sentences as in the examples. Use the words in the box.

goldfish magazine bag watch box
butterfly cap mobile phone ball



There is one mobile phone.
There are three caps.



1

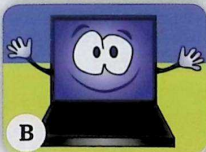
That's me!



Discuss:

- ▶ What's your favourite school subject?
- ▶ What do you do in your free time?
- ▶ What kind of clothes do you like wearing?

Where can you find the following in this module? Go through the module and find the pictures.

**A****B****C****D****E**

In this module you will learn...

- ▶ to talk about school life
- ▶ to talk about your daily routines
- ▶ to say how often you do household chores
- ▶ to give your opinion about clothes and fashion
- ▶ to talk about things that are happening now
- ▶ to talk about temporary situations
- ▶ to distinguish between habitual actions and things that are happening now
- ▶ to talk about free-time activities
- ▶ to say what you like and don't like doing
- ▶ to say what you want or would like to do
- ▶ to write about yourself
- ▶ to describe people (appearance and personality)
- ▶ to write about your best friend



1a My school

1 Vocabulary

Listen and repeat the school subjects below. Then look at the pictures and decide where you do each of the subjects.

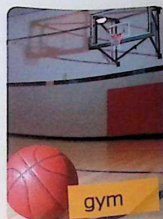
- History
- Biology
- Geography
- Chemistry
- PE (Physical Education)
- ICT (Information and Communications Technology)
- Physics
- Maths
- Art



art room



science lab



gym



classroom



computer room

2 Read

A. Look at the pictures and the title of the text. How do you think Mellway is different from other schools? Listen, read and check your answers.

MELLWAY

• School for performing arts •

The students at Mellway are 14-19 years old. They do the same subjects as other secondary schools like Maths, History, Geography, etc. but they also learn music and dance.

TIP!

Before you read, try to predict what the text is about with the help of the title and the pictures.

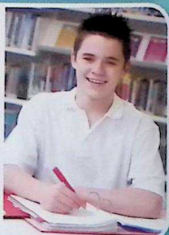
Libby Kingsley a fifteen-year-old student says:

Mellway is a great school. Classes start at 8:45am every day and they finish at 4 o'clock on most days. On Fridays they don't finish at 4:00. They finish at 2:30, but I stay till 5 o'clock and practise with my friends. I want to become a singer so Mellway is perfect for me.



Theo Hunt a fourteen-year-old student says:

My favourite subject is Modern Dance. You see, I like hip hop. It's great fun! The facilities at Mellway are excellent. My favourite place is the theatre. It's very big, and at the end of school in July, we give a dance performance there.





Grammar

Present Simple

AFFIRMATIVE		NEGATIVE		QUESTIONS	
I We You They	start	I We You They	don't start	Do we you they	start?
He She It	starts	He She It	doesn't start	Does he she it	start?

A: What **do you do** every day after school?

B: I **watch** TV and then my sister and I **play** computer games.

Complete with the Present Simple of the verbs in brackets.

- William _____ (do) his homework when he _____ (get) home.
- A: _____ you _____ (finish) school at 3pm on Fridays?
B: No, we _____ (finish) at 1:30.
- My mother _____ (not work) on Saturdays so she _____ (go) shopping.
- A: When _____ your brother _____ (practise) the guitar?
B: Every day after school and he also _____ (play) the guitar at the weekends.
- Fay and Julie _____ (not stay) at home on Sundays. They _____ (ride) their bikes in the park.

Prepositions of time

at	7am / midnight / the weekend, etc.
in	the morning / spring / March, etc.
on	Thursday / Sunday evening / weekdays, etc.
till/until	9pm / noon / Sunday, etc.
before/after	lunch / school / 11pm, etc.



Pronunciation



A. Listen and repeat. What's the difference between a, b and c?

- a. lunch b. lab c. place

B. Listen and tick (✓) the sound you hear.

	lunch /ʌ/	lab /æ/	place /eɪ/
Maths			
same			
fun			
information			
subject			
practise			
study			



Speak & Write

A. Talk in pairs about your school. Use the ideas below.

- ▶ What's the name of your school?
- ▶ Where is it?
- ▶ How many teachers work there?
- ▶ How many students are there?
- ▶ What facilities are there at your school?
- ▶ What time do classes start and finish?
- ▶ What subjects do you do?
- ▶ What are your favourite subjects?

B. Use the ideas from activity 5A to write a paragraph about your school.



B. Read again and answer the questions.

- What subjects do students do at Mellway?
- What time do classes start?
- What time do classes finish on Thursdays?
- Does Libby stay at school after 2:30 on Fridays?
- What does Theo say is great fun?
- What do they do at the theatre at the end of school in July?

1

Vocabulary

Listen and repeat.



iron



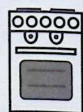
electric toothbrush



washing machine

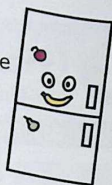


hoover



cooker

fridge



rubbish bin



telephone



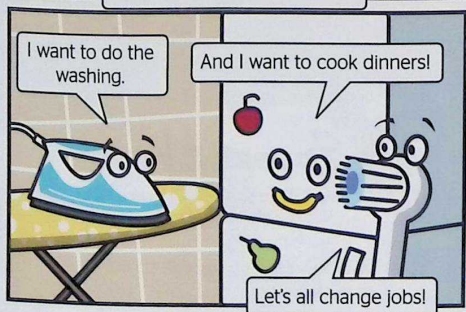
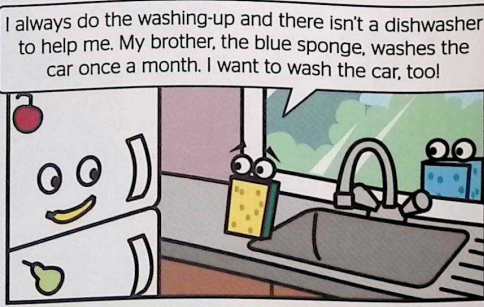
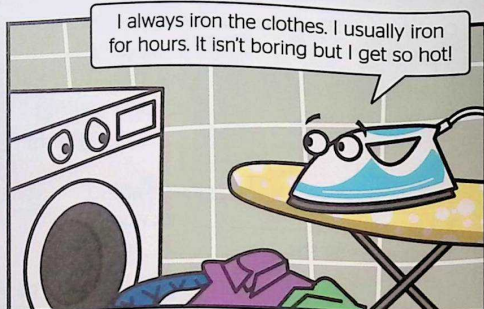
sponge

2

Read



A. Listen to the comic strip. Then read it out in groups.



B. Read again and write T for True or F for False.

1. The Fisher family Hoover the house twice a month.

☐
☐
☐
☐

2. The iron doesn't like ironing because it's boring.

3. The phone never gets headaches.

4. Mrs Fisher brushes her teeth every day.

5. The Fisher family haven't got a dishwasher.

6. The blue sponge washes the car once a week.

7. The yellow sponge wants to wash the car.

8. The fridge wants to become a cooker.

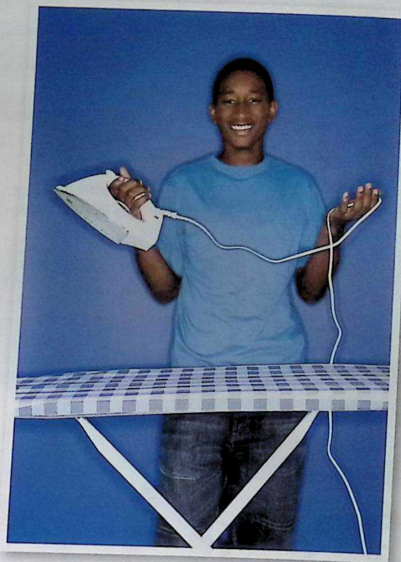
☐
☐
☐
☐

3 Vocabulary

Complete with the words in the box.

does take brush iron tidies do Hoover cooks

1. I always _____ out the rubbish after dinner.
2. On Saturdays my mum _____ the washing and on Sundays I _____ the clothes.
3. How many times a day do you _____ your teeth?
4. Can you help me _____ this carpet?
5. Jack often _____ his room on Saturday mornings but he never cleans the windows.
6. My sister sometimes _____ lunch on Saturdays.
7. I never _____ the washing-up. My mum does it.



4 Grammar

Adverbs of frequency

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
always	usually	often	sometimes	never

We place adverbs of frequency:

- **before** the main verb.
*Jamie **never** does the washing-up.*
*Hilda **doesn't often** clean the windows.*
- **after** the verb *be*.
*Wayne **is usually** tired after work.*

How often?

A: *How often* do you wash the car?

B: *Once/ Twice/ Three times* a month.



5 Listen

Listen to three dialogues and answer the questions. Choose a, b or c.

1. How often does Colin brush his teeth?
 - a. once a day
 - b. twice a day
 - c. three times a day
2. Who usually does the washing-up?
 - a. the girl
 - b. the boy
 - c. both
3. What does Tanya never do?
 - a. She never cooks.
 - b. She never hovers.
 - c. She never irons.

Put the words in the correct order to make sentences.

1. the / Arnold / never / rubbish / takes out / .

2. play / on weekdays / I / football / often / don't / .

3. sometimes / after / TV / Susan / school / watches / .

4. see / cousins / how / you / do / often / your / ?

6 Speak

Talk in pairs about how often you and other members of your family do housework.



Don't be afraid to make mistakes when you speak.

How often do you Hoover the house?
Once a week. What about you?
I never Hoover the house. My mum hovers...





tracksuit

boots

shirt

shorts

leggings

jumper

top

sandals

skirt

belt

earrings

hat

1

Vocabulary

Listen and repeat. Which of these clothes and accessories are for boys, which are for girls and which are unisex?

2

Read

A. Look at the picture. What is Liv doing? Listen to the dialogue and check your answers. Then read it out in pairs.

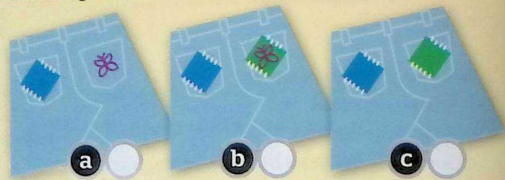
- Amy Hey, Liv. What are you doing?
 Liv I'm making a skirt.
 Amy A skirt? But you're cutting your favourite jeans!
 Liv I know.
 Amy Erm... You don't usually make your own clothes. What's up?
 Liv Well, I'm bored of my old clothes, so I'm changing them. Anyway, jean skirts are in fashion this summer.
 Amy I see. What are you doing now?
 Liv I'm drawing a butterfly on one of the pockets. What do you think?
 Amy Well, it doesn't look like a butterfly.
 Liv You're right. What a mess!
 Amy Don't worry. I've got an idea.
 Liv What are you looking for?
 Amy Just wait...
 Liv Oh, patches. Beautiful! I want two. Let's put this green patch here on my ugly butterfly and the blue patch on the other pocket.
 Amy Do you still want a butterfly?
 Liv Yes, please draw a butterfly for me on the green patch. You're good at it.
 Amy Sure. There you go.
 Liv Thanks, Amy.

B. Read again and answer the questions.

1. What is Liv using to make a skirt?
2. Why is Liv making changes to her clothes?
3. What's in fashion this summer?
4. What does Amy want to put on the skirt?
5. Who's good at drawing?



C. Read again and tick the correct picture a, b or c.



3

Grammar

Present Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm drawing	I 'm not drawing	Am I drawing?
He She 's drawing It	He She isn't drawing It	Is he she it drawing?
We You 're drawing They	We You aren't drawing They	Are you they drawing?

TIME EXPRESSIONS

now, at the moment, these days, today, this week/year, etc.

Present Simple vs Present Progressive

TENSE	USE	EXAMPLE
Present Simple	Everyday activities or routines	<i>Beth usually wears trainers.</i>
Present Progressive	Actions happening now	<i>Beth is looking for her sandals at the moment.</i>
	Temporary states	<i>Beth is wearing sandals this summer because they are in fashion.</i>

NOTE STATIVE VERBS (see, like, love, hate, want, think, need, understand, know, etc.) are usually **not** used in the Present Progressive.
I want to buy these earrings. I love them!

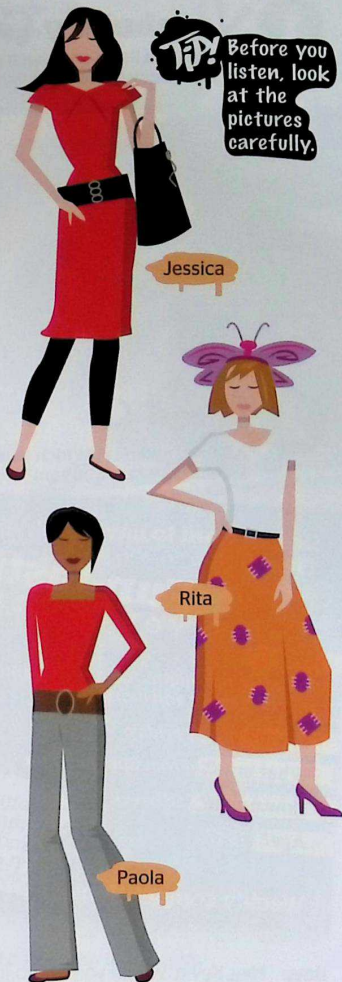
Complete with the Present Simple or the Present Progressive of the words in brackets.

- Mark _____ (not watch) the tennis match at the moment. He _____ (listen) to music. He _____ (hate) tennis. He _____ (think) it's boring.
- A: What _____ (the girls / do) in the garden?
B: They _____ (play) football. They _____ (play) football every Saturday.
- Keith usually _____ (go) to the skatepark after school, but today he _____ (visit) his grandmother.
- My uncle and aunt _____ (live) in London, but they _____ (stay) with a friend in Paris these days. They _____ (want) to see the city.

4

Listen

Listen to a TV programme and find the mistakes in the fashion models' clothes.



5

Speak & Write

A. Discuss in pairs or small groups.

- What kind of clothes do you usually wear to school?
- What do you wear when you go out with your friends?
- Are your clothes in fashion?
- What's your favourite item of clothing?

B. Use the ideas from activity 5A to write a paragraph about your clothes.

1 Vocabulary

Match. Then listen and check your answers.
Do you do any of the following in your free time?

surf
read
go
hang
chat
play
do
download

table tennis
on the Net
arts and crafts
songs / music videos from the Net
rollerblading / skateboarding / to concerts
the Net
magazines / newspapers
out with friends



Learn whole phrases (e.g. verb+noun), not just isolated words.

2 Read

A. Listen and read. Which youth club are the boys talking about?

Do you want to have fun?
Then join the

Fun-tastic YOUTH CLUB

What?
Karaoke, film nights, computer games, arts and crafts and more!

When? Every Friday

What time? From 6pm to 10pm

How much? £8/week

Age? 13-17

Weekly competitions!

Join this month and get a T-shirt!

Do you love playing computer games?

COME TO THE NET YOUTH CLUB!

Online games, karaoke nights and free Internet access

Every Tuesday, 6pm-10pm
Cost: £25/month

Monthly computer game competitions! Winner gets **£150!**

All ages welcome

THE WEEKEND YOUTH CLUB

Have you got free time on your hands at the weekend? **JOIN US!**

ACTIVITIES: Online games, arts and crafts, computer games, table tennis

Every Sat-Sun » 3pm-7pm » £30/month » Ages 14+

Dave Hey, Kevin. Would you like to join a youth club?

Kevin I'd love to.

Dave Well, check out this flyer.

Kevin It looks good.

Dave It's perfect for us. We love playing computer games.

Kevin I can't stand karaoke, though.

Dave Just don't do it. There are lots of other activities.

Kevin My sister would like to join, too. She loves doing arts and crafts.

Dave She's a bit old.

Kevin She's only seventeen.

Dave Oh, that's OK, then. Is the club open at the weekend?

Kevin No, but it's open till ten tonight.

Dave So, it's open now. Let's go and join!

Kevin Sure, why not?

B. Read again and write T for True or F for False.

- 13-year-olds can't go to the Net Youth Club. ☐
- You can play table tennis at the Weekend Youth Club. ☐
- The Weekend Youth Club is 30 pounds a week. ☐
- The Fun-tastic Youth Club is open every day. ☐
- Dave and Kevin enjoy playing games on a computer. ☐
- Kevin wants to join because he loves karaoke. ☐
- Today is Friday. ☐

3 Grammar

like / love / enjoy / hate / can't stand + **ing** or **noun**
I love going to concerts on Saturday nights.
Jack hates concerts.

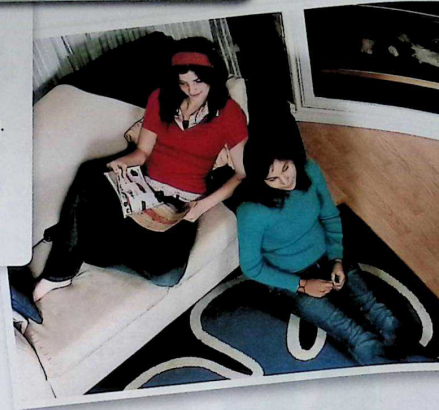
would like / want + **to**
I'd like to chat on the Net.
Julie wants to watch music videos.

1

Complete with the correct form of the verbs in brackets.

- Karen would like _____ (go) out for dinner tonight.
- Do you enjoy _____ (hang) out with your friends?
- I don't want _____ (get) up early tomorrow morning.
- Stan hates _____ (read) newspapers but he likes _____ (read) magazines.
- A: Would you like _____ (watch) a comedy tonight?
 B: Sorry, I can't stand _____ (watch) comedies.

2



4 Listen

A. Listen to two friends, Fran and Ian, talking. Where are they?

- a. at an Internet café b. at Ian's house

B. Listen again and answer the questions. Write F for Fran, I for Ian or B for both.

- Who wants to download a music video? ☐
- Who loves downloading songs from the Net? ☐
- Who doesn't buy CDs? ☐
- Who is chatting with Emma? ☐
- Who doesn't enjoy playing computer games? ☐
- Who likes reading computer magazines? ☐

5 Speak

GROUP SURVEY

A. Talk in groups of three. Ask and answer questions and complete the table. Use the verbs in the box.

like love enjoy hate can't stand

Do you like...

	YOU	Student 1	Student 2
go / concerts?			
listen / hip hop music?			
play / table tennis?			
karaoke?			
chat / Net?			
read / newspapers?			

Do you like going to concerts?

Yes, I love going to concerts.

What about you?

I hate going to concerts.

B. Report your group's answers to the class.

... and ... like going to concerts,
 but I don't.

6 Write

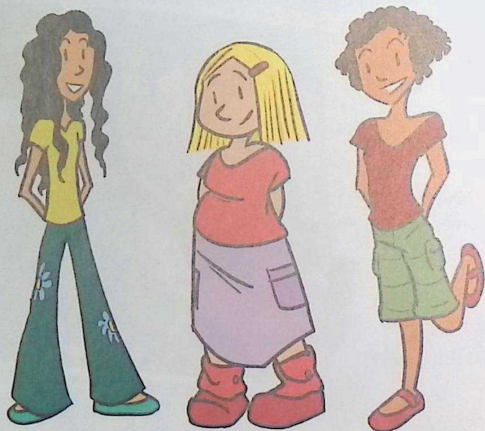
Imagine that you have a website. Write a few sentences about yourself.

Hi! Welcome to my website.
 I'm... and I'm... years old.
 In my free time I love..., but I can't stand...
 My friends and I...

1

Vocabulary

A. Read and write the correct name under each picture. Then listen and check your answers.



1

2

3

- ▶▶ Fiona is short and chubby. She's got medium-length straight fair hair.
- ▶▶ Emma is really good-looking. She's got short curly hair.
- ▶▶ Amanda is tall and slim. She's got long wavy dark hair.

B. Look at the pictures and match the opposite adjectives. Then listen and check your answers.



TIP! When you learn new words, it's a good idea to learn any synonyms and/or opposites.

2

Speak

CLASS GAME

Say three sentences describing one of your classmates (appearance and personality) to the class, including one sentence which is not true. Your classmates must find what is not true about this person.

Lee has got blue eyes and...
He's active and...

3

Speak & Write

A. A teenage online magazine invites its readers to write about their friends. Read what Rob Fabregas wrote. In which paragraph can you find information about the following?

- ▶ Marco's personality
- ▶ what Rob and Marco do together
- ▶ Marco's appearance
- ▶ who Marco is

My best friend

by Rob Fabregas

My best friend's name is Marco. He's 13 years old and he's short and slim. Marco has got curly brown hair and brown eyes.

Marco is shy but when we hang out together, we always have a lot of fun. Marco is also very clever and helpful, so I like studying with him. We both like sports, and we're in the same ice-hockey team. Marco is a great player! In the winter, we spend all our free time at the ice rink. We want to play for our local team one day.

B. Read again and complete the table below about Rob's best friend.

Name

Age

Appearance:

Height: tall ☐ Build: chubby ☐

short ☐ slim ☐

Hair

Eyes

Personality

Interests/Hobbies

Things we do together



D. Read and make sentences by putting the words in the correct order.

Word order

- ▶ **subject + verb + object**
We read magazines.
- ▶ **adjective + noun**
She's a beautiful girl.
She's got beautiful eyes.
- ▶ **verb be + adjective**
Tina is beautiful.

1. has got / Betty / hair / straight

2. is / outgoing / brother / my

3. every day / Neil / the washing-up / does

4. a / girl / Kate / lovely / is

5. the Net / Andrew / in the evenings / surfs

E. Write two paragraphs about your best friend. Use the information from activity C and follow the plan below.

Paragraph 1:

- ▶ Say who your best friend is and how old he/she is.
- ▶ Write about his/her appearance (hair, eyes, etc.).

Paragraph 2:

- ▶ Write about his/her personality.
- ▶ Write what you do together.



C. Copy and complete the table above with information about your best friend. Then talk in pairs.

Who's your best friend?

How old is he/she?

What does he/she look like?

What is he/she like? Is he/she shy, friendly, etc.?

What does he/she do in his/her free time?

What do you do together?

SDVU Anboron
resurs mark
Inv th 342880

TIP! Group relevant information together and put it in the same paragraph.

Vocabulary

A. Cross out the odd word. Then add one more.

1. Maths - Net - Art - Biology - _____
2. chubby - polite - active - helpful - _____
3. skirt - top - boots - shirt - _____
4. fridge - carpet - dishwasher - cooker - _____

Score: / 8

B. Match.

- | | |
|---------|--------------------|
| 1. have | a. to concerts |
| 2. go | b. on the phone |
| 3. wash | c. arts and crafts |
| 4. talk | d. fun |
| 5. do | e. newspapers |
| 6. read | f. the Net |
| 7. surf | g. the car |

Score: / 7

C. Circle the correct words.

1. I Hoover the **carpet** / **windows** twice a week.
2. Olivia has **PE** / **Chemistry** now, so she's in the science lab.
3. Mr Adams is very **rude** / **outgoing**. All the students like him.
4. I don't like chatting on the Net. It's **boring** / **lazy**.
5. This year we're **learning** / **practising** about Britain at school.

Score: / 5

Grammar

D. Complete with the Present Simple of the verbs in brackets.

1. A: How often _____ you _____ (hang out) with your friends?
B: About three times a week. But we _____ (talk) on the phone for hours every day.
2. School _____ (start) at 8:30 every day and _____ (finish) at 3pm.
3. A: _____ Diana _____ (wear) belts?
B: No. She _____ (not like) accessories.

Score: / 6

E. Complete with the Present Progressive of the verbs in the box.

not skateboard iron check out help do clean

1. A: Hey, what _____ you _____?
B: I _____ some new online games.
2. Ryan and Nicole _____ at the moment. They _____ their mother with the housework. Nicole _____ clothes and Ryan _____ the windows.

Score: / 6

F. Circle the correct words.

1. A: Where is Zoe? Does she watch / Is she watching TV again?
B: No. She **listens** / **is listening** to music with her sister. They **love** / **are loving** music.
2. Daniel **doesn't study** / **isn't studying** now. He **plays** / **is playing** computer games with his brother. They always **play** / **are playing** computer games in the evenings.

Score: / 6

G. Put the words in order to make sentences.

1. my father / does / often / the washing-up / .

2. a / your / day / always / brush / you / do / twice / teeth / ?

3. never / the / takes / rubbish / Leo / out / .

Score: / 3

H. Circle the correct words.

1. I enjoy **play** / **playing** table tennis with my friends in the evenings.
2. Lily wants **join** / **to join** an ice-hockey team.
3. My mother can't stand **wearing** / **to wear** earrings.
4. I'd like **making** / **to make** my own clothes.

Score: / 4

Communication

I. Match.

- | | |
|---|-------------------------------|
| 1. What does Tina look like? | a. Twice a week. |
| 2. What is your sister like? | b. She's cooking. |
| 3. Would you like to join the youth club? | c. She's friendly and polite. |
| 4. How often do you tidy your room? | d. She's tall and slim. |
| 5. What is Amy doing now? | e. I'd love to. |

Score: / 5

TOTAL SCORE: / 50

Now I can...

- | | |
|--|--------------------------|
| ▶ talk about my school | <input type="checkbox"/> |
| ▶ talk about my free-time activities / daily routines / chores | <input type="checkbox"/> |
| ▶ say how often I do things | <input type="checkbox"/> |
| ▶ talk about things that are happening now | <input type="checkbox"/> |
| ▶ understand the difference between the Present Simple and the Present Progressive | <input type="checkbox"/> |
| ▶ talk about my clothes and accessories | <input type="checkbox"/> |
| ▶ say what I like / don't like doing and what I want / would like to do | <input type="checkbox"/> |
| ▶ describe people's appearance and personality | <input type="checkbox"/> |
| ▶ talk and write about my best friend | <input type="checkbox"/> |



2

Exploring



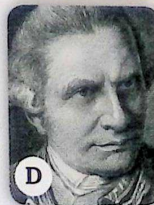
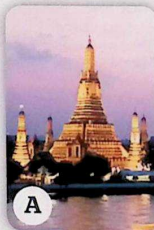
Discuss:

- ▶ Do you like visiting new places?
- ▶ What's the most exciting place you have visited?
- ▶ Which place in the world would you like to visit?

In this module you will learn...

- ▶ to talk about past events
- ▶ to talk about past holidays
- ▶ to discuss means of transport you use
- ▶ to express ability in the past
- ▶ to talk about things you used to do in the past
- ▶ to write a paragraph about a historical figure
- ▶ to write about a trip you went on
- ▶ to express your opinion
- ▶ to link your ideas with *and*, *but*, *so* and *because*

Where can you find the following in this module?
Go through the module and find the pictures.



1

Vocabulary

Match the pictures with the holiday activities. Then listen and check your answers.

sunbathe
travel abroad
go on a cruise
go sightseeing
buy souvenirs
go hiking
explore a cave
go horse riding



2

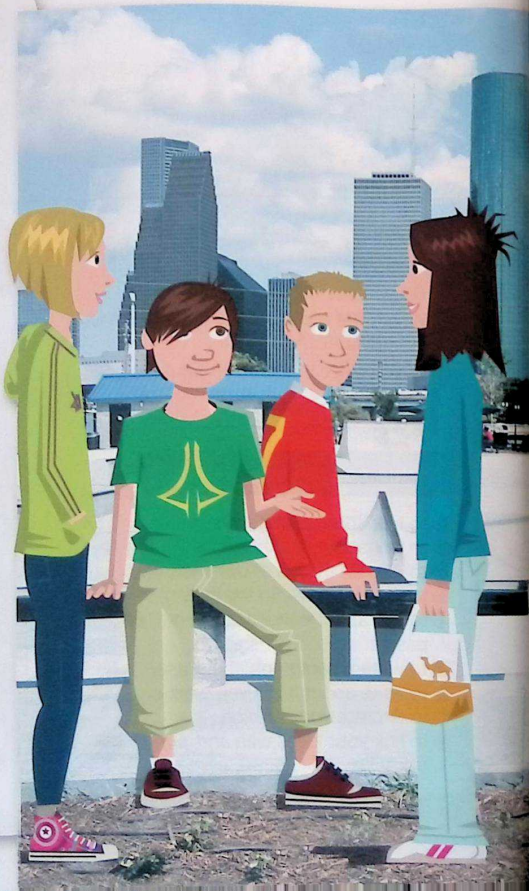
Read

A. Look at the pictures. Where did Liv travel to? Listen to the dialogue and check. Then read it out in groups.

- Liv Hi, guys!
- Stu Hey, you're back!
- Amy How was your trip?
- Liv It was a great experience.
- Bill Did you visit the Pyramids?
- Liv Of course. And the Sphinx. We also walked around Cairo and went on a cruise down the Nile.
- Amy Did you take pictures?
- Liv Yeah, but I haven't got my camera with me, so I can't show you.
- Stu So, what else did you do there?
- Liv I rode a camel. Well, I tried to ride a camel.
- Amy No! What was it like?
- Liv I was quite scared, to be honest. It's not like riding a horse. Camels are really tall.
- Bill Did you fall off?
- Liv Almost. But I managed to stay on.
- Stu So, did you go on a trip into the desert?
- Liv No, it was really hot. Oops, I almost forgot. Here you go guys, souvenirs all the way from Egypt.
- Stu A pyramid! Thanks, Liv.
- Bill Errm... Liv, my souvenir is broken. It hasn't got a nose.
- Amy It's the Sphinx, Bill. It's supposed to be like that.
- Bill I know, I'm only joking!

B. Read again and answer the questions.

1. Where did Liv go on a cruise?
2. Why can't Liv show them pictures of her trip?
3. What does Liv think of camel riding?
4. Did Liv fall off the camel?
5. What did Liv get Stu from Egypt?
6. Why does Bill say his souvenir is broken?



3 Grammar

Past Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She visited/went	She didn't (did not) visit/go	Did she visit/go?
It	It	it
We	We	we
You	You	you
They	They	they

TIME EXPRESSIONS

yesterday
last night/week/year, etc.
in 1981, etc.
two days/months ago

NOTE The Past Simple of the verb *be* is **was / were**.

My friends were at the cinema yesterday, but I was at home.

For a list of irregular verbs, go to p. 127.

Complete the sentences with the Past Simple of the verbs in brackets.

- A: _____ you _____ (like) the film?
B: Yes, it _____ (be) great.
- Last summer we _____ (not go) camping.
We _____ (go) on a cruise around the Mediterranean.
- Matt and Fay _____ (not buy) a bike.
They _____ (buy) a skateboard.
- Yesterday, at 5 o'clock, it _____ (start) raining,
so I _____ (stay) at home.
- A: _____ Alice _____ (take) pictures in Japan?
B: Yes, she _____ (take) lots of pictures.
She _____ (love) the place.

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

a. liked b. loved c. visited

B. Listen and tick (✓) the sound you hear.

	liked /t/	loved /d/	visited /ɪd/
helped			
walked			
tried			
wanted			
started			
explored			
finished			
waited			

5 Speak

Talk in pairs. Think of your last holiday. Then ask each other questions.

When did you last go on holiday?

Where did you go?

Did you go sightseeing? What did you see?

Did you take pictures?

Did you buy souvenirs? What did you buy?

Did you have a good time?



While speaking, use vocabulary and language you've learnt.



1 Vocabulary

A. Look at the means of transport below. Are they land, sea or air transport? Listen and check your answers. What other means of transport do you know?



underground

motorbike



helicopter



ferry



tram



van

B. Complete the sentences with the adjectives below. Then listen and check your answers.

dangerous expensive fast
crowded popular

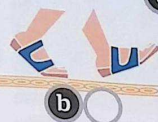
- When something isn't cheap, it's _____.
- When something isn't slow, it's _____.
- When lots of people like something, it's _____.
- When there are lots of people in a place, it's _____.
- When something isn't safe, it's _____.

2 Read

A. Listen, read and put the pictures in the correct order. Write 1-5.



a



b



c



d



e

Exploring

Bangkok

by Adam Storm



Last month I was in Bangkok and I wanted to try Thai food. The hotel receptionist told me about a good restaurant near the Chao Phraya River. I decided to go on foot and explore the city. But I soon got tired and took the bus. There was a lot of traffic, so I got off and decided to go by underground. I found an underground station easily. I got off two stops later, but I couldn't see the river or the restaurant. I didn't know what to do. 'Do you need help?' a man asked me. I was so happy! He could speak English very well! I asked him for directions to the restaurant and he said, 'Oh, you're on the wrong side of the river. It's on the other side.' So, I took the ferry. Then I took a *tuk tuk*. It's a kind of taxi and it's very popular in Bangkok. It took me to the restaurant, and guess what! It was closed.

B. Read again and write T for True or F for False.

- Adam was in Thailand a month ago. ☐
- Adam wanted to go to a place near the Chao Phraya River. ☐
- The man spoke to Adam in Thai. ☐
- The man gave Adam the wrong directions. ☐
- Adam didn't have lunch at the restaurant. ☐

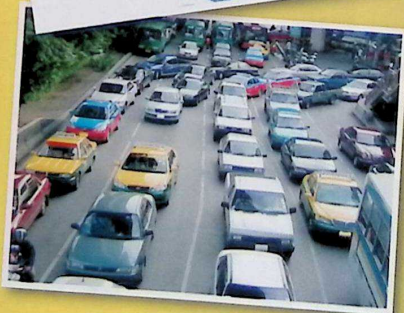
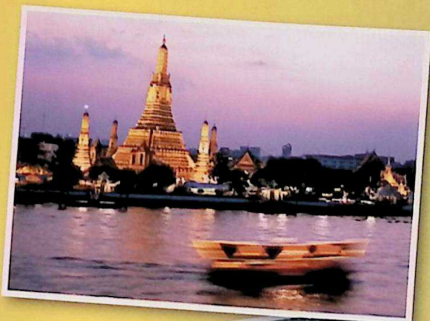
3 Grammar

The verb *could*

- I **couldn't** speak Spanish when I was young, but now I **can**.
- Tony **could** run fast when he was young, but now he **can't**.

Circle the correct words.

- I didn't take my umbrella with me because I **can't** / **couldn't** find it.
- A: **Can** / **Could** you speak German?
B: Yes, I **can** / **could**.
A: But you **can't** / **couldn't** speak German five years ago.
B: No, but I studied in Germany for a year.
- I **can** / **can't** buy this dress. It's very expensive.
- My father **can** / **could** play football very well when he was young, but now he **can't** / **couldn't**.



Adverbs

ADVERBS OF MANNER

ADJECTIVES	ADVERBS
nice	nicely
careful	carefully
happy	happily
terrible	terribly

IRREGULAR ADVERBS

ADJECTIVES	ADVERBS
good	well
fast	fast
early	early
late	late
hard	hard

- Mark is a **careful** driver. He drives **carefully**.
- They are very **good** dancers. They dance **well**.

Complete the sentences with adverbs. Use the adjectives in **bold** to form adverbs.

- The taxi driver was **terrible**. He drove _____.
- James is very **polite**. He always speaks to his teachers _____.
- Laura is **good** at languages. She speaks Italian very _____.
- The children are very **lazy**. They just sit _____ watching TV all day.

4 Speak & Write

A. Talk in pairs. Discuss the questions below.

- Which means of transport do you usually use? Why?
- Which means of transport do you like/ don't like? Why/Why not?

I usually take the underground because it's fast. What about you?

I take the bus. It isn't very fast, but it's cheap.



B. Write a few sentences about the means of transport you use/like/don't like. Say why.

I usually take the bus because...

1 Read

A. Read the following statements and guess if they are True (T) or False (F). Then listen, read and check your answers.

1. People live longer today than they did in the past. ☐
2. People in ancient Greece ate with forks. ☐
3. People used cosmetics 5000 years ago. ☐
4. Ancient Egyptians didn't like cats. ☐

Ancient Civilisations: Did you know that...?

In the ancient world, people didn't live long. Life was very hard in the past. In ancient Egypt, most people lived to be 30 years old and in ancient China people died between the ages of 22-35. For this reason, they got married at the age of 14!

Tip! Look for key words/phrases to understand the main ideas.



In ancient Egypt, people didn't use to eat with forks. They sometimes used spoons and knives, but they mainly ate with their hands. After they ate, they washed their hands of course! Ancient Greeks had forks but they only used them to serve food. Forks became common in Europe only in the 10th century. However 4000 years ago in China, some people used to eat with bone forks, but today chopsticks are more common.

There were cosmetics about 5000 years ago. In ancient Egypt, women, men and even children wore make-up because it was very important to look beautiful. Eye make-up was very popular and green and black were two of the Egyptians' favourite colours. Roman women also wore make-up. Some of the make-up in the past was poisonous!



fork



spoon



knife



chopsticks



make-up



mummy



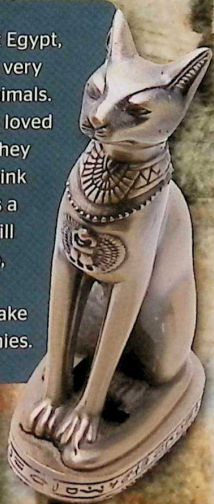
2 Vocabulary

Read the sentences below and replace the phrases in bold with the words/phrases in the box.

at the age of in the past for this reason long

1. They didn't have the T-shirt in red and **that is why** I didn't buy it.
2. Alexander the Great died **when he was** thirty-three.
3. It was very cold outside so we didn't stay **for a long time**.
4. **Some years ago** I used to like rollerblading.
5. Now I think it's boring.

In ancient Egypt, cats were very special animals. Egyptians loved cats and they used to think that it was a crime to kill a cat! Also, Egyptians used to make cat mummies.



Read again and answer the questions.

1. How old did people live to be in ancient China?
2. Why did people get married young in the ancient world?
3. When did forks become common in Europe?
4. Who wore make-up in ancient Egypt?
5. What colour eye make-up was popular?
6. What did people in ancient Egypt think about cats?

3 Grammar

Used to

I **used to** have a pet dog when I was a child.
(= I don't have a dog any more.)

My parents **didn't use to** go to the theatre.
(= Now they go to the theatre.)

Did Henry use to play football?

Complete the sentences below. Use the correct form of **used to** and the words in brackets.

1. Paul _____ (not go) to the youth club, but now he goes every day.
2. A: _____ (you / live) in London when you were young?
B: No, I _____ (live) in Bristol.
3. Alison _____ (drive) to work, but now she takes the bus.
4. Jane and I _____ (hang out) after school, but now we only hang out on Saturdays.
5. A: _____ (Julie / have) long hair?
B: Yes, she did.

4 Listen

Listen to a reporter interviewing an old man, Mr Smithers, for a TV programme and complete the sentences.

TIP! Before you listen, try to predict what kind of information is missing.

1. Mr Smithers is _____ years old.
2. Before he got a TV, Mr Smithers used to _____ and listen to the radio.
3. Mr Smithers bought a TV in _____.
4. Mr Smithers bought his first car in _____.
5. Before he had a car, Mr Smithers used to _____ to work.

5 Speak

Talk in pairs about what you used to do and didn't use to do five years ago. You can use the ideas in the box.

Speak English go to bed early have a computer
eat... drink... like...

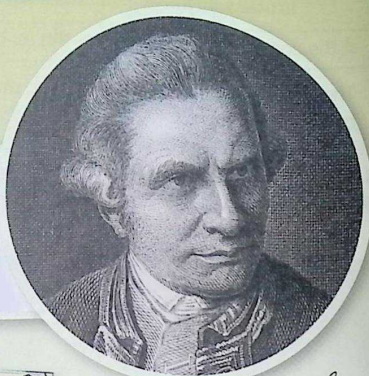
*Five years ago, I used to drink a lot of milk.
What about you?*

*Me too. But five years ago,
I didn't use to drink tea.*

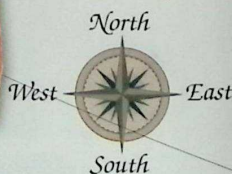
1 Read

A. Listen and read. Who was Zachary Hicks?

Captain James Cook was a famous explorer. He was born in England in 1728. In 1768, he went on his first voyage to the South Seas. On 19th April 1770, he reached and explored the east coast of Australia. Cook named the place he reached first Point Hicks, after one of his sailors.



James Cook



The Journal of Zachary Hicks 19th April, 1770

This morning something incredible happened. After our long voyage, we saw land! Actually, I saw it first. It was around 6 o'clock in the morning and we were all on deck. It was a beautiful sunny morning. Then I saw something. I looked carefully again, because I wanted to be sure. The next time I saw it, I immediately shouted, 'Land ahoy!' We all felt really excited. I ran to the captain to tell him. He was very pleased and promised to name the place after me! I can't wait to tell my mother.

B. Read again and answer the questions.

1. When was Captain Cook born?
2. When did he first travel to the South Seas?
3. What time did Hicks see land?
4. What was the weather like?
5. Why did Hicks wait to shout 'Land ahoy'?
6. How did the sailors feel?

Tip! Decide in which part of the text you can find the information you need.

2 Vocabulary

Complete the sentences with the words in the box.

sailors captain north voyage
explorers land coast

- I'm reading a book about _____, like Columbus and Cook.
- On its first _____, the ship travelled around the world.
- After two months at sea, we saw _____.
- The _____ of the ship was very popular with his _____.
- Polar bears live in the _____.
- We stayed at a beautiful town on the _____ and went swimming every morning.

3 Grammar

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

A: *Captain Cook* was a famous explorer.

B: I know a lot about *him*.
He was from England.

Complete using personal pronouns.

- A: Give _____ my mobile phone, Adam. I know you've got _____.
B: No, I haven't. I gave _____ to your brother.
Ask _____.
- Tell _____ about your trip. We want to know all about _____.
- A: Those shoes are nice! I want to buy _____.
B: Aren't _____ a bit expensive?
- A: Where's the captain?
B: _____ is over there. Do _____ want to talk to him?

4 Listen

A. How much do you know about the explorer Christopher Columbus? Answer the questions below. Then listen to the first half of a radio programme and check your answers.

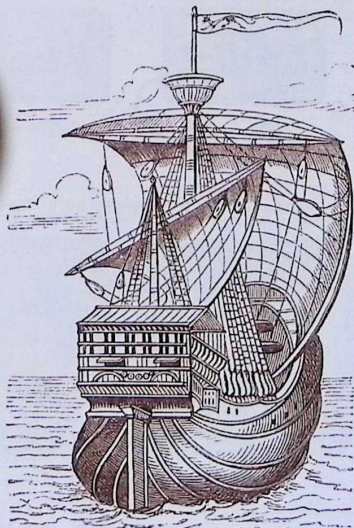
- Where was he from?
a. Italy b. Spain
- When was he born?
a. in 1451 b. in 1541
- Where did he travel to?
a. the Americas b. Australia
- How many voyages did he go on?
a. 3 b. 4

B. Now listen to the rest of the radio programme and write T for True or F for False.

- Columbus took three ships on his first voyage.
- After three months they found land.
- Near the end of the voyage, the sailors didn't have food or drink.
- Columbus reached San Salvador first.
- Columbus also travelled to India.
- Columbus found out he was in America on his third voyage.



Christopher Columbus



5 Write

Use the answers to the questions in activity 4A to write a short paragraph about Christopher Columbus.

Christopher Columbus was an explorer from...

1 Vocabulary

Look at the adjectives in the box. Which of them have a positive and which a negative meaning? Listen and check your answers.

interesting	awful	amazing	cool
fantastic	weird	exciting	frightening
brilliant	horrible	wonderful	

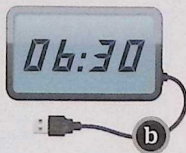
2 Listen

A. Listen to Tim talking to his friend Elisa on the phone about a school trip to a cave and answer the questions.

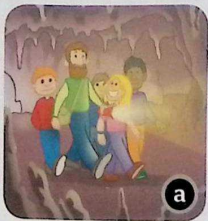
1. Did Tim enjoy the journey there and back?
2. Did he enjoy the visit to the cave?

B. Listen again and choose the correct pictures a or b.

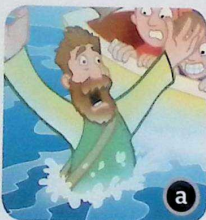
1. What time did Tim's class leave for the school trip?



2. How did the students explore the cave?



3. What happened in the cave?



3 Speak & Write

A. Read the e-mail and answer the questions below.

1. Who is writing the e-mail and to whom?
2. When did Carol go on a school trip?
3. Where did they go?
4. How did they get there?
5. How long did it take them to get there?
6. What time did they arrive?
7. What did they do there?
8. Did Carol have a good time?

Dear Olivia,

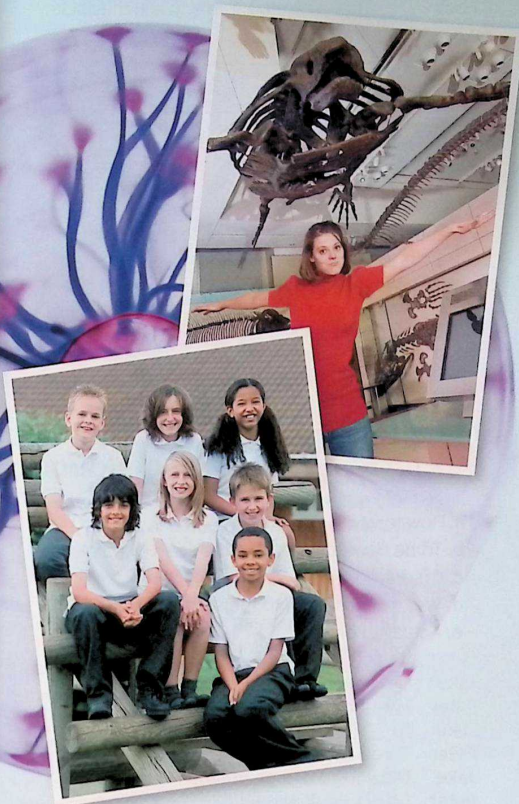
How are things? I hope you are well. I went on a school trip last Friday and I had a fantastic time. We went by coach to the city and visited the Science Museum. We arrived there at about 10:30. It took us two hours to get there because of the traffic, but we didn't mind. We had fun on the coach, too. We spent all day at the museum and we saw old and new inventions and fossils of dinosaurs. We even watched a brilliant 3D film. My favourite place, though, was the experiment room. We could do our own experiments! It was so cool! I think it was the best school trip ever!

Speak to you soon,
Carol

4. What time did the students get home?



B. Think about a school trip. Look at the questions in the speech bubble and make some notes. Then talk in pairs.



When did you go on the trip?

I went yesterday / last week / two days ago, etc.

Where did you go?

I went to...

How did you get there?

...

What time did you arrive?

...

How long did you stay there?

...

What did you do there?

...

What time did you leave / get home?

...

Did you have a good time?

...



A large, empty rectangular area with horizontal lines, intended for writing notes.

C. Read and complete with *and*, *but*, *so* or *because*.

Linking words

▶ **and**

We went to the city and visited the museum.

▶ **but**

All my friends had a good time but I didn't.

▶ **so**

We were tired, so we went home.

▶ **because**

I ate a sandwich because I was really hungry.

1. We didn't visit the Egyptian room at the museum _____ it was closed.
2. My friends wanted to buy some souvenirs, _____ we went to the souvenir shop.
3. Tina bought chopsticks, _____ she doesn't know how to use them.
4. The journey took two hours _____ the weather was terrible.
5. We spent the day on the beach _____ then had lunch at a local restaurant.
6. The place was horrible, _____ we didn't stay long.

D. Write an e-mail to a friend telling him/her about a school trip. Use your notes from activity B.



- When writing a letter or an e-mail to a friend, don't forget:
 - to start with *Dear / Hello / Hi* + your friend's first name
 - to use a set phrase
How are you? I hope you're well. / How are things? / I'm writing to tell you about...
 - to end with a set word/phrase and your first name under it.
Yours. / Bye for now. / Love. / Speak to you soon. / Best wishes.
- Do not write very short sentences. Join your sentences with *and*, *but*, *so* or *because*.

Vocabulary

A. Match.

- | | |
|------------|------------------|
| 1. explore | a. hiking |
| 2. go on | b. a trip |
| 3. do | c. souvenirs |
| 4. buy | d. a cave |
| 5. go | e. an experiment |

Score: / 5

B. Circle the correct words.

- We went to the restaurant by / on foot.
- A: Yesterday at school we did a brilliant experiment / invention!
B: Wow, that's cool / horrible.
- The sailors were very crowded / excited when they reached the coast.
- The trip / voyage to the museum was interesting.
- Don't eat that! It's poisonous / safe.
- My aunt Julia got born / married in 2008.
- The water in the swimming pool was a bit cold, but I didn't hope / mind.
- I need to speak to Mr Noland immediately. It's important / incredible.

Score: / 9

Grammar

C. Complete with the Past Simple of the verbs in brackets.

- Harry _____ (visit) his cousins in Rome last month. He _____ (go) sightseeing and he _____ (learn) a lot about the history of Italy.
- A: What _____ you _____ (do) last night?
B: We _____ (have) dinner at a Chinese restaurant.
A: Really? _____ you _____ (like) it?
B: Yeah. The food _____ (be) fantastic and we _____ (be) all very happy but I _____ (not can) use the chopsticks.
- We _____ (not manage) to find a taxi so we _____ (take) the bus to the city centre.

Score: / 11

D. Complete the sentences below. Use *used to* and the verbs in the box.

not travel go be walk eat

- My brother _____ to school but now he goes by bike.
- My parents _____ abroad in the past, but now they do.
- When I was a child, I _____ with my hands.
- Kevin _____ horse riding every weekend. Now he doesn't have time.
- When I was young, I _____ afraid of cats. I was so silly!

Score: / 5

E. Complete the sentences with adverbs. Use the adjectives in brackets to form adverbs.

- Look _____ (careful). Can you see the spider?
- I always go to bed _____ (late) on Saturdays.
- My grandfather walks _____ (slow) but he doesn't get tired _____ (easy).
- Ted can drive a car very _____ (good) and he's only fifteen!

Score: / 5

F. Complete with personal pronouns.

- We've got a new PE teacher at school, Mr Jones. _____ is brilliant. We all like _____.
- I saw Laura today and I asked _____ about the cruise.
- _____ took lots of pictures on our holiday. Would you like to see _____?

Score: / 5

Communication

G. Complete the dialogue with the sentences a-e.

- How long did you go for?
- To be honest, I don't like the sea.
- I'm only joking!
- Well, I almost fell into the sea because of a kid!
- Actually, I didn't.

Jake Hey, Peter! Where were you last week?

Peter I went on a cruise.

Jake (1) _____

Peter Three days.

Jake Did you have a good time?

Peter (2) _____ It was terrible.

Jake But why? Cruises are exciting. I love the sea!

Peter (3) _____ I can't swim.

Jake Oh, I didn't know that. And what happened?

Peter (4) _____ He wanted to skateboard on deck! It was a very frightening experience.

Jake That's horrible! Listen, Peter, let's go swimming later.

Peter Jake!

Jake (5) _____

Score: / 10

TOTAL SCORE: / 50

Now I can...

- | | |
|---|--------------------------|
| ► talk about past events | <input type="checkbox"/> |
| ► talk about past habits | <input type="checkbox"/> |
| ► express ability in the past | <input type="checkbox"/> |
| ► talk and write about famous people | <input type="checkbox"/> |
| ► use the Past Simple | <input type="checkbox"/> |
| ► use linking words (and, but, so, because) | <input type="checkbox"/> |

Means of transport around the world

Double-decker - London

The red double-decker buses of London are world famous and one of the most common sights in London. They have got two levels and some have got an open top so that tourists can see the sights better. Over sixty years ago, the first double-decker took passengers around London, and today they are still popular. They are a great way to get around London and they are not very expensive.

Gondola - Venice

When people think of Venice, they think of the canals and the long black boats, called gondolas. Gondolas take people around the city. They were the most common means of transport in the 18th century. However, today mainly tourists ride in them. Riding in a gondola is an excellent way to see this beautiful city.

Coco taxi - Cuba

A fun way to get around cities in Cuba, like Havana, is to take a coco taxi. They are funny-looking vehicles; they are black or yellow, and round like a coconut with three wheels. They look funny but coco taxis are cheap and can take you around the city very fast.

Cable cars - San Francisco

An exciting way to get around San Francisco is to take a cable car; they go up and down the steep streets in the city. Andrew Hallidie invented the cable car and the first one made its journey down Clay Street in 1873. So, when you visit San Francisco, don't forget to ride one.



1



3



2



4

B. Read again and write T for True or F for False.


1. Double-decker buses are over fifty years old. ☐
2. Double-deckers are a cheap way to see London. ☐
3. People didn't use gondolas in the past. ☐
4. You can see coco taxis only in Havana. ☐
5. Coco taxis are only one colour. ☐
6. Cable cars are more than a hundred years old. ☐

Project

Make a poster!

Do some research and choose four unusual means of transport that are used in different countries of the world. Then make a poster including the information you have collected and a picture for each of the means of transport.

SONG 1

Complete the song with the words in the box.
Then listen and check your answers. 

trainers	like	early	evening
skatepark	explore	games	take home

Me and my board!

I wake up so (1) _____, outside it's still dark
I take my board n' head for the (2) _____

My friends are there, they're all looking good
Super cool (3) _____, and tops with hoods

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

After school ends, I skateboard some more
I just go around, it's a great way to (4) _____

I never (5) _____ the bus, walk or ride a bike
I've got my board, and that's what I (6) _____

Me and my board
Jump on! Let's go!
I never get bored
Jump on! Let's go!

The (7) _____ comes and it's time to go
I jump on my board and skateboard (8) _____

No skateboarding at home and that's a shame
So on my computer, I play skateboard (9) _____ !



3

Adventure



Discuss:

- ▶ Are you an adventurous person?
- ▶ What's the most exciting thing you have ever done?
- ▶ Do you know any mystery stories?

Where can you find the following in this module? Go through the module and find the pictures.



A



B



C



D



E

In this module you will learn...

- ▶ to use the Past Progressive
- ▶ to narrate past events
- ▶ to distinguish between the Past Simple and the Past Progressive
- ▶ to describe your feelings
- ▶ to discuss what to eat at a funfair
- ▶ to write a story





1

Brian jumped off a _____,
fell down and hurt his _____
and his back, and broke his finger.

1 Vocabulary

Look at the pictures and complete the sentences with the words in the box. Then listen and check your answers.

tree banana bike arm broke wall



2

Tina fell off her _____
and hurt her knee.



3

Nigel crashed into a _____,
hit his head and _____
his wrist.



4

Jessica slipped on a _____ skin, fell
down and sprained her ankle.

2 Read

A. The people and the cat shown below were involved in a car accident. Can you guess what happened?



TIP! Before you read the text, look at the pictures. They will help you understand the text.



B. A police officer is interviewing three eyewitnesses to the accident. Listen, read and check your answers. Then read the dialogues out in groups.

Officer Excuse me, what exactly happened here?

Man I'm not sure. I live in that house over there. I just saw the boy. He was lying on the pavement and his knee was bleeding, so I called for an ambulance.

Officer Did the car hit the boy?

Man I really don't know. Is he OK now?

Officer The boy? Yes, he just hurt his back and his knee.

Officer Excuse me, did you see the accident?

Girl Yes. The boy was skateboarding on the pavement. Suddenly, I saw the car.

Officer Where were you?

Girl I was walking on the other side of the street.

Officer Was the driver going fast?

Girl Yes! But suddenly, the car swerved, changed direction and almost hit the boy!

Officer So, the car didn't hit the boy.

Girl No, he just fell down and the car crashed into a tree.

Officer That's strange.

3

Grammar

Past Progressive

AFFIRMATIVE	NEGATIVE	QUESTIONS
I He She was sleeping It	I He She wasn't (was not) sleeping It	I he she sleeping? it
We You were sleeping They	We You weren't (were not) sleeping They	we you sleeping? they

- I **was studying** at ten o'clock last night. I **wasn't watching** TV.
- It **was raining** yesterday and the children **were playing** in the rain.



Complete with the Past Progressive of the verbs in brackets.

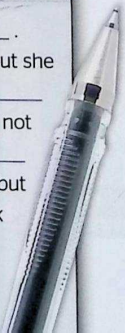
- Yesterday afternoon Jill and Greg _____ (cook). Suddenly, Jill cut her finger. It _____ (bleed) a lot and she couldn't stop it so Greg took her to hospital.
- Susan _____ (watch) DVDs all day yesterday. At around seven, a friend came to see her.
- A: What _____ you _____ (do) all afternoon? _____ you _____ (play) the guitar?
B: No, I _____ (not play) the guitar. I _____ (surf) the Net.
- A: How did Sophia break her leg?
B: Well, she _____ (run) near the swimming pool and she slipped and fell.



Officer Excuse me, can you explain what happened?
Woman Well, there was a cat, you see.
Officer Ah! A cat.
Woman Yes. It was in the middle of the street. I think the driver didn't want to hit it, so she...
Officer Now, I understand. The driver swerved because of the cat and almost hit the boy.
Woman What boy?
Officer Never mind.

C. Read again and complete the paragraph below.

A boy was skateboarding on the (1) _____.
 A young woman was (2) _____ her car but she was going fast. Suddenly, she saw a (3) _____ in the middle of the (4) _____. She tried not to hit the cat so she swerved and (5) _____ into a tree. She didn't (6) _____ the boy but he fell off his (7) _____ and hurt his back and his (8) _____.



4

Speak & Write

A. ROLE PLAY
 Imagine that there was a car accident in your neighbourhood yesterday. Talk in groups of four.

Student A: You are a police officer. Ask the eyewitnesses (Students B, C, D) questions.

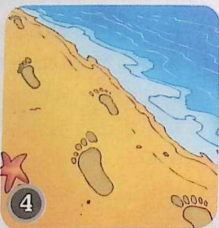
- ▶ What time did the accident happen yesterday?
- ▶ Where were you?
- ▶ What were you doing?
- ▶ What exactly did you see?
- ▶ Did you call for an ambulance?

Students B, C, D: You are eyewitnesses to the accident. Think about the questions above and discuss what happened. Then answer Student A's questions.

B. Write a short paragraph about the accident.

1 Vocabulary

Match the pictures with the words. Then listen and check your answers.



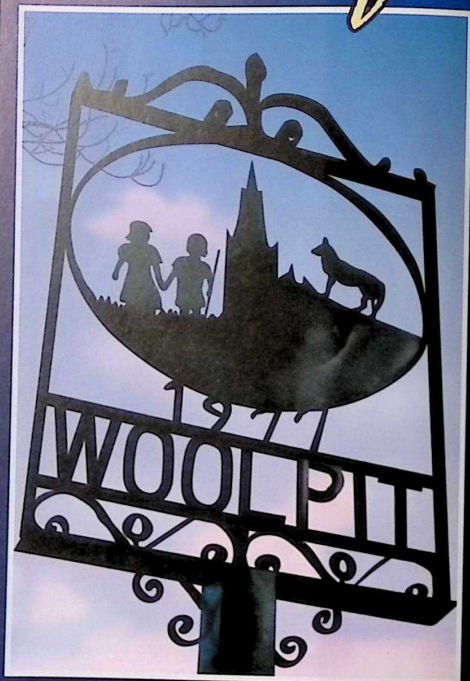
- | | | | |
|------------|-----------------------|--------------------|-----------------------|
| ghost | <input type="radio"/> | alien | <input type="radio"/> |
| scream | <input type="radio"/> | appear / disappear | <input type="radio"/> |
| shadow | <input type="radio"/> | dark | <input type="radio"/> |
| footprints | <input type="radio"/> | monster | <input type="radio"/> |

Tip! When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.

2 Read

A. Look at the pictures, read the titles of the texts and guess what the mysteries are about. Then listen, read and check your answers.

Real-life



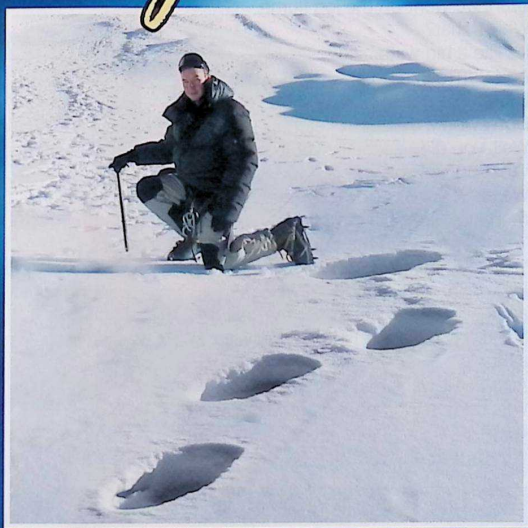
Green Children in Woolpit

Last year, I was on holiday in Suffolk with a friend. One evening, we were walking in a forest near the village of Woolpit when we heard some strange voices. They were coming from behind some bushes. When we went closer, we saw two children. The strange thing was that these children were green! Their skin, their clothes, everything! They were like aliens. When my friend saw them, she started screaming. She was frightened! I was calm and tried to follow them, but the children disappeared into the forest. Were they playing a joke on us or not? I really don't know.

Matilda Harrison



Mysteries



Huge Himalayan Footprints

My mountain climbing group organised a trip to the Himalayas last year. On the last morning, a friend and I were exploring the area when suddenly we saw some huge footprints in the snow! They looked like human footprints but they were twice the size of my footprints. We were frightened! We ran back to the campsite and told the others. Who made those footprints? The others said it was probably a wild animal or a monster, but I don't think so.

Jim Moor

B. Read again and write M for Matilda, J for Jim or B for both.

- I was with a friend when it happened. ☐
- It was getting dark when it happened. ☐
- I can't explain what I saw. ☐
- I was scared. ☐
- I heard and saw something strange. ☐

3 Grammar

Past Simple - Past Progressive
Time clauses (when, while)

- While we **were sitting** in the garden, we **heard** a strange noise.
- I **was walking** on the beach when it **started** raining.
- While George **was driving**, he **was listening** to music.

Complete the sentences with the Past Simple or the Past Progressive of the verbs in brackets.

- I _____ (lie) on the sofa when I _____ (see) a shadow on the wall. I was frightened!
- While Samantha _____ (talk) on the phone, Pam _____ (write) e-mails.
- While you _____ (play) tennis, Rob _____ (call) you.
- The teacher _____ (read) something to her students when Mr Barnes _____ (come) into the room.
- Gary _____ (fall) and _____ (break) his leg while he _____ (run).

4 Listen

A. You will hear a radio programme called Mystery Hour. Before you listen, guess the answers to the questions below. Then listen and check your answers.

- Were there ever any green children in Woolpit?
- Why were they green?

B. Listen again and write T for True or F for False.

- The green children first appeared in Woolpit nine years ago. ☐
- The green children ate only green vegetables. ☐
- The girl died after a year. ☐
- The green children spoke the same language as the people in Woolpit. ☐

5 Speak

Talk in pairs. Go to the Pair work activities section.

1 Vocabulary

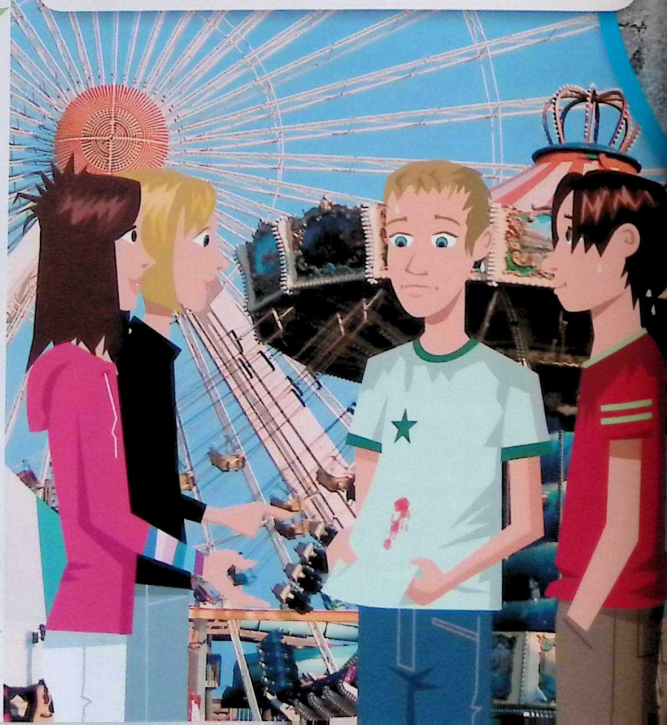
Listen and repeat.



2 Read

A. Look at the pictures. What happened to Bill? Listen to the dialogue and find out. Then read it out in groups.

- Amy Hey, Liv, let's get some popcorn and go to Dreamland.
 Liv OK. Wait, there's Bill and Stu.
 Amy So, what's it like in Adventureland?
 Bill There are no roller coasters but there are some great rides.
 Liv Hang on a minute. You're all wet.
 Stu Yeah, we went on the log flume.
 Amy What's that?
 Stu It's like a big water slide.
 Bill And you're in a boat.
 Liv Bill, you've got some blood on your T-shirt. Are you OK?
 Bill Don't worry, that's just ketchup. I ate a sandwich.
 Stu Well, you didn't actually eat it all. Ha, ha...
 Amy What do you mean?
 Bill We each got a sandwich before we got on, but I didn't manage to finish it. So, I took it with me.
 Amy You took food on the ride?
 Stu Yeah, bad idea.
 Bill I was eating my sandwich when suddenly, we went down a hill. I got ketchup all over my T-shirt.
 Stu Luckily, we splashed into some water and it washed it off a bit.
 Bill Anyway, it was great fun! Right, what's next?
 Amy Was there a long queue at the log flume?
 Stu Why?
 Liv We want to go on it too!



3 Grammar

some - any - no

- There are **some** nice souvenirs over there. Let's check them out.
- Would you like **some** popcorn?
- We haven't got **any** DVDs.
- Is there **any** coffee left?
- There were **no** fast food stands at the funfair.
- There was **no** food left so we went out for dinner.

Complete with **some**, **any** or **no**.

1. Are there _____ good restaurants in the area?
2. I'm sorry. There is _____ lemonade. Would you like _____ orange juice?
3. We wanted to go on the roller coaster and luckily there were _____ people in the queue.
4. When we went to Costa Rica, we bought _____ beautiful paintings by local artists.
5. They didn't have _____ crisps, so I got us _____ candy floss.



B. Read again and complete the sentences.

1. The girls were going to _____ when they saw the boys.
2. There aren't any _____ in Adventureland.
3. There's _____ on Bill's T-shirt.
4. Bill _____ while he was on the log flume.
5. _____ want to go to Adventureland.

4 Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

- a. crisp b. wheel c. ride

B. Listen and tick (✓) the sound you hear.

	crisp /ɪ/	wheel /i:/	ride /aɪ/
slide			
cream			
prize			
each			
hill			
milkshake			
why			

5 Listen

Listen to three dialogues and choose a, b or c.

1. What do the people decide to get?
 - a. popcorn and a milkshake
 - b. corn on the cob and a milkshake
 - c. corn on the cob and popcorn
2. Why didn't Jack go on the roller coaster?
 - a. He was scared.
 - b. Karen didn't want to go with him.
 - c. There was a long queue.
3. What did Ted win?
 - a. a free game
 - b. a goldfish
 - c. a basketball

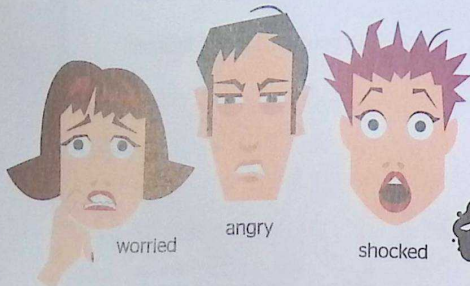
TIP! Before you listen, read the questions and answers carefully.

6 Speak

Go to the Pair work activities section.

1 Vocabulary

How do they feel? Listen and repeat.



worried

angry

shocked



lonely



surprised



embarrassed



Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

2 Read

A. Look at the book cover and the picture from Chapter 1 and guess the answers to the questions below. Then listen, read and check your answers.

1. Where does the story take place?
2. Who are the main characters?
3. Are the animals friendly or unfriendly?
4. What will happen?

CHAPTER 1

It was cold and icy in the far north of America and there was snow everywhere. Henry and Bill were on a long and difficult journey. In the beginning, they had six dogs, but every night, they lost another to the wolves. Now, with only three dogs, they were travelling slowly.

'Everyone knows that sharks follow ships. Well, those wolves are land sharks!' said Bill. He was very angry because they couldn't scare the wolves away.

Suddenly, a brave she-wolf appeared. There was something different about her. She was half dog, half wolf and wasn't scared of the humans. Henry and Bill were surprised. Even their dogs were friendly to her and one of them ran towards her. Then about twelve wolves jumped out of the bushes, attacked the dog and started biting

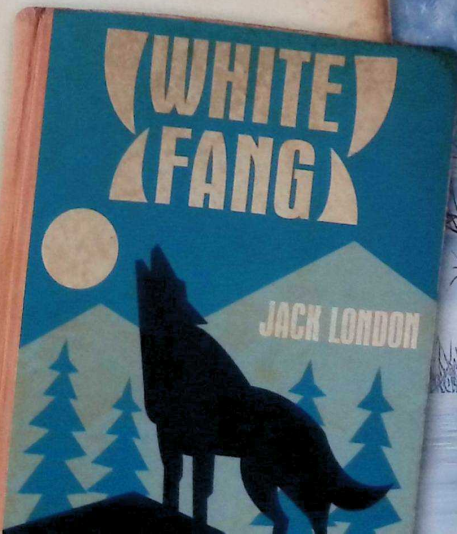
its neck and legs. The two men were shocked!

'It's a trap! These wolves are clever! We need to stop them, now!' said Bill and started chasing the wolves.

'You're crazy!' shouted Henry. 'You've only got three bullets!'

A few minutes later, Henry heard cries and three gun shots. Then he heard nothing. Bill didn't return. He knew he couldn't do anything to save him. It was just him and two dogs now. He was alone and afraid.

4 White Fang | Jack London



When you don't know the meaning of a word, try to guess its meaning.

3 Grammar

Compounds of **some, any, no, every**

	SOME	ANY	NO	EVERY
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- I'm bored. Let's do **something**!
- I'm hungry. Is there **anything** good to eat?
- I can't find my sunglasses. They're **nowhere** in the house.
- **Everyone** always has a good time at Jill's parties.



Circle the correct words.

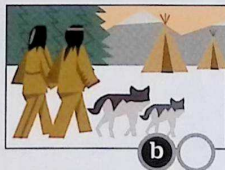
- A: Would you like **something / nothing** to drink?
B: No thanks. I don't want **anything / nothing**.
- A: Who's that?
B: She's new at school but **everyone / no one** likes her.
A: Why not?
B: Because she thinks she knows **something / everything**.
- A: Does **everybody / anybody** know Kevin?
B: I do.
A: I've got **something / anything** for him.
Can you give it to him?
B: Sure.
- A: I can't find my MP4 player **somewhere / anywhere**!
B: It's probably **somewhere / everywhere** in your room. Look again.

4 Listen

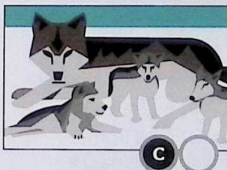
A. Listen to a teacher talking to his students about White Fang and put the pictures in order. Write 1-4.



a ☐



b ☐



c ☐



d ☐



B. Read again and answer the questions.

- What was the weather like?
- How many dogs did Henry and Bill have when they started on their journey?
- Why was the she-wolf different?
- What happened when one of the dogs ran towards the she-wolf?
- Why did Henry think Bill was crazy to chase the wolves?
- What happened to Bill?
- How did Henry feel?

B. Listen again and write T for True or F for False.

- Some men saved Henry from the wolves. ☐
- The she-wolf is White Fang's mother. ☐
- A man called Grey Beaver gave White Fang his name. ☐
- The she-wolf tried to attack the Indians. ☐
- White Fang used to live with men in the past. ☐

5 Speak

Discuss the following:

- Did you like the extract from White Fang?
- How do you think the story continues?
- Would you like to read the book White Fang?
- Do you like dogs or are you afraid of them?
- Have you got or did you use to have a dog? What is/was it like?

3e How unlucky!



1 Vocabulary

Match the pictures with the phrases. Then listen and check your answers.

- I lost my keys.
- I got stuck in a lift.
- I missed the bus.
- I got lost.
- I got a flat tyre.
- I got locked out.



2 Speak & Write

A. Read the story and answer the questions. When it is possible, underline words/phrases in the story to justify your answers.

Lucky or unlucky?



It all happened two months ago. It was Monday afternoon and I was walking back home from school. Suddenly, I saw a black cat. 'That's bad luck,' I thought.

When I got home, I saw the cat again in our garden. I quickly ran outside but it was very windy and the door closed behind me. I got locked out! I had no keys, phone or money. My parents were away for a few days, so nobody could help me. Luckily, my bedroom window was open, so I took a ladder and started climbing up. Unfortunately, while I was climbing, a police officer saw me. 'Come down immediately!' he shouted. I was shocked!

I tried to explain the situation but he didn't want to listen. Fortunately, after a while, our next-door neighbour heard us, came out and said to the police officer, 'I don't think Chris is a burglar! That's his house!' Well, maybe I was lucky in the end.

- Does the writer say when and where the story happened?
- Does the writer mention the events of the story in the order in which they happened?
- Does the writer use present tenses to describe what happened?
- Does the writer use adjectives and adverbs?
- Does the writer use linking words?
- Does the writer say what finally happened?



B. Read and complete the sentences with the words in the box.

when while suddenly luckily unfortunately

When you write a story:

- 1 use the words *when* and *while* to link two past actions.

When I saw the bus, I started running.

When Pete arrived home, his parents were having lunch.

While I was walking home, I met my teacher.

Kate was listening to music while she was doing the washing-up.

- 2 use adjectives like *surprised*, *shocked*, *scared*, etc. to describe how you felt and adverbs like *suddenly*, *(un)luckily* and *(un)fortunately*.

1. Raymond was in the lift all alone. _____, it stopped. He was frightened!
2. _____ Susan left the room, they started talking about her.
3. We were walking on the beach when it started raining. _____, it stopped after a while.
4. Tracy had a very nice book about Spain. _____, she lost it.
5. _____ we were studying, Brian was playing the guitar.

C. Talk in pairs. Below are the first and last paragraph of a story. Look at the pictures and use the prompts to tell the main part of the story.

Last weekend, Kelly and her cousin Carla decided to go camping in the forest. It was the beginning of summer and it was quite warm and sunny.



- When / they / arrive / they / put up / tent / near / river
- Then / they / decide / to explore / area



- They / walk / in / forest / when / suddenly / they / hear / strange noise
- They / think / it / be / bear!
- They / be / frightened / so / they / start / running



- After a while / they / get tired / and / stop
- They / want / go back / tent / but / they / not can
- They / be lost!



- Kelly and Carla / walk / for / hour / and / finally / find / road
- Luckily / there / be / car / with / flat tyre
- The driver / try / fix / it

Fortunately, when the driver fixed the flat tyre, he took the girls home safely. They were so happy to be back. After their adventure, they didn't want to go camping alone again!

D. Write the main part of the story shown above.

TIP! Use the prompts given. Don't forget to make any necessary changes.

Vocabulary

A. Cross out the odd word. Then add one more.

- shocked - angry - worried - locked - _____
- bush - ankle - finger - wrist - _____
- popcorn - doughnut - crisps - blood - _____

Score: / 6

B. Circle the correct words.

- I crashed into a tree yesterday. **Fortunately** / **Unfortunately**, someone saw me and **screamed** / **called** for an ambulance immediately.
- My dad **was** on a pavement / ladder cleaning the windows when he slipped and fell. **Luckily** / **Suddenly**, he didn't break anything.
- A: It's very dark / shadow in this cave. Let's go outside.
B: Why? Are you **surprised** / **frightened**?
- Last month Mary **missed** / **lost** her keys twice and she got a **stuck** / **flat** tyre three times.
- There's a huge **prize** / **queue** for the Ferris wheel. Let's go to the bumper cars.
- When Kelly heard about the accident, she was **shocked** / **embarrassed**.

Score: / 10

Grammar

C. Complete with the Past Progressive of the verbs in the box.

not sleep buy show talk wait

- Tina _____ for me outside the shop while I _____ souvenirs.
- The boys _____ about the school trip all day yesterday!
- A: What _____ Andrea _____ you when I saw you in the park yesterday?
B: Pictures from her holiday.
- My uncle called us very late last night, but we _____.

Score: / 5

D. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

- Alan _____ (slip) on a banana skin and _____ (fall down) while he _____ (walk) to school today.
- The kids _____ (swim) when suddenly they _____ (see) a shark.
- I _____ (listen) to music when my parents _____ (get) back from their trip. That's why I _____ (not hear) them.

Score: / 8

E. Complete with *some, any* or *no*.

- There isn't _____ milk left. Would you like _____ tea?
- A: Aunt Fay gave me _____ cake. It's in the fridge.
B: Hey. There's _____ cake in the fridge. Who ate it?

Score: / 4

F. Circle the correct words.

- Jack broke a bottle of water and there was water **everywhere** / **nowhere** on the kitchen floor!
- A: What's that noise?
B: I can't hear **anything** / **something**.
- Look at the queue! **Anyone** / **Everyone** is going on the roller coaster!
- I think **nobody** / **somebody** is playing a joke on you.
- I'm thirsty, but I've got **nothing** / **something** to drink.
- Is there a fast food stand **anything** / **anywhere** around here?
- I just called Jake's house, but there's **nobody** / **anybody** at home.

Score: / 7

Communication

G. Complete the dialogue with the sentences a-e.

- You played a joke on me.
- I don't think so.
- Hang on a minute.
- What do you mean?
- I don't believe you.

A: Hey, Julia. That wasn't very funny yesterday.

B: (1) _____

A: Oh, come on. I know everything. (2) _____

B: No, I didn't.

A: (3) _____ It wasn't you?

B: No, it wasn't me. What happened?

A: Well, I think I saw a ghost then.

B: Oh come on. (4) _____

A: But I saw a strange shadow in the garden and...

B: Maybe it was your sister or someone else.

A: (5) _____

Score: / 10

TOTAL SCORE: / 50

Now I can...

- ☐ narrate past events and accidents
- ☐ describe my feelings
- ☐ use the Past Progressive
- ☐ understand the difference between the Past Simple and the Past Progressive
- ☐ use compounds of *some, any, no, every*
- ☐ write a story



4

Places



Discuss:

- ▶ Do you live in a small town or a big city?
- ▶ What's it like where you live?
- ▶ Would you like to change anything about where you live?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will learn...

- ▶ to make an offer, ask for permission and make polite requests
- ▶ to express possibility
- ▶ to ask for and give directions
- ▶ to refer to the location of places in a town/city
- ▶ to read a map
- ▶ to make comparisons
- ▶ to discuss life in the city and in the country
- ▶ to talk about space and our solar system
- ▶ to write about your town/city

1

Vocabulary

Complete the sentences with the places in the box. Then listen and check your answers.

- You can buy magazines and newspapers at the _____.
- You can post a letter or buy stamps at the _____.
- You can borrow books from the _____.
- You can get a haircut at the _____.
- You can book a holiday at the _____.
- You can get medicine from the _____.
- You can buy fruit and vegetables at the _____.
- You can buy flowers at the _____.

hairdresser's newsagent's florist's library
travel agent's chemist's post office market

2

Read

A. Listen and read. Where would you hear these dialogues? Choose from the names of the places in activity 1 and write them in the boxes.

TIP! Find key words in the text. They help you understand the main ideas.

1

- Girl** Hello.
Man Good afternoon, can I help you?
Girl Yes, please. Have you got today's *Daily News*?
Man Yes, of course. Here you are.
Girl Thanks.
Man Would you like anything else?
Girl Yes. Have you got the magazine *Popular Teens*?
Man Hmm, there may be one on that shelf over there. Let me check.

3

- Boy** Hello, could I ask you something?
Woman Yes, of course.
Boy I left my card at home. Can I still borrow this book?
Woman No, I'm afraid you can't.
Boy But I really need this book. I can bring my card tomorrow.
Woman I'm sorry. You know, there is something you can do.
Boy What's that?
Woman Ask one of your friends to borrow it for you.
Boy That's a good idea. Thank you!
Woman You're welcome.

2

- Woman** Good morning, how can I help you?
Man I'd like to go to San Juan in July.
Woman San Juan, Puerto Rico?
Man That's right. Are there any cheap flights?
Woman Umm, I'm afraid not. Tickets are around 1100 euros. But I might find some cheap tickets for June.
Man June? Oh, no. I want to go to a dance festival in July.
Woman I haven't got anything, sorry.
Man Thank you anyway.

B. Read again and write T for True or F for False.

Dialogue 1

- The girl wants to buy two newspapers. ☐
- The man is sure he's got *Popular Teens*. ☐

Dialogue 2

- There are cheap flights to San Juan in July. ☐
- The man wants to go to Puerto Rico in July. ☐

Dialogue 3

- The boy hasn't got his card with him. ☐
- The woman decides to give the boy the book anyway. ☐

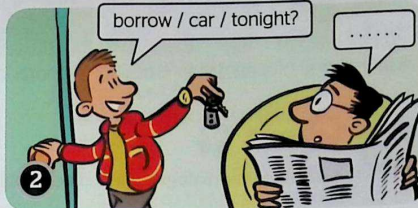
5 Speak

Talk in pairs. Imagine you are the people shown in the pictures below. Ask and answer questions.

go / concert / Mum?



borrow / car / tonight?



help me / tidy / room?



I'm late for work. post / letter / for me?



Can I go to the concert, Mum?

Yes, of course. / Sorry, you can't.

3 Grammar

Can / Could / May / Might

We use

- **Can I...?, Could I...?, May I...?** to make an offer.
Could I get you something to drink?
- **Can I...?, Could I...?, May I...?** to ask for permission.
May I use the phone?
- **Can I/you...?, Could I/you...?** to make polite requests and ask for a favour. **Could** is more polite.
Could you drive me to the city centre?
Can I have some coffee, please?
- **may, might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We might go to the party, but I'm not sure.

Match.

- | | |
|-------------------------------------|---------------------------------------|
| 1. It's hot in here. | a. Can I borrow €50? |
| 2. You look tired. | b. May I use your phone? |
| 3. I need to call my sister. | c. Could you open the window, please? |
| 4. I'm a bit hungry. | d. It might rain. |
| 5. It's very cloudy. | e. Can I help you with the housework? |
| 6. I really want to buy this skirt. | f. I may get a sandwich. |

4 Pronunciation



A. Listen and repeat. What's the difference between a and b?

- a. café b. cinema

B. Listen and tick (✓) the sound you hear.

	café /k/	cinema /s/
medicine		
welcome		
card		
centre		
facilities		
haircut		
perfect		
voice		

Go straight on

Turn left

Turn right

1

Vocabulary

Listen and repeat.



traffic lights



pedestrian crossing



footbridge



bus stop



tunnel



stop sign

2

Read

A. Listen to the dialogue. Then read it out in pairs. Does Stu manage to get to level eight?

Bill Hi, Stu, my brother's got that game. What level are you on?

Stu Seven.

Bill That's quite difficult. Need some help?

Stu Yes, please. How do I get to the bank?

Bill Right, get into the police car. Go straight on and turn right at the traffic lights.

Stu Oh, there's the bank, on the left.

Bill And the bank robbers are outside the bank! They're getting into their car. Catch them!

Stu Here we go! They're going very fast. Oh no! Where did they go? I lost them.

Bill Quick, go past the bus stop and turn left.

Stu What? Do I drive into the park?

Bill No, sorry. Turn left at the end of the park.

Stu OK. Now what?

Bill Turn right at the petrol station. Hmm. What street is this?

Stu I think we're on Station Road.

Bill OK, go down Station Road and turn left into Bell Street.

Stu Do I go through the tunnel?

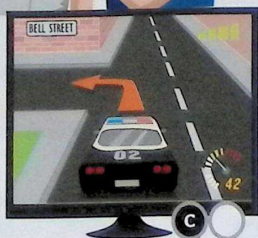
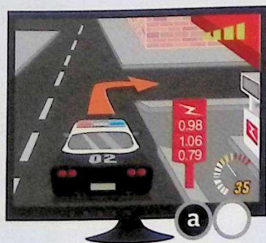
Bill No, stop the car in front of the supermarket. The bank robbers are in a house behind it.

Stu How do you know?

Bill I play this game all the time. Get out of the car, go catch them and you win.

Stu Thanks. Level eight, here I come!

B. Read again and put the pictures in the correct order. Write 1-5.



3

Grammar

Prepositions of place



in front of



behind



opposite



between



next to

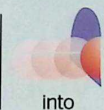
Prepositions of movement



up



down



into



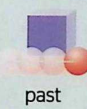
out of



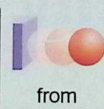
through



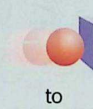
towards



past



from



to



around

Look at the map in activity 4 and circle the correct words.

1.

A: Excuse me, is there a florist's near here?

B: Yes, there's one on Sunset Road. It's **opposite / next to** a supermarket.

A: How do I get there?

B: Well, we're on Green Street now. Go straight on and **on / at** the traffic lights turn right. Go **past / through** Mint Road and turn left at the chemist's. That's Sunset Road. Go **up / around** this road and the florist's is on your left.

A: Thank you very much.

2.

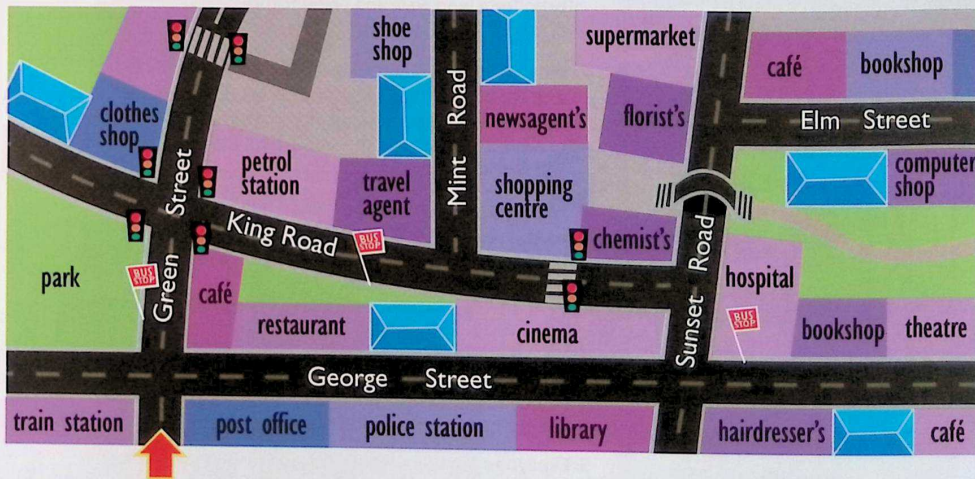
A: How do I get **from / at** the train station to the police station?

B: Well, go **down / into** Green Street and turn right **to / into** George Street. The police station is on your right, **behind / between** the library and the post office.

4

Listen & Speak

A. Listen to two people talking and draw the route on the map.



B. Talk in pairs.

STUDENT A: Look at the map above and imagine you live in one of the blue houses. Student B wants to come to your house but doesn't know the way. Give him/her directions from the station to your house. Use the phrases in the box.

STUDENT B: You want to go to Student A's house but don't know the way. Follow Student A's directions to find his/her house.

Go down...
Walk towards...
Go past...
Go straight on.

Turn right/left at the...
Turn right/left into... Street/Road.
It's on your right/left.

So, how do I get from the station to your house?

Go straight on and then...



1 Vocabulary

Match. Then listen and check.



1



2



3



4



5



6



7

houseboat



farm



cottage



caravan



bungalow



block



tree house



of flats



2 Read

Do you like life in the city or in the country? Do the quiz and find out!



QUIZ:
Are you
a **city**
or a
country
person?



1. What do you usually do on a sunny day?

- a. hang out at the shopping centre
- b. go for a long walk and enjoy nature
- c. do gardening or have a barbecue

2. What is your ideal pet, a goldfish, a horse or a cat?

- a. A goldfish, because it isn't as big as the others.
- b. A horse, because you can ride it around.
- c. A cat, because it's more useful than the others. It can kill mice.

3. Where is your favourite place to have a meal?

- a. At an expensive restaurant, of course!
- b. At home. Home-cooked food is better and healthier than food in restaurants.
- c. At a friend's house. It's free and I don't need to cook.

4. Which is your ideal house?

- a. a big flat in the city centre
- b. a cottage near a lake
- c. a bungalow in a quiet area

5. Everyone in your neighbourhood knows each other. How do you feel about it?

- a. It's a big problem. I don't want everyone to know everything about my life.
- b. It's perfect. You make lots of friends this way.
- c. It's useful when you need some help but sometimes it's a bit annoying.

6. What is your general opinion about life in the country and life in the city?

- a. Life in the country isn't as exciting as life in the city.
- b. Life in the country is more peaceful than life in the city.
- c. Life in the country isn't very different from life in the city.

Check your score:

More as: You are a city person and you prefer a busy lifestyle. You enjoy the excitement and you don't mind noisy places. You love shopping and all the things a city has to offer. Living in the country is boring for you.

More bs: You are a country person and you prefer a relaxed lifestyle! You love nature and animals, and you like living without noise and pollution. You love walking, exploring places and meeting people.

More cs: You are not exactly a city or a country person. You like the fun of the city but you also enjoy some peace and quiet. For you, an easy and comfortable lifestyle is more important than the place you live.

3

Grammar

Comparative forms

POSITIVE	COMPARATIVE
fast	faster
nice	nicer
big	bigger
busy	busier
peaceful	more peaceful
good	better
bad	worse
far	farther/further
many/much	more

Life in the country is **more peaceful than** life in the city.

NOTE (not) as + adjective + as

Life in the city isn't **as peaceful as** life in the country.

Complete the sentences with the correct form of the adjectives in brackets.

- We are _____ (tired) today than we were yesterday.
- The houseboat is _____ (cheap) than the caravan.
- Sam isn't as _____ (annoying) as his sister Beth.
- Today, your room isn't as _____ (clean) as it was last week.
- Phil is _____ (good) than Neil at tennis.
- Life on a farm is _____ (difficult) than life in the city.
- Our new sofa is as _____ (comfortable) as my bed.

4

Listen

A. Listen to four people talking and match them with their new homes.



1



2



3



4

Lionel ☐

Polly ☐

Eric ☐

Stacey ☐

B. Listen again and match the people with the statements.

- Lionel My new home is nice but noisier than my old home.
 Polly I think life in the country is healthier than life in the city.
 Eric I liked my old neighbourhood more than my new one.
 Stacey I like living in the country and in the city.

5

Speak & Write

A. Talk in small groups. Look at the pictures below. Compare the two places using the adjectives in the box.



boring interesting busy crowded
 healthy ugly safe dangerous modern
 noisy peaceful exciting quiet

Life in the city is **more dangerous than** life in the country.

Yes, but life in the city is **more exciting**.

B. Write a few sentences answering the following questions: Which place do you prefer, the city or the country? Why?

1 Vocabulary

Listen and number the pictures. Write 1-6.

planet

galaxy

moon

star

solar system

Earth

2 Read

A. What do you know about our solar system? Listen, read and check your answers.

Our solar system

There are billions of galaxies in the universe. Each galaxy has got billions of solar systems! Everybody knows that, right? Well, there's more!

Our galaxy, the Milky Way, has got up to 400 billion stars, and one of them is the sun. The sun is in the centre of our solar system and all the planets move around it. It is important for life on Earth because it gives us light and heat.

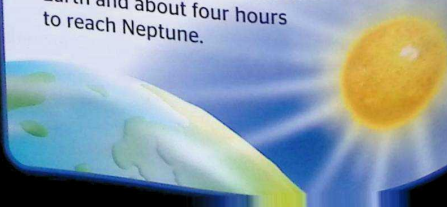
Our solar system has got eight planets, not nine like we used to think: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Scientists don't consider Pluto a planet any more, but a *dwarf* planet, because it's very small. So, the smallest planet in our solar system is Mercury and the biggest is Jupiter. Also, the closest planet to the sun is Mercury, but it isn't the hottest. The hottest planet of all is Venus, but don't think you can sunbathe there: it has temperatures of about 460 °C! Neptune is the farthest planet from the sun, and it is one of the coldest planets of the solar system along with Saturn and Uranus. Temperatures on Neptune can reach -220 °C!

! It takes one second for a human to freeze on Uranus!

! You can fit around 1320 Earths inside Jupiter! That's big! Also, Jupiter is as heavy as 317 Earths!



! Sunlight travels at about 300,000 km/sec. It takes about 8 minutes to reach the Earth and about four hours to reach Neptune.



3 Vocabulary

Look at the box and read the numbers a-e aloud.
Then listen and check.

- 4056** four thousand and fifty-six
25,377 twenty-five thousand, three hundred and seventy-seven
33,000,000 thirty-three million
2,850,146,500 two billion, eight hundred and fifty million, one hundred and forty-six thousand, five hundred

- a. 372
b. 3,400,000,000
c. 59,213
d. 4,200,000
e. 7690

4 Grammar

Superlative forms

POSITIVE	COMPARATIVE	SUPERLATIVE
tall	taller	the tallest
large	larger	the largest
hot	hotter	the hottest
easy	easier	the easiest
popular	more popular	the most popular
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
many/much	more	the most

Venus is **the hottest** planet of all.

The **smallest** planet in our solar system is Mercury.

Complete the sentences with the correct form of the adjectives in brackets.

- Adam is _____ (tall) than Mike, but Fran is the _____ (tall) of the three.
- I didn't have a lot of money on me so I bought the _____ (cheap) T-shirt in the shop.
- The National Museum is as _____ (popular) as the History Museum.
- Today, it isn't as _____ (warm) as it was yesterday. I think it's the _____ (cold) day of the week today.
- My uncle's car is _____ (new) and _____ (modern) than my dad's.
- Who's the _____ (famous) scientist of our century?
- In Malta, July is the _____ (hot) month of the year. The temperature can reach over 38 °C!

5 Speak GUESSING GAME. Talk in pairs.

	average temperature	size (diameter)	distance from sun
Mercury	167 °C	4900 km	58,000,000 km
Venus	464 °C	12,100 km	108,000,000 km
Earth	15 °C	12,800 km	150,000,000 km
Mars	-63 °C	6800 km	228,000,000 km
Jupiter	-145 °C	143,000 km	778,000,000 km
Saturn	-184 °C	120,000 km	1,400,000,000 km
Uranus	-214 °C	50,000 km	2,900,000,000 km
Neptune	-210 °C	49,500 km	4,500,000,000 km

B. Read again and write T for True or F for False.

- Every galaxy has got lots of universes. ☐
- The sun is in a solar system but not in the Milky Way. ☐
- The Earth is bigger than Mercury. ☐
- The Earth is 1320 times smaller than Jupiter. ☐
- Venus is hotter than Mercury. ☐
- Uranus isn't colder than Venus. ☐

Student A: Choose four planets from the table above, but don't tell Student B. Then describe the planets to Student B, as in the example. You have two minutes. How many planets did he/she guess correctly?

Student B: Listen to Student A's descriptions and try to guess the planets. How many planets did you guess correctly in two minutes?

It's bigger than Mars but it isn't the biggest planet in our solar system.

Is it ...?

No. It's the hottest planet.

I know. It's ...

Correct! Next one. It's ...

TIP!

Before you speak, make sure you understand the task and how you should use the prompts.

1 Vocabulary

Match the pictures with the words and the signs. Then listen and check your answers.



a. train station



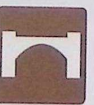
b. airport



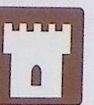
c. stadium



d. car park



e. bridge



f. castle



g. port

3 Speak & Write

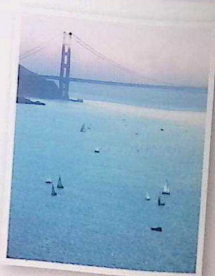
A. Read the description and answer the questions below.

1. What place is the writer describing?
2. Where is that place?
3. How many sights does the writer talk about in the second paragraph?
4. What does the writer think of Paris?
5. What does the writer enjoy doing with his friends?
6. What adjectives does the writer use to describe the place?



2 Listen

A. Before you listen, look at the pictures below. Do you know anything about these places?


☐ Golden Gate Park

☐ San Francisco Bay

☐ Golden Gate Bridge

☐ Chinatown

☐ Cable cars

B. Listen to a radio advertisement and tick the places above that are mentioned.

C. Listen again and complete the sentences.

1. San Francisco is the _____ largest city in California.
2. _____ tourists visit San Francisco every year.
3. The Golden Gate Bridge is _____ metres long.
4. At AT&T Park you can watch a _____ game.
5. _____ is a good place for shopping at street markets.
6. You can go on a bike ride over the _____.

I live in Paris, the capital of France. Paris is on the River Seine in northern France. People call Paris 'The city of light' and it is one of the most famous cities in the world.

There are many interesting sights in Paris and tourists never get bored with visiting them. There's the Eiffel Tower, for example. It is 324 m tall and millions of people visit it every year. The view from the top is amazing! There are also lots of museums and art galleries in Paris. The biggest and the most popular is the Louvre. Here you can see famous sculptures and paintings like Leonardo da Vinci's Mona Lisa.

Paris is a beautiful city and I like it very much. There are lots of parks and my friends and I often go cycling in them. We also love sports and watch our football team Paris Saint-Germain at the Parc de Princes Stadium. Many tourists visit my city, and this gives me the chance to meet people from all over the world.

B. Think about your town/city. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What's the name of your town/city?

...

Where is it?

...

What are some important features of this place (size, population, mountains, etc.)?

...

What are some of the most interesting sights?

...

What can people do there?

...

What do you think of the town/city?

...

What do you enjoy doing there with your friends?

...



C. Read and find what the highlighted words (1-6) from the text refer to.

Avoiding repetition

When writing, try not to repeat the same words all the time. Use words like:

- ▶ he / she / it / we / they
- ▶ him / her / it / us / them
- ▶ here / there
- ▶ this / that

- There's a beautiful forest near here. I go **there** hiking **in the forest** every weekend.
- Lots of tourists visit **my town** and I always **try to show them** the tourists around.

- | | |
|----------------|----------------|
| 1. it: _____ | 4. Here: _____ |
| 2. them: _____ | 5. them: _____ |
| 3. it: _____ | 6. We: _____ |

D. Write a description of your town/city. Use your notes from activity 3B and follow the plan below.

Introduction:

- ▶ What's the name of your town/city?
- ▶ Where is it?
- ▶ Is it big?
- ▶ Are there any mountains, hills, rivers, etc.?

Main Part:

- ▶ What are some of the most interesting sights?
- ▶ What can people do there?
- ▶ Do lots of people visit them every year?

Conclusion:

- ▶ What do you think of the town/city?
- ▶ Is there anything you like/dislike about it?
- ▶ What do you enjoy doing there with your friends?



Use a variety of adjectives when you write to make your description more interesting.

Vocabulary

A. Match.

- | | |
|---------------|-------------|
| 1. outer | a. office |
| 2. car | b. sign |
| 3. pedestrian | c. space |
| 4. post | d. system |
| 5. bus | e. park |
| 6. travel | f. crossing |
| 7. stop | g. stop |
| 8. solar | h. agent |

Score: / 8

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

borrow block chance caravan
comfortable post ideal planet

- My aunt and uncle bought a(n) _____ and travelled around the country last summer.
- This island is the _____ place for your holiday.
- Could I _____ that book for a minute?
- Linda lives in a(n) _____ of flats in the city centre, and it's very noisy there.
- I like travelling abroad. It gives me the _____ to go sightseeing and meet local people.
- I think Saturn is the most beautiful _____.
- We need to _____ this letter but we haven't got any stamps.
- That sofa doesn't look very _____.

Score: / 8

Grammar

C. Circle the correct words.

- A: Excuse me, where's the chemist's?
B: It's on Baker Road, (1) **through / between** a newsagent's and a bookshop.
A: Is it far?
B: No, it's about five minutes (2) **out of / from** here.
Go (3) **down / through** Palm Street and turn right (4) **to / into** Malcolm Road. Walk (5) **up / towards** this road, go (6) **around / past** the supermarket and turn left (7) **behind / at** the traffic lights. That's Baker Road. The chemist's is (8) **in / on** your left, (9) **next / opposite** to a newsagent's.

Score: / 9

D. Circle the correct words.

- I need to go shopping. **May / Could** you come with me?
- A: Is Sheila joining us?
B: I don't know. She's got a lot of homework so she **might / can** stay at home.
- It's a very cold day today. It **can / may** snow.
- May I / Can** you borrow your red dress, please?
- Ted's house **can / might** be that one, but I'm not sure.

Score: / 5

E. Complete the dialogues with the correct form of the adjectives in brackets.

1.

- A: So, what do you think? The blue or the yellow bag?
B: Well, the yellow bag is (1) _____ (nice) than the blue bag, but it's (2) _____ (small). But look at that price! Maybe the blue bag is (3) _____ (good). It isn't as (4) _____ (expensive) as the yellow bag.
A: Look, maybe we need to find something (5) _____ (cheap) than this. It's probably the (6) _____ (expensive) thing in this shop!

2.

- A: So, are you coming to the beach with us?
B: I don't know. It's a bit cold today.
A: What? It's (7) _____ (hot) than it was yesterday and (8) _____ (sunny).
B: Really? And where are you going?
A: To Blue Bay Beach.
B: But that's the (9) _____ (popular) beach around here! It's always (10) _____ (crowded) than the other beaches.
A: The other beaches may not be as (11) _____ (crowded) or as (12) _____ (noisy) as Blue Bay Beach, but Blue Bay is the (13) _____ (nice) of all!

Score: / 13

Communication

F. Match.

- | | |
|-----------------------------------|--|
| 1. May I see your ticket, please? | a. The castle and the art gallery. |
| 2. Thanks for your help. | b. Yes, please. |
| 3. How do I get to the market? | c. Go straight on, towards the station. |
| 4. Which sights can we visit? | d. I want some peace and quiet. |
| 5. What's the museum like? | e. It's as interesting as the art gallery. |
| 6. Need some help? | f. You're welcome. |
| 7. Why do you want to be alone? | g. Here you are. |

Score: / 7

TOTAL SCORE: / 50

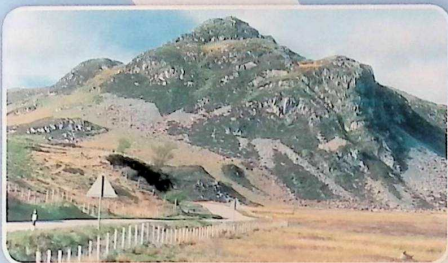
Now I can...

- ☐ make requests and offers
- ☐ ask for, give and refuse permission
- ☐ express possibility
- ☐ talk about space
- ☐ say where buildings are located
- ☐ ask for and give directions
- ☐ make comparisons
- ☐ talk about life in the city and in the country
- ☐ describe my town/city



SCOTLAND

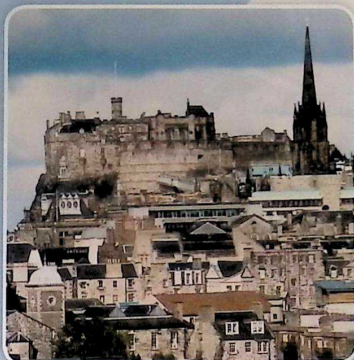
With its incredible beauty, castles and stories full of mystery, Scotland is one of the most amazing places in the world.



The Highlands are in the north of Scotland and they are one of the most popular places to visit. They're home to Britain's highest mountain, Ben Nevis. The green hills, blue rivers and lakes of the Highlands make them the perfect place for visitors.

There are lots of lochs (lakes) in Scotland. Loch Ness is probably the most famous. Many people believe that Nessie, the Loch Ness Monster, lives there and lots of tourists visit the lake every year hoping to take a picture of her! Some parts of the lake are more than 200m deep, so it's the perfect place for a monster!

The bagpipes are the traditional musical instrument of Scotland. Scottish men play the bagpipes wearing a traditional kind of skirt, a kilt.



Edinburgh became the Scottish capital at the beginning of the 15th century. Today it is a popular tourist centre.



Gaelic

fàilte (fall-che) = welcome

Alba (ah-luh-buh) = Scotland

Many years ago, Scottish people spoke Gaelic. Today, they speak English, too. However, the pronunciation of Scottish English is different. So, 'What's your name?' sounds like 'Whit's yer name?'.


1. The _____ of Scotland is Edinburgh.
2. Ben Nevis is in the _____.
3. Loch Ness is famous for _____.
4. Tourists visit Loch Ness and try to _____.
5. A _____ is a traditional Scottish skirt for men.
6. Scottish people speak English and _____.

Project

Make a flyer!

What is special about your country? Think of some of its beauties, historical places, buildings and traditions. Is there a legend related to a specific place? Choose the information you are going to use and make a flyer similar to the one above.

SONG 2

Read the song and choose the correct words.
Then listen and check your answers. 

Unlucky day

I woke up this morning
One hour late for (1) **breakfast / school**
I missed the (2) **taxi / bus** so I walked
Oh, I'm such a fool!

While I was walking
I saw a big black (3) **dog / cat**
I slipped and fell down
Ouch! I (4) **broke / hurt** my back.

It's an unlucky day
Oh, when will it end?
Please tell me soon
Or I'll go crazy my friend!

I asked my dad for the (5) **car / bike**
And he gave it to me
But when I was (6) **driving / riding** home
I crashed into a tree!



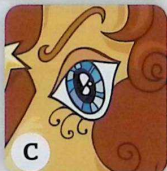
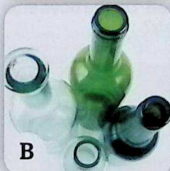
5

Today and tomorrow

Discuss:

- ▶ Do you use computers? What for?
- ▶ How important is it to protect the environment?
- ▶ What do you think your life will be like in the future?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will learn...

- ▶ to talk about your future plans
- ▶ to express your opinion and make predictions about the future
- ▶ to make promises, on-the-spot decisions, offers and requests
- ▶ to say what you must/have to, mustn't or don't have to do
- ▶ to talk about environmental problems
- ▶ to make suggestions
- ▶ to invite and to accept or refuse an invitation
- ▶ to write an e-mail of invitation

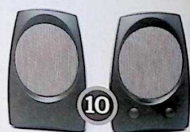
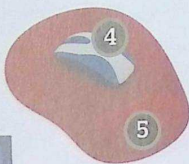
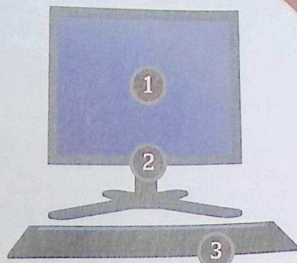


1

Vocabulary

Match. Then listen and check your answers.

printer
screen
keyboard
monitor
mouse pad
laptop
speakers
cursor
USB flash drive
mouse



2

Read

A. Listen and read. Do the boys enjoy the computer fair?

7th Annual Worburn Computer Fair

- See the latest in computer technology
- Listen to top computer experts speaking
- Find some great bargains!

Date: Saturday 8 April / 9:00 - 21:00
Venue: McHill School, Main Hall
Entrance fee only €5



- Alan** Hey Greg, are you going to the computer fair on Saturday?
- Greg** Computer fair? Where?
- Alan** At McHill School. It's brilliant! You can see all the latest technology and find some real bargains there.
- Greg** Sounds good.
- Alan** I'm going to get a new laptop.
- Greg** Actually, I need a wireless mouse.

- Alan** Great! Let's go together.
- Greg** Hold on! I can't. I'm playing football on Saturday morning.
- Alan** That's OK, it's open till late. We can go in the afternoon.
- Greg** Nice one. How are you going to get there?
- Alan** By bus. So, are you coming?
- Greg** Why not?

3 Grammar

Future *be going to*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I 'm going to play	I 'm not going to play	Am I going to play?
He She 's going to play It	He She isn't going to play It	he Is she going to play? it
We You 're going to play They	We You aren't going to play They	we Are you going to play? they

TIME EXPRESSIONS

tomorrow/tonight/soon
next month/year, etc.
this week/month, etc.
in an hour/year, etc.

We use the **Future *be going to*** for something we intend to do in the future.

NOTE We use the **Present Progressive** for actions we have arranged to do in the near future.
I'm definitely buying a printer at the fair on Saturday.

Complete the sentences. Use the **Future *be going to*** of the verbs in the box.

stay have help watch get not come

1. A: Hey, guess what! My dad _____ me a new computer!
B: _____ it _____ a wireless keyboard and mouse?
A: Of course!
2. A: Are these tickets for the tennis match?
B: Yes, my brother and I _____ the match together tonight. What about you?
A: No, I _____ at home. I might watch it on TV.

3. A: Jane _____ camping with us.
B: Why not?
A: Her parents are painting their house and she _____ them.

At the computer fair...

- Greg** You were right about this fair. It's out of this world! This mouse was a real bargain.
- Alan** Yeah, I love my new laptop. It was so cheap! Are you going to buy anything else?
- Greg** Yeah, I definitely want a printer. I'm going to check out those printers over there.
- Alan** OK, I'm going to get something to drink. Do you fancy anything?
- Greg** No, thanks. Meet you at the exit in a while, OK?

B. Read again and answer the questions.

- Who can you listen to at the computer fair?
- What time does it close?
- Where does it take place?
- What is Greg doing on Saturday morning?
- How do Alan and Greg get to the computer fair?
- What do they buy at the fair?
- Where are Alan and Greg going to meet in the end?

4 Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. check b. cheap

B. Listen and tick (✓) the sound you hear.

	check /e/	cheap /i:/
screen		
exit		
technology		
keyboard		
fee		
speaker		
entrance		

5 Speak & Write

A. In pairs, discuss your plans for the weekend.

What are you going to do on Saturday morning?

I'm going to...

Sounds great. What about in the afternoon?



B. Write a few sentences about your plans for the weekend.

1

Vocabulary

Match the sentences with the pictures. Then listen and check your answers.

- I will get married.
- I will be rich and famous.
- I will have lots of children.
- I will speak English fluently.
- I will have my own house.
- I will live in the countryside.
- I will help poor people.



1



2



3



4



6



7



5

TIP! Learn new words in context (in sentences describing situations). This way it is easier to remember them.

2

Read

A. Listen and read the horoscopes. Which of the following topics are mentioned?

money work health relationships sport



Leo 23 July – 22 August

You will be in a good mood this month, and you will make people around you feel good. At the beginning of the month, you will feel full of energy. This won't last for the whole month, but don't stop exercising. You will also feel great because you will help a friend in need. However, be careful with secrets. You will tell a friend's secret to somebody by accident and the two of you will argue. Don't worry, though. You will become friends again. Just keep secrets from now on!



Scorpio 23 October – 21 November

This month a health problem won't let you go out and have fun. You definitely need to change your lifestyle. Start exercising more and watch your eating habits. You will be in a bad mood for a while and you will have an argument with a member of your family. Don't worry, though. People close to you will help you find solutions to your problems. Listen to them. Also, you will have a surprise visit from an old friend near the end of the month and he/she will bring good luck. You will start feeling better and you'll soon forget that you were ill.



AUGUST SEPTEMBER

3

Grammar

Future will

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She 'll (= will) go	She won't (=will not) go	Will she go?
It	It	it
We	We	we
You	You	you
They	They	they

We use the **Future will** for predictions, on-the-spot decisions, promises, offers and requests.

- I think she **will** be a great player one day.
- This jacket is very expensive. I **won't** buy it.
- I promise I **won't** be late again.
- Don't worry, I'll help you clean the house.
- **Will** you do something for me?

Complete the sentences with the **Future will** of the verbs in the box.

not get drive win not watch bring help

- A: How am I going to get to the airport tomorrow?
B: I _____ you there, don't worry.
- Mario and Nancy _____ married this summer. They haven't got the money!
- A: _____ you _____ me find information on the Internet, please?
B: Sure.
- I think Manchester United _____ the match tonight.
- Can I borrow your jacket? I _____ it back tomorrow, I promise.
- This film is very scary. We _____ it.

4

Listen



Listen to three dialogues and answer the questions. Choose a, b or c.

- What language(s) does Noel decide to learn?
 - Spanish
 - French
 - both Spanish and French
- What would Kevin like his sister to do?
 - post some letters
 - buy some stamps
 - get some medicine
- What **won't** Harry do in the future?
 - live in the countryside
 - have lots of children
 - become a football player

5

Speak & Write

A. Talk in pairs. Make predictions about your life in fifteen years' time.

- What job will you do?
- Will you be rich, poor or famous?
- Where will you live?
- Will you get married and have a family?
- What will you do in your free time?
- How many languages will you speak?

What job will you do?

I think I will be a pop singer,
but I won't be rich.



B. Write about your life in fifteen years' time.

B. Read the texts again and the predictions below. Write L for Leo, S for Scorpio or B for Both.

- Friends will help you with your problems. ☐
- You will have an argument with someone. ☐
- You will feel happy for most of the month. ☐
- Your bad luck won't last long. ☐
- You will be ill. ☐
- It's a good idea to get active. ☐
- You will see an old friend. ☐
- You will say something without thinking about it. ☐

5c Make a difference

1

Vocabulary

A. Complete with the words in the box. Then listen and check your answers. Which of these do you do?

lights trees save street don't bags

2

Read

A. Look at the picture. What are Amy and Stu talking about? Listen to the dialogue and check. Then read it out in pairs.

- Amy What are you doing, Stu?
 Stu I'm recycling! I'm trying to save our planet.
 Amy Yes, but what exactly are you recycling?
 Stu An orange juice bottle.
 Amy Well, you aren't doing it right.
 Stu What do you mean? I'm going to throw it in this recycling bin for bottles.
 Amy But that's a plastic bottle. You must put it in the special bin for plastic. This bin is only for glass.
 Stu Oh, I didn't see that.
 Amy Anyway, this bottle is dirty. You have to wash it first.
 Stu There's only a drop of juice in it.
 Amy It doesn't matter. Listen, you don't have to wash it with soap before you put it in the recycling bin. Just rinse it with water.
 Stu OK, OK! I'll do it at home later. Can I recycle this pizza box from last night?
 Amy No, because it isn't clean. You see, you can't recycle everything. You mustn't recycle anything with food in it.
 Stu So, what can I recycle?
 Amy Here, take a leaflet. It has got information about recycling.
 Stu Where did you get this?
 Amy Well, you left school early today and missed out. Someone came and talked to us about recycling during the Science lesson.
 Stu Oh, I see. Thanks, Amy.

7 good ideas TO HELP PROTECT THE ENVIRONMENT

2

Reuse and recycle.



4

Save energy. Turn off the



6

Walk, cycle or use public transport.



1

Don't throw rubbish in the



3

Plant _____ cut down trees.



5

water. Turn off the tap.



7

Use paper

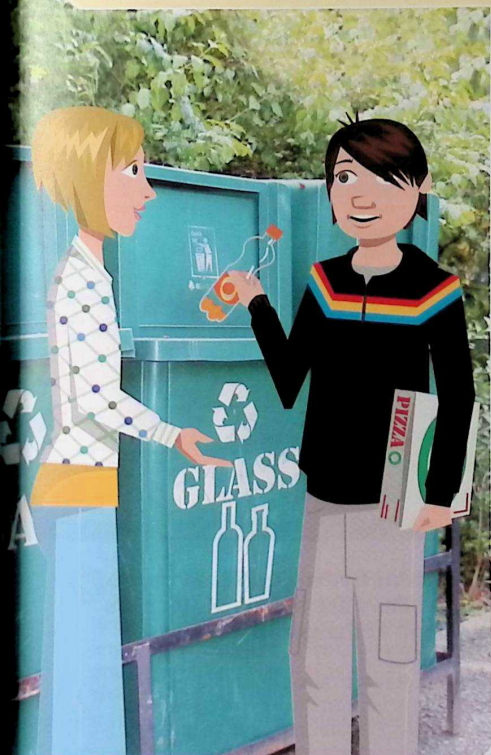


B. Match the items 1-5 with the recycling bins below. Then listen and check your answers.



B. Read again and write T for True or F for False.

1. Stu wanted to put his bottle in the recycling bin for plastic.
2. Stu washed the bottle before he went to put it in the recycling bin.
3. Stu had pizza for dinner last night.
4. Amy gives Stu a leaflet about recycling.
5. Stu didn't go to school today.
6. Stu didn't recycle anything in the end.



3 Grammar
must - have to

*I **must/have to** go to school every day.* = It's necessary.
*We **don't have to** cook tonight. We have soup in the fridge.*
= It isn't necessary.
*You **mustn't/can't** use your mobile phone in the hospital.*
= It isn't allowed.

NOTE The past tense of **must / have to** is **had to**.

Circle the correct words.

1. We **must / have** all do something to protect the environment.
2. You **don't have to / mustn't** cycle in the park. Look at the sign!
3. We've got nothing in the fridge. I **have / must** to go to the supermarket.
4. You **don't have to / mustn't** take out the rubbish. I can do it.
5. You **have to / had to** brush your teeth after every meal. Don't you remember what the dentist said?
6. Jason **has to / had to** stay in bed last weekend. He was ill.
7. We **can't / don't have to** wash the car. It looks clean.

5 Write

Write a few sentences about what you *must, have to, mustn't* and *don't have to* do at school.

- be in class at...
- keep classroom clean
- throw rubbish on the floor
- eat or drink in class
- stay at school after 3pm
- go to school at weekends
- write with a pencil
- make noise during the lesson
- speak only in English
- write on the desks
- use mobile phones

We have to be in class at 8:30. We mustn't eat...

4 Speak

Talk in pairs about what you *must, have to, mustn't* or *don't have to* do at home. You can use the ideas in the box.

- help with housework
- eat in my room
- tidy my room
- talk on the phone for hours
- watch TV after 11pm
- wash my clothes
- recycle rubbish
- throw rubbish on the floor
- take out the rubbish
- cook

Do you have to help your parents with housework?

Yeah, I often have to do the washing-up, but I don't have to cook. What about you?

... What mustn't you do at home?

I mustn't...



1

Vocabulary



Look at the pictures and match the animals with their habitats. Then listen and check your answers.



1 deer

☐ ocean

2 bat

☐ cave

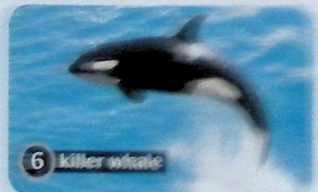
3 tiger

☐ desert☐ polar region☐ jungle☐ forest

4 camel



5 polar bear



6 killer whale

2

Read



A. Read the website quickly and match the headings a-d with the paragraphs 1-4. Then listen and check your answers.

- How many are there left?
- What can we do to help?
- What do they look like?
- What can harm them?



Read the text quickly to understand the main idea.

Help save Hector's dolphins!

Name: Hector's dolphin
Country: New Zealand
Population: around 7000
Status: endangered

Hector's dolphins live around the coast of New Zealand. They are one of the world's rarest and most endangered species.

1 They are grey, with areas of black and white, and are the smallest dolphins in the world. Adults grow between 1.2-1.4m long and weigh up to 50 kg. They are rounder than other dolphins and have got a round, black fin.

2 Fifty years ago, 25,000-30,000 Hector's dolphins used to live in the waters of New Zealand, but today there are only about 7000! If things don't change, this kind of dolphin will soon become extinct.

3 **new danger** Fishermen use nets to catch fish, but sometimes a dolphin may get caught in a net. If the dolphin can't get out, it will die because dolphins need air to breathe.

4 **boat users** If boat users aren't careful around these waters, they can harm or kill a dolphin.

5 **water pollution** This can make Hector's dolphins ill. Also, they may eat rubbish, like plastic bags, and die.



3

Grammar

Conditional Sentences Type 1

If + Present Simple

- Future **will**
- **can, may, might, must**
- Imperative

If I **am** hungry, I **will eat** a burger.If Betty **wants** to help, she **can join** an organisation.If you **don't feel** well, **go** to bed.

Match the two halves of the sentences.

- | | |
|---|---|
| 1. If you're afraid of bats, | a. if you need information about killer whales. |
| 2. We will have a picnic in the park | b. there won't be any left in a few years. |
| 3. If people don't protect the forests on our planet, | c. don't go into that cave. |
| 4. If you need anything, | d. if we go to the zoo. |
| 5. Surf the Net | e. if the weather is nice tomorrow. |
| 6. We may feed the dolphins | f. call me, OK? |

4

Listen



A. Listen to two people talking. Where are they?

- a. at home watching TV b. at the zoo
c. at the library reading a book

B. Listen again and write T for Tigers or BC for Bactrian Camels.

- There are more than 1000 of them in the wild.
- They are different from other species of their kind.
- They can drink salt water.
- You can hear them from far away.
- They live to be 20 years old.
- People kill them for their meat.

5

Speak

Talk in small groups. Look at the pictures and the ideas in the boxes and talk about what will happen if we don't do something about these problems.



What will happen if we continue to pollute rivers, lakes and seas?

I think that sea creatures will disappear.

I believe we won't have water to drink.



4

- Join an organisation that helps dolphins and other sea creatures.
- Keep the environment clean. If you see any rubbish, pick it up. If we continue to pollute, problems will get worse.
- Don't try to touch or feed dolphins.
- If you see a dolphin in danger, call for help.



TIP!

Read the text carefully to understand specific details.

B. Read again and answer the questions.

- How are Hector's dolphins different from other dolphins?
- How many Hector's dolphins live in the waters of New Zealand today?
- Why do dolphins die when they can't get out of a fishing net?
- Why are plastic bags a danger?
- What *mustn't* we do if we see a dolphin?

PROBLEMS

continue to pollute rivers, lakes and seas
cut down more trees
don't plant any more trees
don't protect animal life
don't save water
don't recycle

CONSEQUENCES

humans and animals / die
forests / disappear
air pollution / get worse
animals / become extinct
not have / water to drink
there / be / rubbish everywhere

1 Speak

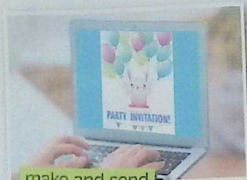
Talk in pairs. Imagine you're organising a party. You are going to invite your friends from school and you want them to have fun. Discuss the ideas below and choose four for your party. Use the expressions given.



prepare snacks



hire a live band



make and send invitations



order food



decorate the house



hire a DJ



have a fancy-dress party

2 Listen

Listen to three dialogues and answer the questions. Choose a, b or c.

- What does Keith decide to do?
 - go to a party
 - go to a basketball game
 - have a birthday party
- How will Eric help out with Sue's party?
 - He will decorate the house.
 - He will prepare snacks.
 - He won't do anything.
- Who is going to play music at Jenny's party?
 - Steve
 - a DJ
 - a live band



Don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

3 Speak & Write

A. Read the e-mail below and complete the invitation.

Dear Freddie,

How's life? I'm writing to invite you to my fancy-dress party on Sunday 12th June. Isn't it a brilliant way to end the school year?

It's going to be in my back garden so hopefully the weather will be OK. I'm just going to order some pizzas and get some soft drinks. I'm not going to hire a band or anything. You see, my cousin is going to be the DJ. She's going to play some great music so we're going to dance till we drop. I'm thinking of having a competition, too. How about having a competition for the best costume? Won't it be good fun?

Anyway, the party starts at 8pm. I really hope you can come. If you can't make it, write back and tell me.

Bye for now,
Ziggy

invites _____ to a party!

Date: _____

Time: _____

Place: _____

Type of party: _____

Activities: _____



Let's order some food.

Great idea! Everyone loves...

How about hiring...?

...

Why don't we hire...?

No, I don't think so. It's expensive/boring.

B. Imagine you're having a party. Copy and complete the invitation in activity 3A with information about your party. Then talk in pairs.

When's your party?

...

What kind of party are you having?

...

Where are you having it?

...

What time does it start?

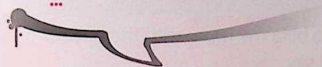
...

Who are you going to invite?

...

What activities are you going to have?

...



I'd like to invite you to my party on Saturday. Be there at eight!

1

How about meeting at the skatepark after the exam tomorrow?

2

I hope you can come to my party. I need a DJ!

3

Would you like to come to the cinema on Wednesday evening?

4

C. Read the phrases below. Then match the messages (1-4) on the right with their replies (a-d).

Set phrases to invite and accept or refuse an invitation

Inviting

At the beginning:

- ▶ Would you like to come to...?
- ▶ How about coming to...?
- ▶ I'm writing to invite you to...
- ▶ I'd like to invite you to...

At the end:

- ▶ I hope you can make it.
- ▶ I really want you to come.
- ▶ Waiting for your reply.
- ▶ If you decide to come, write back and tell me.
- ▶ I'm looking forward to seeing you, so please come.

Accepting

- ▶ Sounds great/brilliant/perfect! Sure!
- ▶ Thanks for inviting me...
- ▶ I'd love to come to...
- ▶ I'm writing to thank you for the invitation.
- ▶ How could I say no?
- ▶ I'm really looking forward to it.

Refusing

- ▶ I'm sorry but I have to...
- ▶ I'm afraid I can't make it because...
- ▶ I'd like to come but... Maybe some other time.
- ▶ It was nice of you to invite me but...

I'm afraid I can't because I feel a bit ill and I don't think I'll come to school tomorrow.

a

I'm sorry but my aunt and uncle are visiting us. I'll come at 9.

b

How could I say no? I've got some great new songs.

c

Sounds great! What's on?

d

D. Imagine you're having a party. Write an e-mail inviting a friend to your party. Use the information from activity B.

TIP!

Make a first draft of your e-mail and check:

- punctuation
- capital letters
- spelling
- word order
- grammar
- vocabulary / set phrases

Then write your final draft.

Vocabulary

A. Match.

- | | |
|---------------|--------------|
| 1. eating | a. species |
| 2. wireless | b. keyboard |
| 3. public | c. habits |
| 4. recycling | d. transport |
| 5. endangered | e. bin |

Score: / 5

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

forward last reuse weigh solution
exit rare

- This flower is very _____. You can only find it in Southeast Asia.
- I'm really looking _____ to going to London.
- I can't find a _____ to my problem.
- If you've got plastic bags, try to _____ them as many times as you can.
- These baby bears _____ about 18 kg.
- How many hours does the film _____?
- A: Excuse me, where's the _____?
B: Over there, down those stairs.

Score: / 7

Grammar

C. Complete with *must*/*have to*, *mustn't* or *don't have to*.

- We _____ pay an entrance fee. The computer fair isn't free.
- I'll tell you a secret, but you _____ tell anyone. OK?
- Don't leave your rubbish on the beach. We _____ keep it clean.
- You _____ take the dog for a walk now. I'll do it later.
- Don't throw popcorn in the water! The sign says that we _____ feed the fish!

Score: / 5

D. Circle the correct words.

- Do / Will you help me with the party? I need help.
- We 're / 'll going to travel abroad this summer.
- Don't give Jack your MP4 player. He 's breaking / 'll break it.
- How about organise / organising a Plant-A-Tree Day?
- I think that the problem of pollution going to / will become worse.
- I have to / had to study till late last night.

Score: / 6

E. Complete the sentences with the correct form of the verbs in brackets to form Conditional Sentences Type 1.

- If you _____ (not be) careful, you might break the eggs.
- Your teeth won't be healthy if you _____ (not brush) them three times a day.
- If Chris _____ (call), tell him to join us.
- If you see a bear in the forest, _____ (run)!
- If I lose my keys, I _____ (get) locked out.

Score: / 5

Communication

F. Complete the dialogue with the phrases a-f.

- I just have to help my mum with the housework.
- How could I say no?
- We had an argument.
- How about asking Sandy to join us?
- Why don't we meet at eleven?
- Hold on!

Diane Hey, Stella. Would you like to come shopping with me on Saturday?

Stella Sure! (1) _____

Diane Great. Is ten o'clock OK for you?

Stella Erm... (2) _____

Diane Why so late? What's wrong?

Stella Nothing. (3) _____

Diane Too bad. OK. I'll meet you at the bus stop in front of the chemist's at eleven.

Stella Sounds good! (4) _____

Diane I don't know. She's not talking to me.

Stella Why? What happened?

Diane (5) _____ I broke her mobile by accident.

Stella Why don't you get her a new mobile?

Diane I haven't got a lot of money.

Stella (6) _____ If we go to Tech Shop, we might find a good bargain.

Diane Nice one!

Score: / 12

TOTAL SCORE: / 40

Now I can...

- | | |
|---|--------------------------|
| ▶ talk about my future plans | <input type="checkbox"/> |
| ▶ make predictions | <input type="checkbox"/> |
| ▶ make on-the-spot decisions, promises, offers and requests | <input type="checkbox"/> |
| ▶ say what I must/mustn't do | <input type="checkbox"/> |
| ▶ say what I have to/don't have to do | <input type="checkbox"/> |
| ▶ talk about environmental problems | <input type="checkbox"/> |
| ▶ make suggestions | <input type="checkbox"/> |
| ▶ invite and accept or refuse an invitation | <input type="checkbox"/> |
| ▶ write an e-mail of invitation | <input type="checkbox"/> |

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



6

Team spirit



Discuss:

- ▶ Do you prefer to do things on your own or as a team?
- ▶ What sort of things do you like doing with other people?
- ▶ Do you have a favourite team?

In this module you will learn...

- ▶ to talk about your favourite TV programmes
- ▶ to talk about experiences you have had
- ▶ to use question tags
- ▶ to talk about sports
- ▶ to write about your favourite team
- ▶ to talk about jobs
- ▶ to talk about bands
- ▶ to write an e-mail to a friend giving news

Where can you find the following in this module?
Go through the module and find the pictures.



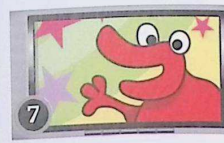
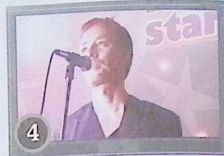
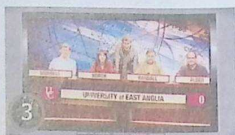
1

Vocabulary



Match the pictures with the TV programmes. Then listen and check your answers.

soap opera
game show
talent show
weather forecast
the news
wildlife documentary
cartoon
sitcom



2

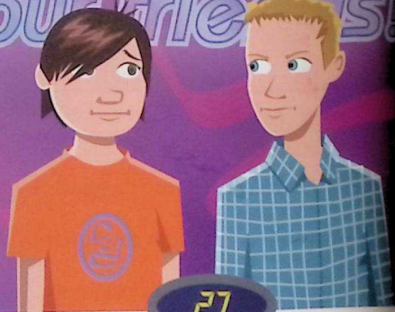
Read



A. Look at the picture and guess what is happening. Listen to the dialogue and check. Then read it out in groups.

- Host** Welcome to *How well do you know your friends?* Our two contestants tonight are Bill and Stu. Boys, you've got 40 seconds to answer questions about Liv and Amy. If you answer five questions correctly, you will win 500 euros!
- Stu** No problem, we know everything about them.
- Host** Your time starts... now! When is Amy's birthday?
- Stu** It's on 21st July!
- Host** Right! Next question: Has Liv ever had very short hair?
- Stu** Of course not!
- Host** Wrong!
- Bill** Stu, I knew the answer to that question!
- Host** Next: Which film have the girls watched 15 times?
- Stu** *The Lord of the Rings*! No, wait! Can I change my mind?
- Host** Sorry, it's *Notting Hill*. Has Amy ever had a pet?
- Bill** Stu, let me answer! Erm... yes! She used to have a fish years ago.
- Host** Right! What's Liv's favourite food?
- Stu** Chicken salad! I think.
- Bill** No, wait!
- Host** Wrong again!
- Bill** Oh no! We're going to lose.
- Host** Next: What's Liv's favourite school subject?
- Stu-Bill** Music!
- Host** Right! What's Amy's brother's name?
- Stu** That's easy! Kenneth!
- Bill** No!
- Host** Wrong! It's Keith! Time's up! I'm sorry, boys. You only got three questions right! You lose, I'm afraid.
- Bill** But I knew the answers to all those questions.
- Host** Sorry Bill, but Stu answered first.
- Bill** Stu... you're in big trouble!

How well do you know your friends?



27

STU

BILL



Grammar

Present Perfect Simple

AFFIRMATIVE	NEGATIVE	QUESTIONS
I We 've (= have) watched / seen You They	I We haven't watched / seen You They	I Have we watched / seen? you they
He She 's (= has) watched / seen It	He She hasn't watched / seen It	he Has she watched / seen? It
BASE FORM	PAST SIMPLE	PAST PARTICIPLE
watch	watched	watched
	BUT	
see	saw	seen

For a list of irregular verbs go to p. 127.

EXPRESSIONS

ever, never, before, always, just, so far, once, twice, etc.

A: Have you ever won a competition?

B: Yes, I have. I've won a dance competition.

A: Really? I've never won anything.

Complete the sentences with the Present Perfect Simple of the verbs in brackets.

- A:** _____ you _____ (meet) my cousin Greg?
B: No, I haven't. But I _____ (hear) he's very friendly and funny.
- Samantha _____ (travel) to Italy twice, but she _____ never _____ (visit) Venice.
- A:** _____ Charlie ever _____ (have) a pet?
B: No, but he _____ always _____ (want) a dog.
- Everything is ready for the camping trip; our bags, our tents, everything. The only thing we _____ (not do) is check the weather forecast.

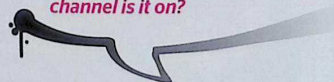


Speak

Talk in groups of three. Think of different TV programmes and discuss as in the example.

Have you ever watched 'Do you want to be a star'?

Of course, I have. It's my favourite talent show. / No, I haven't. What channel is it on?



Write & Speak

A. Look at the prompts and write what you think your partner has/hasn't done.

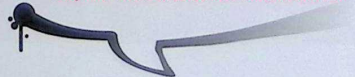
- travel abroad
- eat something strange
- appear on TV
- see a dolphin
- meet a famous actor/actress

Rob has never travelled abroad. He's lived here all his life. He has eaten lots of strange things, like frogs' legs, and has once met a famous actor...

B. Talk in pairs and check.

Have you ever travelled abroad?

Yes, I've visited London and Madrid.



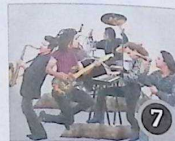
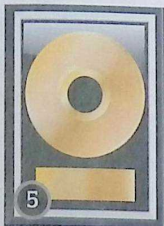
B. Read again and write T for True or F for False.

- Bill and Stu must answer 5 questions correctly in 40 seconds to win. ☐
- Liv has never had very short hair. ☐
- The girls have seen *Notting Hill* 15 times. ☐
- Amy had a fish in the past. ☐
- Amy's brother is Keith. ☐
- The boys lost because they couldn't answer any of the questions. ☐

6b Being in a band

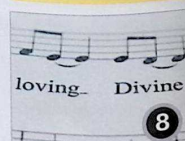
1 Vocabulary

Match the words/phrases with the pictures. Then listen and check your answers.



RAV

JULY
17th: LONDON
23rd: PARIS
AUGUST
4th: ATHENS
12th: ROME



band

audience

stage

autograph

go on tour

music award

fans

lyrics

2 Read

A. Listen, read and choose the best title (a, b or c) for the magazine article.

a. Accidents on stage

b. A performance I'll never forget

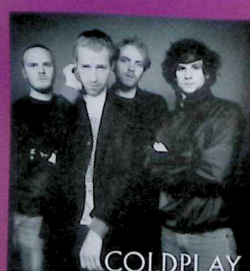
c. It happens to the best of us

p. 18

THE MUSIC MAG



I am a huge fan of U2 and I've been to most of their concerts in Europe. A long time ago, in 1997, U2 went on the PopMart tour. I had the chance to see them in Oslo. At some point towards the end of their gig, U2 went off stage and the concert crew brought a giant lemon on the stage. I don't think I have ever seen anything like it! We all waited for the lemon to open, but it didn't. Something was wrong with it and the band got stuck inside! Some people in the crowd started laughing but it wasn't an enjoyable moment for the band. Poor U2!
Martin, 40



When I heard Coldplay were coming to Sydney for a concert in 2009, I was thrilled! During the song *Fix you*, Chris Martin jumped off the stage and started running through the crowd! Everybody went wild! Suddenly, I saw him coming towards me. I shouted: 'You're cute!' That was all I could think of! He said: 'Thanks' and smiled! I've never had a more exciting day in my life! I've decided to go to one of their concerts next summer even if it's on the other side of the world. I haven't booked tickets yet, but I will! It will be great if I have a similar experience to the one I had in 2009!



Muse is my favourite band - its members are so talented! You can't imagine how excited I was when my aunt bought tickets for us to go to Portugal to see them live. That was on 2 May 2016 - a date I'll never forget. The concert in Lisbon was

a part of their world tour, so I felt really lucky to be there. It was dark when it started so it was a bit scary because we couldn't see a thing! Then the lights came on and the drummer, Dominic Howard, started playing, and soon Matt Bellamy and Chris Wolstenholme were on the stage playing their guitars and singing one of their most popular songs! It was amazing!

Sabrina, 14

Penny, 25

3

Grammar

Present Perfect Simple vs Past Simple

TENSE	EXAMPLE	TIME EXPRESSIONS
Present Perfect Simple	<i>I've seen this film before.</i>	ever, never, before, once, twice, so far, yet, already, etc.
Past Simple	<i>I saw this film last night.</i>	yesterday, in 1999, last night/week/year, two days/months ago, etc.

NOTE *have been* or *have gone*?

- Steve **has been** to the new café.
(He has visited it but now he's back.)
- Steve **has gone** to the new café.
(He's still there.)

Circle the correct words.

- A: Have you gone / Did you go to the gig last night?
B: Yes, but I left / have left early.
- A: Your brother's in a band, right?
B: Yes, but they aren't in town. They **have been / have gone** on a tour around the country. They **haven't been / haven't gone** on many tours, so my brother's really excited.
- A: Did Lucy book / Has Lucy booked tickets for the concert yet?
B: Yes. She **booked / has booked** them yesterday.
- A: Did Sam ever eat / Has Sam ever eaten Mexican food?
B: Yes, last Saturday he **went / has been** to a Mexican restaurant and he **has liked / liked** it a lot.

4

Listen



Listen to an interview with a girl band called *Tidal Rap* and write T for True or F for False.

- The girls found the name for the band.
- Fay wrote the music for the songs.
- Tidal Rap have made two albums.
- You can't buy Tidal Rap's album until next week.
- Both the girls are scared of performing on stage.
- Tidal Rap have given more than five concerts.
- Tidal Rap have got their own website.



S PARTY



5

Speak

Talk in pairs. Have you ever done any of the following? Discuss the details.

- been to a concert?
- seen a live band?
- asked someone for an autograph?
- met a star?

- Who?
- When?
- Where?
- How / feel?

Have you ever been to a concert?

Who did you see?

When was it?



B. Read again and write U for U2, M for Muse or C for Coldplay.

- The writer talked to a star.
- The writer's aunt bought the tickets for the concert.
- Something went wrong because something didn't work.
- The writer felt scared at the beginning of the concert.
- The band did not enjoy the experience.
- The writer is going to travel to see the band again.
- A member of the band went into the audience.





1

Vocabulary



Match. Then listen and check your answers.

A match

A spectator

A league

A trophy

A champion

The national team

- is a prize, like a cup, for the winner.
- is a group of teams that play matches against each other to win points.
- is the team of a particular country.
- watches a sports event.
- is an organised game or sports event.
- is the best player or team in a sport or competition.



2

Read



A. What do you know about FC Barcelona? Listen, read and check your answers.

FC BARCELONA

Més que un club. (More than a club)

FC Barcelona is a sports club for men and women and has got basketball, football, handball, roller hockey and futsal teams. But it is most famous for its football team. They have been a top European team for years and their nickname is Barça.

On 22 October 1899, Joan Gamper placed an advertisement in the local newspaper wanting to start a football club. Lots of people replied and Barça was born. In 1902, Barça won their first trophy, the *Copa Macaya*. Gamper became the club president and Barça turned into a very successful team.

In 1988, ex-player and Barça hero, Johan Cruyff returned to the club as manager and he brought together the so-called Barça Dream Team. They won four championships in a row with players like Ronald Koeman and Pep Guardiola.

In 2009, Pep Guardiola's first season as manager, they achieved something amazing! They won the treble of *La Liga*, *Copa del Rey* and the UEFA Champions League. What is more amazing is that in 2015 they became the first European team to win the treble twice.

The Camp Nou Stadium has been the home of Barça since 1957. Today, it can hold 99,354 spectators and the stadium is usually full, especially for *El Clásico* matches with Barça's main rival, Real Madrid.



3

Grammar

Present Perfect Simple: How long?, for, since

EXAMPLE

for + a period of time
since + a point in time

*How long has Robbie been in the team?
Robbie has been in the team for 4 years.
Robbie has been in the team since 2014.*



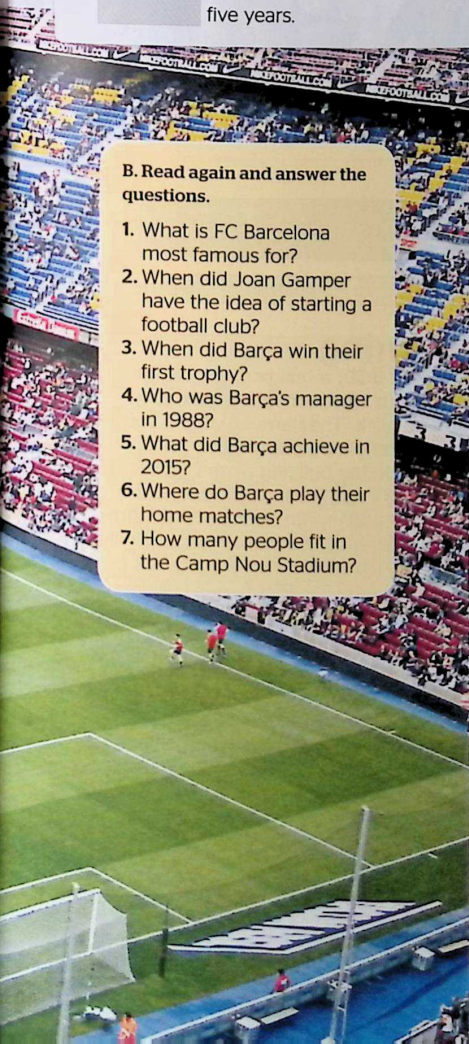
Complete the blanks with the Present Perfect Simple of the verbs in brackets and the boxes with **for** or **since**.

- A: How long _____ you _____ (be) here?
B: I _____ (be) here _____ 3 o'clock this afternoon.
- I _____ (not speak) to my cousin Barbara _____ months.
- Gary and Alan _____ (not play) tennis _____ last Sunday.
- _____ you _____ (see) Ruth _____ the party?
- The school basketball team _____ (not win) the championship _____ five years.



B. Read again and answer the questions.

- What is FC Barcelona most famous for?
- When did Joan Gamper have the idea of starting a football club?
- When did Barça win their first trophy?
- Who was Barça's manager in 1988?
- What did Barça achieve in 2015?
- Where do Barça play their home matches?
- How many people fit in the Camp Nou Stadium?



4

Listen



Listen to two radio presenters talking about the best sports team ever and complete the sentences.

- The Dream Team played at the _____ Olympics.
- The Dream Team were the national team of _____.
- Greg has been a sports reporter for _____ years.
- There were _____ superstars in the Dream Team.
- The Dream Team won _____ games at the Olympics.
- Some Angolan players asked for _____ with the Dream Team.

5

Speak & Write

A. Talk in pairs about your favourite team. Use the ideas below.

- What sport do they play?
- Where do they play?
- What league are they in?
- Have they won any championships/trophies, etc.? What exactly?
- How successful have they been this season? What have they achieved?
- Who are some of the most successful players?
- Why do you like this team?

B. Use the ideas from activity 5A to write a paragraph about your favourite team.

My favourite team is... They are a football/basketball team...

6d Teamwork

1

Vocabulary

Put the jobs in the correct group.
Then listen and check your answers.



paramedic



reporter



police officer

MEDIA	EMERGENCY SERVICES	CONSTRUCTION

TIP! Put words in groups to learn new vocabulary.



newsreader



cameraman



firefighter



electrician



lifeguard



painter



architect



photographer



builder

2

Read

A. Look at the pictures and the title of the text. What do you think the text is about? Listen, read and check your answers.



Latest

Q&A

Analysis

Reporters' log

Eye

London's Burning

Yesterday evening at about 6:30, a building site caught fire on Greyhound Road in South West London. Fortunately, the emergency services were quick. They arrived at the scene 15 minutes later and the firefighters put out the fire. Luckily, there were no workers inside the building at the time. However, John Richards, a TV cameraman got very close to the flames while he was filming the fire and burnt his arm. He's in hospital at the moment, but doctors expect he will be home in a few days.

Have you been affected by this story?

Comments

I'm a builder on the site and I was on the second floor just before the fire started. I don't know what happened. All I can say is that building sites can be dangerous places. I was in another accident last year and, again, the emergency services were excellent. They're doing a great job, aren't they?
Arthur Jacobs, Islington

I'm a colleague of John Richards, the TV cameraman. Our jobs are becoming more and more dangerous. I suppose it makes the news more exciting, doesn't it? However, reporters and cameramen risk their lives every day for the news. And some even get injured. In my opinion, it's not an easy job.
Jane Granger, Crouch End

3

Grammar

Question tags

- Fred **is** really funny, **isn't he**?
- Paula **can** help you, **can't she**?
- Wayne **likes** pizza, **doesn't he**?
- Oliver **isn't** a lifeguard, **is he**?
- Dora **can't** play the piano, **can she**?
- Your dad **doesn't** speak English, **does he**?

Complete the sentences with the correct question tag.

- Police officers risk their lives every day,
_____?
- Roger hasn't got a new mobile phone,
_____?
- We're going to stop for lunch,
_____?
- She's the newsreader from channel 5,
_____?
- Elsa wore her new trainers to school,
_____?
- I don't need to call for an electrician,
_____?

4

Pronunciation



A. Listen and repeat. What's the difference between a and b?

- a. hospital b. home

B. Listen and tick (✓) the sound you hear.

	hospital /b/	home /əʊ/
doctor		
road		
moment		
colleague		
job		
mobile		
phone		
officer		
suppose		

5

Speak

Discuss different jobs. Use the ideas in the box.

- be dangerous / tiring / exciting
- work weekends / hard / long hours
- work indoors / outdoors
- wear a uniform / helmet / suit
- can get injured / become famous

A police officer's job is dangerous, isn't it?

Yes, it is and police officers have to work weekends, don't they?



B. Read again and find sentences to prove the following.

- It didn't take long for the emergency services to arrive.
- The fire didn't hurt any of the builders.
- Only one man was injured in the fire.
- Arthur Jacobs thinks building sites aren't safe.
- Arthur Jacobs likes the way the emergency services work.
- Jane Granger and John Richards work together.
- Jane Granger thinks that her job is full of risks.

1

Vocabulary



A. Complete the table using the words in the box. Then listen and check your answers.

water polo football volleyball hockey tennis

SPORT	PLACE	EQUIPMENT
	court	ball, net, racket
	pool	ball, goal, swimwear, goggles
	pitch	ball, goal, boots, shin pads
	pitch	ball, goal, stick, shin pads
	court	ball, net, knee pads



B. Listen and read. Can you guess what the phrases in bold mean?

1. Every morning I exercise before I go to school. I want to **keep fit**.
2. Last year I went on a diet and **lost six kilos**.
3. Ted wants to take up a team sport. He's really **interested in** volleyball.
4. You have to be in **good shape** if you want to **take part in** the cycling race.
5. I think I've put on weight. My clothes don't fit me.

2

Listen



A. Listen to three people talking about three different sports. Which sports are they talking about? Match.

Linda	football
Carlos	volleyball
Owen	hockey

B. Listen again and write L for Linda, C for Carlos or O for Owen.

1. My friends and I play the same sport.
2. This sport is more difficult than I thought.
3. I used to enjoy playing a similar sport.
4. I don't like this sport, but I'm doing it to keep fit.
5. I changed my mind about this sport and now I love it.
6. We practise every day.



Tip! Listen for key words to help you understand the main ideas.

3

Speak & Write

A. Read the e-mail and answer the questions on the next page.

Hi Alison!

How are you? I've got some exciting news to tell you!

I followed your advice and joined the tennis club. It's fantastic! I practise three times a week at the local court with my friend Miranda. She has been a member of the club for two years now and she's great at tennis. She gives me lots of tips on how to get better. I always thought tennis was very difficult, but it isn't. It's fun, and it's good exercise, too! Actually, I've lost weight after only a few months of practice and I feel very healthy! The coach says I'm really good, but I need to work hard. I just hope one day I can be as good as Miranda. Guess what! Last Sunday, I won my first official match and, in two weeks, I'm going to take part in a tournament in a nearby town. Can you believe it?

Well, that's all for now. What about you? Have you taken up any new activities lately? Write back and let me know.

Take care,
Christine



1. Why is Christine writing to Alison?
2. What activity has she recently taken up?
3. How often does she practise?
4. Who does she practise with?
5. How does she feel about this activity?
6. What does the coach think about her?
7. Has she ever won anything? If yes, what?
8. What's Christine going to do in the near future?

B. Think about an activity you've recently taken up. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

What activity have you recently taken up?

...

How often do you do it?

...

Who do you practise with? Are you in a team?

...

How do you feel about this activity?

...

Have you /Has your team ever won anything? What? When?

...

Are you going to take part in a competition/championship, etc. in the near future?

...

C. Read and use the prompts 1-5 to make sentences.

Using tenses

When you write, make sure you use the appropriate tense to refer to past, present and future actions or events.

PRESENT SIMPLE

We **play** basketball every afternoon.

PRESENT PERFECT SIMPLE

I've **always liked** playing chess so I've **decided** to join a chess club.

PAST SIMPLE

Two weeks ago we **played** against Middleton and **won** the trophy!

FUTURE BE GOING TO

We're **going to continue** practising because we want to get better.

1. Adam / buy / tennis racket / tomorrow
2. I / take up / swimming / last year
3. Diane / lose / three kilos / since March
4. coach / usually / give / us / good advice
5. we / already / become / members / of the sports club

D. Write an e-mail to Christine telling her about an activity you've recently taken up. Use your notes from activity B.

TIP! Start and finish your e-mail in an appropriate way. Don't forget to use greetings and set phrases.

Vocabulary

A. Match.

- | | |
|-------------|----------------|
| 1. soap | a. pads |
| 2. wildlife | b. opera |
| 3. weather | c. forecast |
| 4. talent | d. documentary |
| 5. knee | e. show |

Score: / 5

B. Complete with the words in the box.

contestants gig fan
enjoyable thrilled paramedics

1. A: Why are you watching this silly game show?
B: One of the _____ is my best friend.
2. A: I am a huge _____ of Coldplay.
B: Me too! I went to their _____ last month. It was great!
3. A: Did your sister like her new racket?
B: Oh, she was _____.! We played tennis all weekend!
- A: I love tennis, too. It's very _____.
4. A: Look, there's been an accident.
B: Yes, I hope the _____ will get here soon.

Score: / 6

Grammar

C. Complete the sentences with the Present Perfect Simple of the verbs in brackets.

1. Wendy _____ (take) up swimming recently but she _____ (not lose) any weight yet.
2. I think this sitcom is the best TV programme I _____ (ever / see).
3. How many games _____ the Lakers _____ (win) so far this season?
4. A: What did you think of last week's concert?
B: We _____ (never / have) such an exciting experience.

Score: / 5

D. Circle the correct words.

1. We've seen this film **twice / so far**.
2. Jenny and I have been friends **for / since** years.
3. We've been at this café **since / for** four o'clock. Let's go home.
4. Nobody has told Fran about the party **yet / already**.
5. Jasmine hasn't been to this city **ever / before**.

Score: / 5

E. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. A: _____ (you / ever / travel) to India?
B: Yes, we _____ (visit) Mumbai three years ago.
2. Chris and I _____ (know) each other for a few weeks. We _____ (meet) in June.
3. Yesterday I _____ (buy) a jacket for €200. I _____ (never / buy) anything so expensive before.
4. A: How long _____ (you / have) this tree house?
B: My father _____ (make) it when I was five.

Score: / 8

F. Complete the sentences with the correct question tag.

1. Frank, you saw Sandy today, _____ ?
2. Your friends love music, _____ ?
3. They've been to Mexico, _____ ?
4. Your brother won't take part in the race, _____ ?
5. Lucy's a lifeguard, _____ ?

Score: / 5

Communication

G. Match.

- | | |
|---|--|
| 1. You're taking up handball, aren't you? | a. Yes, especially <i>Lost Lives</i> on channel 9. |
| 2. What's on? | b. In my opinion, they're not that great. |
| 3. Have you ever been to a concert? | c. The news. |
| 4. What do you think of the lyrics? | d. No, I guess she isn't interested in sitcoms. |
| 5. Stella has never watched <i>Friends</i> , has she? | e. No, I've changed my mind. |
| 6. Danny likes soap operas, doesn't he? | f. Of course I have, but that was years ago. |

Score: / 6

TOTAL SCORE: / 40

Now I can...

- | | |
|---|--------------------------|
| ▶ talk about my experiences | <input type="checkbox"/> |
| ▶ talk about things I've already done or haven't done yet | <input type="checkbox"/> |
| ▶ use question tags | <input type="checkbox"/> |
| ▶ talk about TV programmes | <input type="checkbox"/> |
| ▶ talk about jobs | <input type="checkbox"/> |
| ▶ talk about sports and music events | <input type="checkbox"/> |
| ▶ write an e-mail to a friend giving news | <input type="checkbox"/> |



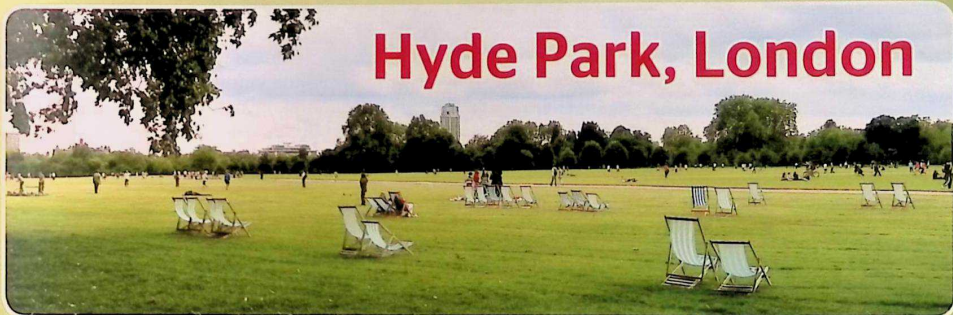
Central Park, New York City



New York City has got lots of parks. Central Park, in the middle of Manhattan Island, isn't the biggest, but it's probably the most famous. It opened in 1859 and today it's a beautiful area of about 3.4 km² with 25 million visitors every year. The park is called the *Lungs of the City* because it's got over 26,000 trees. There's also a zoo with 130 different species of animals and 275 species of birds.

Central Park is open from 6am to 1am. People can enjoy the environment but also do many activities throughout the year. At the park, you can play baseball, tennis, or go swimming, ice skating, cycling or running. Other activities include yoga or fishing. You can also learn about how to protect nature.

Hyde Park, London



In 1536, King Henry VIII started using Hyde Park for hunting deer. Today, you can't hunt deer but the park is open to everyone. Covering an area of 1.4 km², the park is one of the largest in London. With 4000 trees and a lake, it is a beautiful place for visitors. Lots of birds and animals live in the park and visitors can see them while walking around.

Hyde Park is open from 5am to midnight and people can do lots of things there. There's a sports area for football, cricket, softball, etc. People can also cycle, run, walk, go swimming or horse riding. Throughout the year there are concerts, art events and much more at the park.

B. Read again and write C for Central Park, H for Hyde Park or B for Both.


1. People have used this park for about 500 years. ☐
2. This park isn't the biggest in the city. ☐
3. You can't stay there after 12am. ☐
4. You can see animals at this park. ☐
5. This park is on an island. ☐
6. You can do sports at this park. ☐

Project

Make a travel guide!

Choose one of the two cities, New York City or London, and make a travel guide including four of the most popular tourist attractions, apart from the parks above. Do some research on the Internet and collect all the information you need.

SONG 3

Complete the song with the words in the box.
Then listen and check your answers. 

fire mind question planet
extinct wake something

Where did it all go wrong?

If you think nothing's wrong, change your (1) _____
There are (2) _____ animals, of every kind
It's too late for them, we can't rewind
We must do (3) _____, and now's the time

What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

People not recycling, what's that about?
There are some things we can't live without
If you see a forest (4) _____, you have to shout
Put it out! Put it out! Put it out! Put it out!

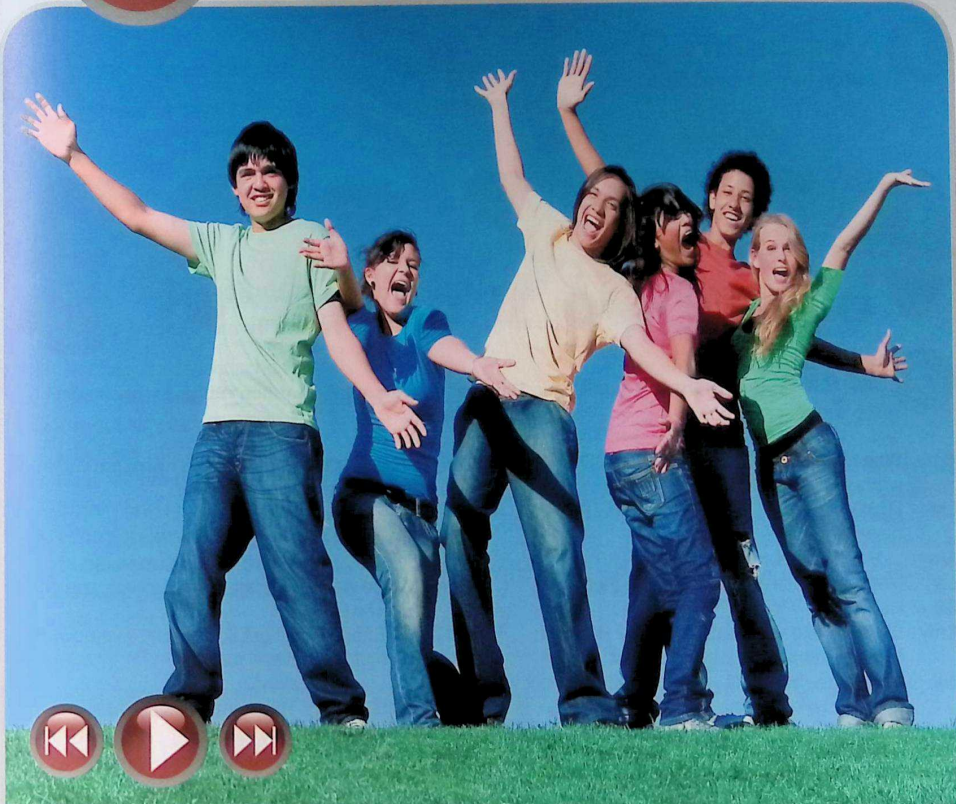
What are we doing to our planet?
Where did it all go wrong?
We have to think now about the future
That's why we're singing this song

The (5) _____ is: Where did it all go wrong?
Our (6) _____ is beautiful, but it won't be for long
If we go on like this, it will soon be gone
(7) _____ up people! And listen to this song!



7

Teen life

**Discuss:**

- ▶ What's a typical teenager like in your country?
- ▶ Do you think teenagers have healthy lifestyles? Why/Why not?
- ▶ How do teenagers communicate with each other?
- ▶ What do teenagers usually like buying when they go shopping?

In this module you will learn...

- ▶ to talk about ailments
- ▶ to write a note and a text message
- ▶ different expressions/phrases used when shopping
- ▶ to talk about your eating habits
- ▶ to ask and answer about quantity
- ▶ to give your opinion
- ▶ to ask for and give advice
- ▶ to write a letter asking for advice

Where can you find the following in this module?
Go through the module and find the pictures.



7a

What's wrong?

1

Vocabulary

Match. Then listen and check.

I've got earache.

I've got stomach ache.

I've got toothache.

I've got a headache.

I've got a sore throat.

I've got a cough.

I've got a fever.



1



2



3



4



5



6



7

2

Read



A. Listen to the dialogue. Then read it out in groups. Why didn't Bill go to the cinema?

Amy Where's Bill? It's almost nine o'clock. The film starts in fifteen minutes.

Liv I think we should call him. You know Bill. He's never on time.

Amy He's not answering his mobile.

Liv Maybe he's still at home. Try him there.

Bill Hello?

Amy Bill! What are you doing at home? Have you forgotten about the cinema again?

Bill Sorry, Amy, but I'm ill... I've got the flu. I've got a fever and a headache. I've got a bad cough, too.

Amy You poor thing! You should take a painkiller and stay in bed then.

Liv What's wrong with him, Amy?

Amy Bill's got the flu.

Liv Oh dear! He shouldn't go out.

Amy And you should drink some warm tea with honey and lemon.

Bill OK, OK, I will.

Amy Are you at home alone?

Bill Errm, yes, I am. I have to hang up, Amy.

Amy Maybe we should cancel the cinema and come and see you.

Bill No! Errm... You'll get ill, too... OK, bye now!

Stu No, that was never a foul!

Amy Are you really alone?

Bill That's just Stu. He's... um... looking after me. I'm really quite ill.

Amy Stop lying Bill. You're watching football with Stu, aren't you?

Stu Goal!!! Get in there!

Bill Yes, I am. Sorry Amy. I promise I won't lie to you again.



3

Grammar

The verb *should*

AFFIRMATIVE	NEGATIVE	QUESTIONS
I	I	I
You	You	you
He	He	he
She should eat	She shouldn't eat (should not)	Should she eat?
It	It	it
We	We	we
You	You	you
They	They	they

- You *should* stay in bed today.
- You *shouldn't* go to school.

Look at the prompts and write sentences. Use *should* or *shouldn't*.

- Julie has got a headache.
(take / painkiller) _____
- I've got stomach ache.
(eat / any more sweets) _____
- It's really hot in my bedroom.
(open / window) _____
- I don't understand this exercise.
(ask / teacher) _____
- Stephen has got a sore throat.
(drink / cold water) _____

B. Read again and find sentences in the dialogue to prove the following.

- The film starts at around 9:15pm.
- Bill is usually late.
- Amy and Liv think Bill should stay at home.
- Amy thinks that she and Liv should visit Bill.
- Bill is not at home alone.
- Bill feels bad about lying.

4

Listen

Listen to Laura talking to her brother. What's wrong with her? Tick (✓).

- fever ☐
- stomach ache ☐
- the flu ☐
- sore throat ☐
- cough ☐
- headache ☐

5

Speak

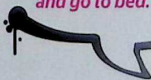
Talk in pairs.

Student A: Imagine you've got one of the problems in activity 1. Tell Student B what's wrong with you and ask him/her for advice.

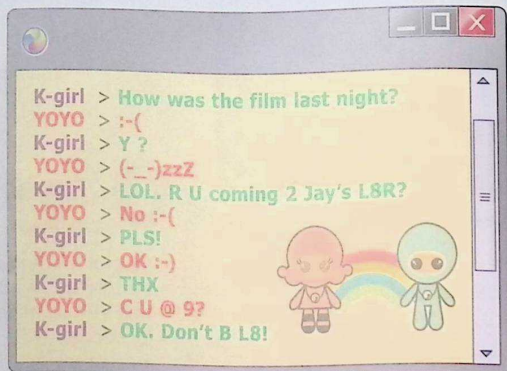
Student B: Listen to Student A and give him/her advice. Use *should/shouldn't* and some of the ideas in the box.

- ▶ take / medicine or a painkiller
- ▶ drink / water
- ▶ drink / warm tea or milk
- ▶ have / warm soup
- ▶ eat / fruit and vegetables
- ▶ eat / sweets
- ▶ go / school or out
- ▶ stay / bed
- ▶ sleep or relax for a while
- ▶ listen / loud music
- ▶ watch TV
- ▶ exercise
- ▶ have / shower

I've got a terrible headache. What should I do?
I think you should take a painkiller
and go to bed.



A. Read the dialogue below. Can you understand any of it?



B. Listen and read. Does the text help you understand the dialogue above better?

Chatspeak

A beginner's guide

Chatspeak is also called Internet slang or netspeak because you can use it in chat rooms or in e-mails. Another name is SMS language because lots of people use it when they write text messages on mobile phones.

People wanted a short and easier way to write messages. On mobiles the keyboard is small and this makes writing difficult, and also, text messages used to be expensive. It may be faster to write in chatspeak, but sometimes, it can be slower to read than normal writing.

In chatspeak, you can type one letter and it can mean a whole word. For example B means 'be' or Y means 'why'. You can also shorten words and use symbols and numbers. For example PLS means 'please' and L8R means 'later'. Another thing you can do is shorten phrases to letters, like BRB, which means 'be right back'. Or when something is funny, you can type LOL, 'laugh out loud'. There are no set rules to chatspeak. You can shorten any word. Just make sure the receiver of the message understands it.

You can also add smileys to your chatspeak, just to make it more interesting. Smileys show people how you're feeling, without using words. So, when you're happy, you can type :-D) but when you're sad, you can type :-(. You can even type (-_-)zzZZ to show you are bored or feeling sleepy. So, can you understand chatspeak now?

Chatspeak and smiley dictionary on page 116.

C. Read again and answer the questions.

1. What are three names for chatspeak?
2. Where can you use chatspeak?
3. Why did people start using chatspeak?
4. Why can chatspeak be a problem for readers?
5. What is important to remember when writing chatspeak?
6. What do smileys show?

2 Vocabulary

Complete the sentences with the words in the box.

type chat room text messages text receive note

1. Can you _____ David about tomorrow's trip? He doesn't know what time we're leaving.
2. Brian sent an e-mail to his cousin in Australia but she didn't _____ it.
3. I left a _____ on the fridge. Didn't you see it?
4. How fast can you _____ on your computer?
5. I was in a _____ with some people from Spain when an old friend joined in.
6. I sometimes send my mum _____ and she can't understand one word!

3 Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. good b. group

B. Listen and tick (✓) the sound you hear.

	good /u:/	group /u:/
rule		
put		
wolf		
soon		
lose		
pollution		
bush		
football		

5 Write

Read the situations below and write a note and a text message.

- 1 You need something from the shops. Write a note telling your sister that you've borrowed her bike and tell her when you'll be back.
- 1 Football practice is going to finish late. Write a text message to your friend saying you can't go to the cinema with him/her.

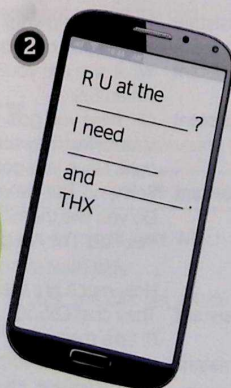


4 Listen

A. Look at the texts below. What are they?

B. Listen to two short telephone calls and complete the missing information.

1
Ray
Meet me at _____
Be there before _____
Don't be late!



When you're writing a note:

- greet and sign off just by writing names.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences.

When you're writing a text message:

- you don't need to write a greeting or to sign off.
- you only give the important information and often shorten words and use SMS language/chatspeak.



Vocabulary

Listen and repeat.



Sizes

Extra small
XS

Small
S

Medium
M

Large
L

Extra Large
XL

Prices / Money

£9.75 = nine pounds and seventy-five pence

€28.99 = twenty-eight euros and ninety-nine cents

\$142.50 = one hundred and forty-two dollars and fifty cents

2 Read

A. Look at the pictures. What do you think the teenagers are going to buy?
Listen to the dialogues and find out. Then read them out in groups.

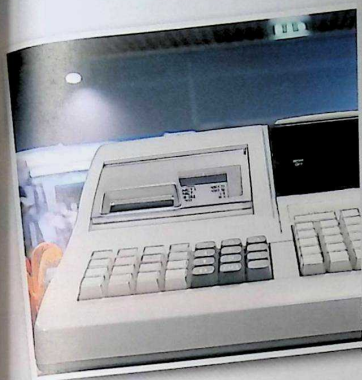


Katie Hey, Mum! What do you think of this dress?
Mrs Huber Is that a dress? It looks like a shirt!
Katie Mum, it's the latest fashion!
Mrs Huber Hey, Katie! Look at this beautiful pink dress!
Katie Yuck! Pink is for babies! That blue one isn't bad.
Shop assistant We have a 30% discount on that dress.
Katie It's too big for me. I'm a small, not a medium.
Shop assistant Here, this is a small.
Katie Where can I try it on?
Shop assistant The fitting room is next to the cash desk.
—
Mrs Huber So, are you getting it?
Katie Yeah, it's nice.
Shop assistant OK, then. £35.50 minus the 30% is £24.85.
Mrs Huber Can I pay by credit card?
Shop assistant Of course.



Shop assistant Hi, can I help you?
Nathan Yes, I'd like to try on these brown shoes, please.
Shop assistant What size are you?
Nathan I'm an 8½.
Shop assistant OK, here you go... Do they fit?
Nathan Umm... No, they aren't big enough. They're too tight. Have you got them in a 9?
Shop assistant Sorry, no. But we've got these white ones in a 9.
Nathan Do you like them?
Nathan Yes, I do. They're great. I'll try them on.
...
Nathan How much are they?
Shop assistant They cost £55.50.
Nathan I'll take them.
Shop assistant Would you like to pay in cash or by credit card?
Nathan Cash. Here's all my pocket money...
Shop assistant Here's your change and receipt.

B. Read the dialogues again and complete.



allShops
FASHION

CUSTOMER: Martha Huber

PRODUCT **1**

COLOUR Blue

SIZE **2**

PRICE **3** £

DISCOUNT 30% (-£10.65)

TOTAL £24.85

PAYMENT METHOD **4**

AMOUNT £0.00

CHANGE £0.00

THANK YOU

allShops
FASHION

CUSTOMER: Nathan Thompson

PRODUCT shoes

COLOUR **5**

SIZE **6**

PRICE £55.50

DISCOUNT 0%

TOTAL **7** £

PAYMENT METHOD Cash

AMOUNT £60.00

CHANGE £4.50

THANK YOU

3

Grammar

Too/Enough

- These jeans are **too** big for me. I need a smaller size.
- These jeans aren't big **enough** for me. I need a bigger size.

Complete the sentences with **too** or **enough** and the adjectives in brackets.

- Marie can't travel to Bristol tomorrow. She's _____ (tired).
- My mobile phone is _____ (old). I need to buy a new one.
- This laptop isn't _____ (cheap). I can't buy it.
- It's _____ (noisy) in here and I can't study!
- Is this chair _____ (comfortable) for the baby? Maybe you should put her on the bed.

One/Ones

- This red jacket is Maria's and that green **one** is Andy's.
- I've got lots of trainers, but these **ones** are my favourite.

Complete the sentences with **one** or **ones**.

- A: Who's your daughter? Is she the girl with the fair hair?
B: No, no. My daughter's the tall _____, with the dark hair.
- A: Why don't you try on those pink sandals?
B: I don't like them. I like the _____ next to the black boots.
- When you get to Kings Street, you'll see two supermarkets. I work at the _____ on the right.
- All songs on this CD are great, but the last _____ is fantastic!
- Sue always wears big sunglasses like these _____.

4

Vocabulary

Complete the sentences with the words/phrases in the box.

in cash discount cost receipt cash desk products

- You can pay for this _____ or by credit card. Which do you prefer?
- All the _____ in this shop are from Italy.
- Don't buy those boots now. In July, you can get a 40% _____.
- A: How much was the T-shirt?
B: Erm... I don't remember. Where's the _____?
- This is a great MP4 player and it didn't _____ much, only €59.
- I can't stand waiting in a queue at the _____ to pay.



5

Speak

ROLE PLAY

Students A & B: Go to the Pair work activities section

1 Read

A. Listen and read. What do the two experts believe about fast food? Write P for Peter Swain and R for Rosalind Mack next to the correct opinion. There are two extra opinions which you will not need to use.

1. Some fast food is OK if you eat healthy food, too.
2. Fast food is OK if you exercise.
3. Nowadays, fast food is 100% healthy.
4. Fast food is totally unhealthy.

Fast food

How healthy is it?

It's fast, it's cheap, it's tasty. Everybody loves it! But how good is it for us? Here's what two experts, Peter Swain and Rosalind Mack have to say.

Do you feel like a juicy burger? Well, it's OK. Fast food isn't that bad for you. Remember we need protein in our diet to be strong and healthy, and our body needs a little fat, too. Also, eating a few chips every now and then doesn't make you unhealthy. Potatoes are rich in carbohydrates and they give you energy. Just don't overdo it with fried food. For some vitamins, choose a fresh salad with olive oil. Nowadays, most fast food places have salad bars. So, don't avoid fast food completely. Eating too much of it is unhealthy.

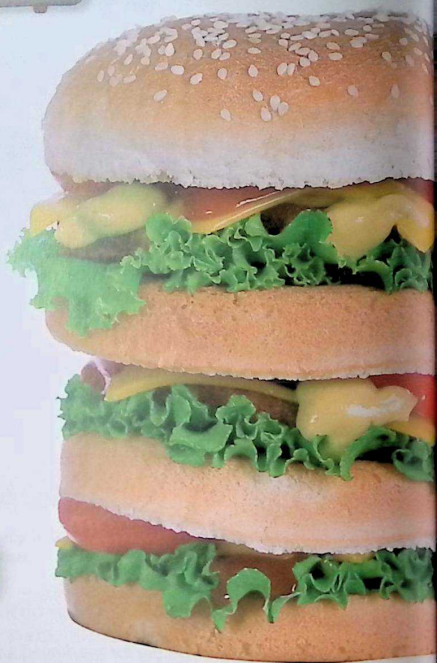
Peter Swain

Fast food is junk food. It's full of fat, salt and sugar, and it doesn't contain many vitamins. Many teenagers have made fast food an important part of their diet and are overweight. Also, they don't exercise enough, so at some point, they will probably have health problems. Teens need to avoid fast food. They should eat home-cooked meals and lots of salads. They should drink lots of milk instead of soft drinks. Milk and dairy products are rich in protein and calcium and are necessary for healthy teeth and bones.

Rosalind Mack

B. Read again and answer the questions.

1. Why are proteins good for us?
2. According to Peter Swain, why aren't chips totally unhealthy?
3. What does he say about fast food places?
4. According to Rosalind Mack, what does fast food contain?
5. According to Rosalind Mack, why will teenagers probably have problems with their health?
6. What should teenagers do to change their diet?



2

Grammar

How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little

How much / Much / A little + uncountable nouns

- How **much** money have you got?
- I don't drink **much** milk.
- We've got **a little** time. Why don't we go for a walk?

How many / Many / A few + plural countable nouns

- How **many** books have you read so far?
- I don't want **many** chips. I don't like them very much.
- I invited **a few** friends for my birthday.

A lot of / Lots of + uncountable and plural countable nouns

- Soft drinks contain **a lot of** sugar.
- There are **lots of** shops in the city centre.

Circle the correct words.

1. How much / How many sugar do you put in your coffee?
2. I haven't got **many** / **much** money with me. Can you give me €20?
3. Fran can't talk to you right now; she's got **a lot** / **lots of** work.
4. This book has got **lots of** / **many** information about Thai food.
5. **Much** / **Many** people prefer going on holiday in July.
6. With **a few** / **a little** help from my friends, I can do it.

3

Listen



Listen to a man interviewing a girl for a survey about teenagers' eating habits and write T for True or F for False.

1. The girl doesn't drink enough water when exercising. ☐
2. The girl should drink half a litre of water every fifteen minutes when exercising. ☐
3. 40% of a teenager's daily food should be fruit and vegetables. ☐
4. The girl should eat more carbohydrates if she exercises a lot. ☐
5. The girl doesn't get enough dairy products. ☐
6. The man tells the girl to avoid eating sweets completely. ☐

4

Speak & Write

A. Which of the following meals do you consider healthy / unhealthy? Why? Discuss.



fish, potatoes, peas, carrots, lemon



pasta with meatballs, sauce



club sandwich: chicken, cheese, lettuce, chips, ketchup



fried egg, chicken sausages, fried tomato, beans, mushrooms



salad with chicken, lettuce, tomato, cucumber, mayonnaise



yoghurt with strawberries and chocolate

B. Talk in pairs about your eating habits. Use the ideas below.

- Do you follow a healthy diet?
- Which do you prefer, fast food or home-cooked food?
- What healthy food do you like/hate?
- What food do you avoid eating to stay healthy?
- How often do you eat fast food?

C. Use the ideas from activity 4B to write a paragraph about your eating habits.

1

Vocabulary

A. The teenagers on the left have got problems and are asking for advice. Read their problems and match them with the advice their friends are giving them on the right. Then listen and check your answers.



I feel down. My sister has got lots of really nice, trendy clothes, but she won't let me borrow them any more.

I think you should calm down and listen to your parents' advice. Your friends' idea might be dangerous.



We've moved to a new house and of course my older sister got the big bedroom. Mine is very small. It's not fair!

Cheer up! Your things are fine. You don't have to borrow hers all the time.



My two best friends have invited me on a trip, but my parents won't let me go. I don't get it! Should I just go?

At least you don't have to share a room with her. I always fight with mine!



B. Look at the phrases 1-5 below which appear in the bubbles above and match them with their meanings a-e.

- | | |
|--------------------|---------------------------|
| 1. I feel down. | a. I don't understand it. |
| 2. I don't get it. | b. I argue a lot. |
| 3. Calm down. | c. I'm sad. |
| 4. Cheer up. | d. Become happier. |
| 5. I always fight. | e. Relax. |

2

Grammar

Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	..
our	ours
your	yours
their	theirs

A: Is this **your** bag?

B: My bag is green, so it's not **mine**. Steve's got a blue bag so maybe it's **his**.

Possessive Case - Whose...?

SINGULAR NOUNS	The boy's name is Edward.
REGULAR PLURAL NOUNS	The boys' names are Roy and Buddy.
IRREGULAR PLURAL NOUNS	The children's names are Sam and Polly.



A: **Whose** car is this?

B: It's **Ray's** car. / It's **Ray's**.



Circle the correct words.

- My **grandparent's** / **grandparents'** house is on Lumley Road. They have lived there for years.
- A: **My** / **Mine** trainers are old. I need new ones. What about these here?
B: These trainers are for women. The **men's** / **mens'** trainers are over there.
- My best **friend's** / **friends'** cat is called Snow White. It's not a very good name because only **her** / **hers** tail is white, but that's what Tina wanted to call her.
- A: **Whose** / **Who's** bikes are these? Can we borrow them for a while?
B: They're not **our** / **ours**. Ask those girls. I think the bikes are **their** / **theirs**.

3 Speak & Write

A. Read the letter to an advice column of a magazine and answer the questions.

Having probs?

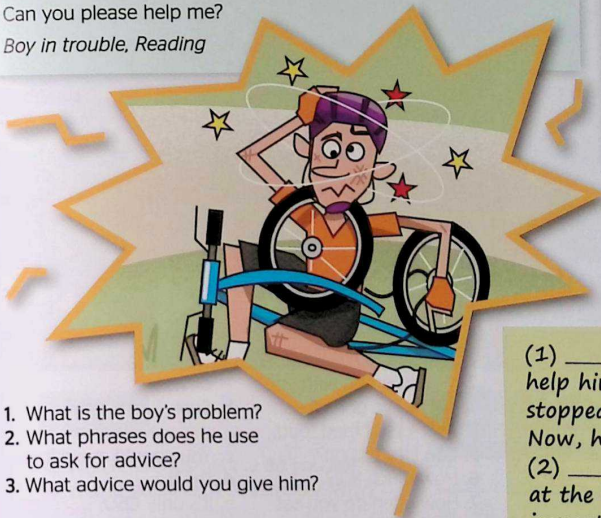
We all have problems but I want to know about yours. So write to me.



Ron Roberts

I've got a problem and I'm not sure what to do. Last week, my friend Kevin needed a bike to go to the shops. I couldn't give him mine because it had a flat tyre. My father has got a new bike, so I gave him his. However, now I'm in big trouble because my friend had an accident and crashed it. What should I do? I'm so upset! My dad really likes his bike! Do I lie and say I crashed it? If I tell my father I did it, he will be really angry. But if I tell him I lent it to Kevin, he'll be even angrier. I'd like to fix it so my dad won't notice, but I need a lot of money to do that and I'm only 14. Can you please help me?

Boy in trouble, Reading



1. What is the boy's problem?
2. What phrases does he use to ask for advice?
3. What advice would you give him?

B. Read the advice Ron Roberts gave to Boy in trouble and answer the questions.

First of all, I don't think you should lie to your father. It's always important to tell your parents the truth. Perhaps you shouldn't try to fix the bike because you might make it worse. Explain that your friend needed your help and you were trying to do a good thing. Tell him that you made a mistake and that you have learnt your lesson. I hope everything goes well.

1. Was the advice similar to yours?
2. What phrases does the writer use to give advice?

C. Talk in pairs. Go to the Pair work activities section.

D. Read the information below and complete the texts with the phrases a-f.

When you ask for advice:

- 1 state your problem. Use expressions like:
 - The problem is that...
 - I've got a problem with...
- 2 describe how you feel. Use expressions like:
 - I feel down/terrible, etc.
 - I'm upset/scared, etc.
 - I'm in trouble.
 - I don't know what to do.
- 3 use expressions like:
 - I need your advice.
 - What should I do?
 - Can you please help me?

When you write to give advice, use expressions like:

- I think you should/shouldn't...
- Perhaps you should/shouldn't...
- First of all,...
- You can...
- Don't worry./Calm down./Cheer up.
- Everything will be just fine.
- It's going to be all right.
- I hope everything goes well.

- | | |
|----------------------------|---------------------------------|
| a. What should I do | d. don't worry |
| b. I've got a problem with | e. everything will be just fine |
| c. First of all | f. I feel terrible |

(1) _____ my brother. I used to help him with his homework, but I've stopped because I've got exams soon. Now, he gets really bad marks and (2) _____. He's not talking to me at the moment. I know his homework is important but mine is, too. (3) _____ to help him? Worried sister, Bath

(4) _____, you should try to explain to your brother that you can't help him all the time. Also, try to help him by showing him how to study. If it's difficult for him in the beginning, (5) _____. He will learn how to do it in the end. Make sure you do well in your exams and (6) _____.

E. Write a letter to an advice column describing a problem you've got and asking for advice.

TIP! Remember to use set phrases to state your problem, to describe how you feel and to ask for advice.

1

Vocabulary

A. The teenagers on the left have got problems and are asking for advice. Read their problems and match them with the advice their friends are giving them on the right. Then listen and check your answers.



I feel down. My sister has got lots of really nice, trendy clothes, but she won't let me borrow them any more.

I think you should calm down and listen to your parents' advice. Your friends' idea might be dangerous.



We've moved to a new house and of course my older sister got the big bedroom. Mine is very small. It's not fair!

Cheer up! Your things are fine. You don't have to borrow hers all the time.



At least you don't have to share a room with her. I always fight with mine!



My two best friends have invited me on a trip, but my parents won't let me go. I don't get it! Should I just go?

B. Look at the phrases 1-5 below which appear in the bubbles above and match them with their meanings a-e.

- | | |
|--------------------|---------------------------|
| 1. I feel down. | a. I don't understand it. |
| 2. I don't get it. | b. I argue a lot. |
| 3. Calm down. | c. I'm sad. |
| 4. Cheer up. | d. Become happier. |
| 5. I always fight. | e. Relax. |

2

Grammar

Possessive Pronouns

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	mine
your	yours
his	his
her	hers
its	--
our	ours
your	yours
their	theirs

A: Is this your bag?

B: My bag is green, so it's not mine. Steve's got a blue bag so maybe it's his.

Possessive Case - Whose...?

SINGULAR NOUNS	The boy's name is Edward.
REGULAR PLURAL NOUNS	The boys' names are Roy and Buddy.
IRREGULAR PLURAL NOUNS	The children's names are Sam and Polly.

A: Whose car is this?

B: It's Ray's car. / It's Ray's.

Circle the correct words.

- My **grandparent's** / **grandparents'** house is on Lumley Road. They have lived there for years.
- A: My / Mine trainers are old. I need new ones. What about these here?
B: These trainers are for women. The **men's** / **mens'** trainers are over there.
- My best **friend's** / **friends'** cat is called Snow White. It's not a very good name because only **her** / **hers** tail is white, but that's what Tina wanted to call her.
- A: Whose / Who's bikes are these? Can we borrow them for a while?
B: They're not **our** / **ours**. Ask those girls. I think the bikes are **their** / **theirs**.

3 Speak & Write

A. Read the letter to an advice column of a magazine and answer the questions.

Having probs?

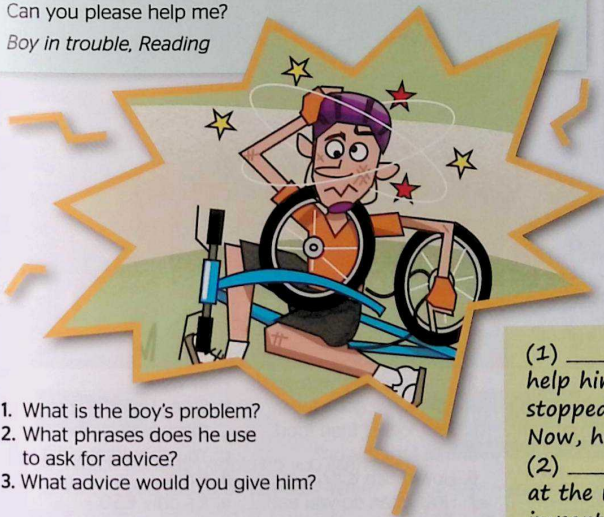
We all have problems but I want to know about yours. So write to me.



Ron Roberts

I've got a problem and I'm not sure what to do. Last week, my friend Kevin needed a bike to go to the shops. I couldn't give him mine because it had a flat tyre. My father has got a new bike, so I gave him his. However, now I'm in big trouble because my friend had an accident and crashed it. What should I do? I'm so upset! My dad really likes his bike! Do I lie and say I crashed it? If I tell my father I did it, he will be really angry. But if I tell him I lent it to Kevin, he'll be even angrier. I'd like to fix it so my dad won't notice, but I need a lot of money to do that and I'm only 14. Can you please help me?

Boy in trouble, Reading



1. What is the boy's problem?
2. What phrases does he use to ask for advice?
3. What advice would you give him?

B. Read the advice Ron Roberts gave to *Boy in trouble* and answer the questions.

First of all, I don't think you should lie to your father. It's always important to tell your parents the truth. Perhaps you shouldn't try to fix the bike because you might make it worse. Explain that your friend needed your help and you were trying to do a good thing. Tell him that you made a mistake and that you have learnt your lesson. I hope everything goes well.

1. Was the advice similar to yours?
2. What phrases does the writer use to give advice?

C. Talk in pairs. Go to the Pair work activities section.

D. Read the information below and complete the texts with the phrases a-f.

When you ask for advice:

- ▶ state your problem. Use expressions like:
 - The problem is that...
 - I've got a problem with...
- ▶ describe how you feel. Use expressions like:
 - I feel down/terrible, etc.
 - I'm upset/scared, etc.
 - I'm in trouble.
 - I don't know what to do.
- ▶ use expressions like:
 - I need your advice.
 - What should I do?
 - Can you please help me?

When you write to give advice, use expressions like:

- I think you should/shouldn't...
- Perhaps you should/shouldn't...
- First of all,...
- You can...
- Don't worry./Calm down./Cheer up.
- Everything will be just fine.
- It's going to be all right.
- I hope everything goes well.

- | | |
|----------------------------|---------------------------------|
| a. What should I do | d. don't worry |
| b. I've got a problem with | e. everything will be just fine |
| c. First of all | f. I feel terrible |

(1) _____ my brother. I used to help him with his homework, but I've stopped because I've got exams soon. Now, he gets really bad marks and (2) _____. He's not talking to me at the moment. I know his homework is important but mine is, too. (3) _____ to help him? Worried sister, Bath

(4) _____, you should try to explain to your brother that you can't help him all the time. Also, try to help him by showing him how to study. If it's difficult for him in the beginning, (5) _____. He will learn how to do it in the end. Make sure you do well in your exams and (6) _____.

E. Write a letter to an advice column describing a problem you've got and asking for advice.



Remember to use set phrases to state your problem, to describe how you feel and to ask for advice.

Vocabulary

A. Match.

- | | |
|------------|--------------|
| 1. sore | a. ache |
| 2. stomach | b. desk |
| 3. text | c. money |
| 4. cash | d. assistant |
| 5. pocket | e. products |
| 6. dairy | f. food |
| 7. shop | g. throat |
| 8. junk | h. message |

Score: / 8

B. Complete using the words in the box.

instead of cheer up cancel overdo
completely receive notice overweight

- I feel a bit ill today. I think I should _____ my tennis practice and stay at home.
- Did you _____ an e-mail from George yesterday?
- Stephanie _____ forgot about her sister's birthday and didn't even call her to say happy birthday.
- _____! There are worse problems than yours.
- Dana is _____, so she is trying to lose weight by eating healthy food and exercising.
- Did you _____ that Jack got a haircut?
- You shouldn't _____ it with coffee. Drinking too much is bad for you.
- Lots of people prefer to drink tea _____ coffee.

Score: / 8

Grammar

C. Use *should* or *shouldn't* and the prompts in brackets to complete the sentences.

- It's Joanna's birthday today. We _____ (buy / present).
- Roy's got a headache. He _____ (take / painkiller).
- It's raining. We _____ (go / swimming).
- Andy is very hungry. He _____ (cook / something) to eat.
- Sandra is very slim. She _____ (lose / more weight).
- Paul can't see well. He _____ (drive / without glasses).

Score: / 6

D. Circle the correct words.

- A **few** / A **little** friends of mine hang out at the new shopping centre.
- My **unt's** / **aunts'** names are Linda and Mary.
- Vegetables contain **a lot** / **lots of** vitamins.
- There weren't **much** / **many** people at the concert yesterday.
- My bedroom is pink and it's got a big window. What's **your** / **yours** like?
- Do you like these shoes or those **one** / **ones** over there?
- My **brother's** / **brothers'** room is bigger than mine. He's lucky.
- How **much** / **many** meat do you eat every week?
- Peter needs a **few** / **a little** time alone. Let's go outside.
- My grandmother cooks really well. **Her** / **Hers** pasta is the best!
- Don't get upset about the **children's** / **childrens'** marks. They'll study harder.

Score: / 11

E. Complete the sentences with *too* or *enough* and the adjectives in brackets.

- I can't reach the books on that shelf. I'm not _____ (tall).
- I don't like this T-shirt. It's _____ (tight) on me.
- Melina didn't cook because she was _____ (tired).
- You shouldn't walk around here alone at night. It's _____ (dangerous).
- Ella wants to learn to drive but she isn't _____ (old).

Score: / 5

Communication

F. Match.

- | | |
|------------------------------------|--|
| 1. Here's €20. | a. Make sure you drink lots of water. |
| 2. What's wrong with you? | b. Sure. The fitting room is this way. |
| 3. I think I've got a fever. | c. You should avoid it. |
| 4. I eat lots of fried food. | d. I'm ill. |
| 5. Can I try this on? | e. It's only €50. |
| 6. How much is it? | f. Every now and then. |
| 7. How often do you eat fast food? | g. And here's your change. |

Score: / 7

TOTAL SCORE: / 45

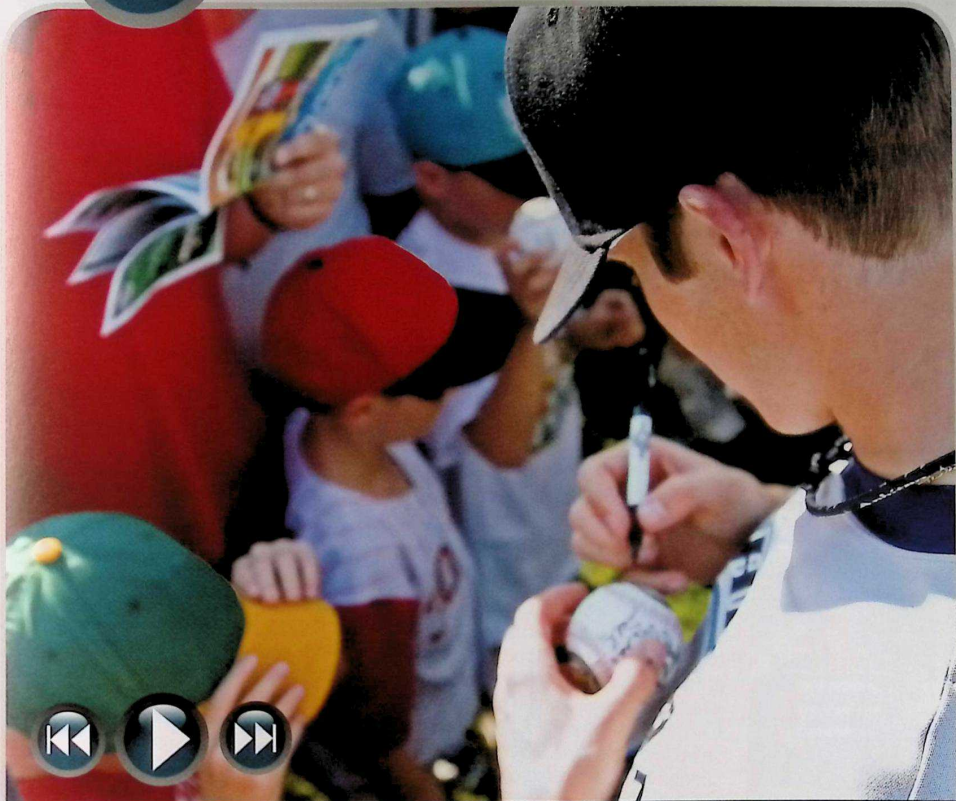
Now I can...

- ☐ talk about ailments
- ☐ write a note and text message
- ☐ use different expressions/phrases used when shopping
- ☐ talk about my eating habits
- ☐ ask and answer about quantity
- ☐ give my opinion
- ☐ ask for and give advice



8

Fame



Discuss:

- ▶ Which famous people do you like?
- ▶ Would you like to be famous? Why?

In this module you will learn...

- ▶ to form adjectives from nouns
- ▶ to define people and things by using relative pronouns
- ▶ to describe your feelings
- ▶ to express agreement/disagreement
- ▶ to use the Present and Past Simple Passive
- ▶ to give your opinion when discussing films
- ▶ to write a description of a film

Where can you find the following in this module?
Go through the module and find the pictures.



A



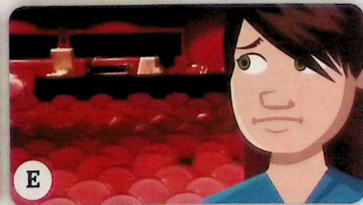
B



C



D



E

1 Read

A. Read the headlines and look at the pictures. What do you think the texts are about? Listen, read and check your answers.



DAILY NEWS / Monday 2 April

Teens in the headlines

Lucky teen wins dream trip



Last Tuesday, a teenager won a dream holiday, just by going shopping. Jane Robson, a student at Kingsford School, was the 1,000,000th customer at Megabuy's supermarket and she won a trip for two to New Zealand. 'It's amazing! It's the first time I've ever won anything,' says Jane. And it seems **it** was the perfect prize for **her**, too. 'I'm so lucky. I won a trip to the country which I've always wanted to visit,' she says. Sixteen-year-old Jane is going on the trip with her dad, but she feels **sorry** for the other customers. 'It doesn't seem fair,' says Jane. 'I only went in **there** for some chewing gum and all of a sudden I was the person who won the trip.'

1st prize for teen artist



Gilford Council announced the winner of their wall design competition last night. **They** wanted local artists to design something to go on the huge north wall of the new town hall. Thousands of artists entered the competition but the artist who won isn't famous. **He's** a student called Tim Blake and he's just thirteen. 'The design which Tim created is colourful and fun, and **it's** just the sort of image that we wanted to brighten up the town,' says Leona Wilkins, the organiser of the competition. Tim was really surprised with his win and wants to enter more art competitions now. Tim's design is going to appear on the new town hall, but he also won £5000. He's going to give some money to his brother, but he's not sure what he wants to do with the rest of **it** yet.

B. Read again and write J for Jane, T for Tim or B for both.

- This person didn't know about the competition. ☐
- This person did something for others to see. ☐
- This person is going to share his/her prize. ☐
- This person didn't expect to win. ☐
- This person has decided to enter similar competitions. ☐
- This person won something without doing anything. ☐

C. Read again. What do the highlighted words refer to?

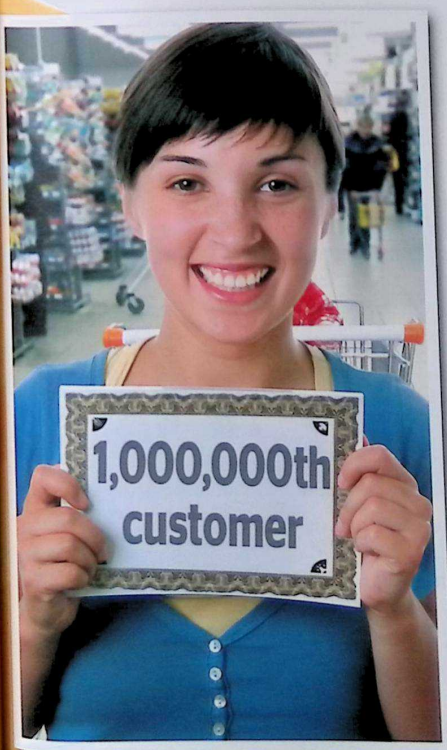
- it: _____
- her: _____
- there: _____
- They: _____
- He: _____
- it: _____
- it: _____

2 Vocabulary

Use the nouns given to form adjectives and complete the sentences.

NOTE: We form some adjectives by adding -y, -ous or -ful to nouns.
cloud > cloudy
adventure > adventurous
help > helpful

- I think life in the country is more _____ than life in the city. **PEACE**
- Sheila called the police because she saw a _____ man in her garden. **MYSTERY**
- The traffic on Highfield Road is very _____ for children. **DANGER**
- The Internet is really _____ when you need information for a project. **USE**
- We couldn't go sailing today because it was too _____. **WIND**
- It's too _____ in this café and I can't hear you. **NOISE**
- The doctor said that Perry is a very _____ young boy. **HEALTH**
- My exams went well so I'm quite _____ about my marks. **HOPE**



3 Grammar

Relative Pronouns: who, which, that

- We use **who/that** for people.
 - We use **which/that** for things, animals and ideas.
- > That's the boy **who/that** was in the newspaper.
> These are the shoes **which/that** cost €120.
> That's the girl (**who/that**) I met at the park.
> This is the book (**which/that**) I bought for my dad.

Complete the sentences using **who, which** or **that**.

- William Frank is the man _____ won the race.
- Camels are animals _____ live in the desert.
- This is the shopping centre _____ opened last month.
- There's the woman _____ used to look after us when we were young.
- Those are the CDs _____ I wanted, not these ones!
- That's the new student _____ I invited to my party.

4 Listen

Listen to the news bulletin and complete the sentences.

- _____ were closed today because of _____.
- Two _____ died in a fire in Manford.
- Roger Woods won a _____ championship in _____.
- Jameson Gallery bought a painting that cost _____.

5 Speak

Talk in pairs. Read the headlines below and try to guess what the articles are about. Add your own information and use **who, which** or **that**, as in the example. Then tell your story to the class.

14-YEAR-OLD WINS TRIP

GIRL FINDS OLD COIN

DOG SAVES MAN

STUDENT GETS LOST IN CAVE

*I think the article is about a dog that saw a man in a river.
Yeah, and the man who was in danger was calling for help.
And then the dog jumped in and saved him.*

1

Vocabulary 

Listen and match the words in bold with their meanings a-f.

1. Brian got a **new laptop**. I'm jealous because I've only got an old computer.
2. The film we saw was terrible. We were very **disappointed**.
3. I was **nervous** before the exam, but everything went well. It was easy.
4. Greg did well in the Maths competition and his parents were **proud** of him.
5. The coach is **confident** that the team will win the next game.
6. I'm **confused**. Is Mr Blake's office on the second or third floor?

- a. worried about bad things that may happen
- b. pleased about something you have done or about someone else
- c. feeling sure that you can do something and be successful
- d. upset because things haven't happened the way you expected
- e. unhappy and angry because you want something someone else has got
- f. feeling that you can't understand what is happening or think clearly

TIP!

Try to guess the meaning of unknown words.

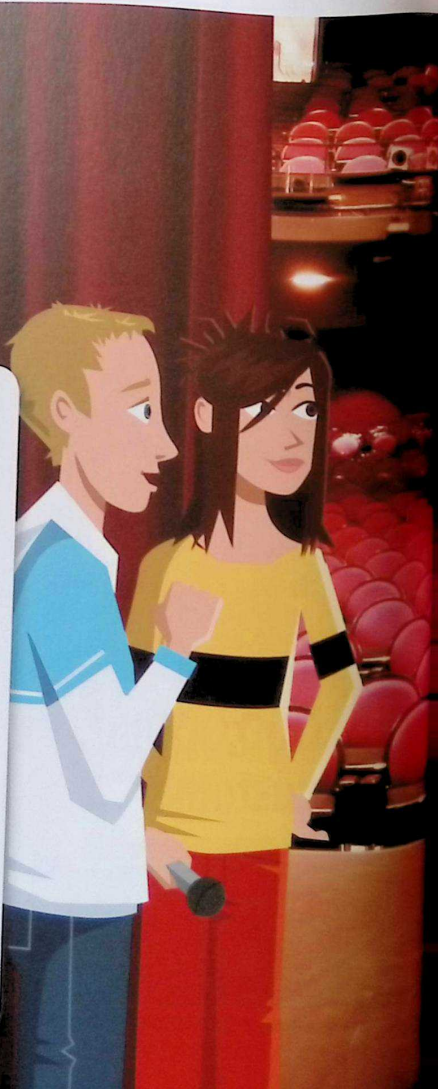


2

Read 

A. Look at the picture. What do you think is wrong with Amy and Stu? Listen to the dialogue and check your answers. Then read it out in groups.

- Man *Full Blast*, you're on next, OK?
- Bill Right, guys, this is it. Our chance to become famous.
- Liv Let's give it our best shot.
- Bill What's up, Amy?
- Amy I'm just a bit nervous.
- Stu So am I.
- Bill Come on you two. I've never seen you like this before.
- Liv Neither have I. It's not like this is our first performance.
- Amy Yeah, but this is different. If this audition goes well, we'll perform on TV, and millions of people will watch us!
- Liv Exactly. Don't you want to be famous?
- Amy I don't know. I don't feel ready.
- Stu Neither do I. And what if we make a mistake? Embarrassing or what?
- Bill I can't believe you two! We aren't going to make a mistake. We're all going to be brilliant!
- Stu How come you're so confident?
- Bill Because we've worked hard for this. OK, listen to me. Why did you join the band?
- Amy Because I love performing with you guys.
- Stu So do I.
- Bill Well, I'll tell you what. Let's just go out there and enjoy it, eh? If we don't get on TV, there's no need to be disappointed. We just want to perform and have some fun, right?
- Stu OK!
- Amy *Full Blast*, let's go!



3

Grammar

So / Neither

A: I'm jealous of Rod's new bike.

B: So am I.

C: I'm not.

A: I played football last Sunday.

B: So did I.

C: I didn't.

A: I haven't been abroad yet.

B: Neither have I.

C: I have.

A: Fiona can't sing very well.

B: Neither can I.

C: I can.

Complete using so or neither and an auxiliary verb.

1. A: Susan doesn't want to perform tonight.

B: _____ Donna.

2. A: I hate going to Danny's parties.

B: _____ I.

3. A: Richard and I went to the cinema on Saturday.

B: _____ we.

4. A: Victoria isn't ready yet.

B: _____ my sister.

5. A: Adrian was a bit disappointed with the museum.

B: _____ Oliver.

6. A: We won't go to the concert.

B: _____ we.

4

Listen

Listen to three dialogues and answer the questions. Choose a, b or c.

1.1 Which performer was in the audition?

- a. Alan
b. Jane
c. Alex and Dave

2.2 How does Bill feel about what happened in the audition?

- a. upset
b. disappointed
c. nervous

3.3 What is true about Luke?

- a. He can play the guitar.
b. He can play the drums.
c. He is in a band.

5

Speak

Talk in groups of three. Discuss the statements given below.

- I like performing on stage.
- I've taken part in a school play.
- I went to the cinema last week.
- I go on camping holidays every year.
- I've got an MP4 player.

- I don't like performing on stage.
- I've never taken part in a school play.
- I don't go to the cinema last week.
- I never go on camping holidays.
- I haven't got an MP4 player.

I don't like performing on stage.
Neither do I. I get nervous.

I don't.

B. Read again and find sentences in the dialogue to prove the following.

1. It's almost time for Full Blast to perform.
2. Stu and Amy usually aren't nervous.
3. Full Blast have the chance to be on TV.
4. Bill thinks the performance will go well.
5. Stu enjoys performing with the band.
6. Bill tries to make Stu and Amy more confident.

1

Read

A. Look at the pictures and read the captions a-e. Put them in order. Then listen and check your answers.

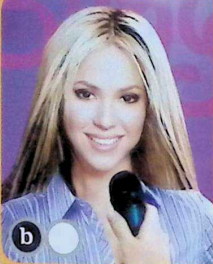
Super STAR

Behind the scenes

This week Superstar shows you how the nation's favourite magazine is created.



Graphic designers design the layout of the magazine on computers and try to make every page look cool. Lots of changes are made at this stage to make sure everything is perfect.



Reporters and photographers get to work. Lots of famous actors and pop stars are interviewed. Photographs are taken and articles are written.



First of all, writers and editors get together for a big meeting. Topics are mentioned and ideas for articles are discussed.



The magazine is saved on a hard drive and sent to the printers. First, a few copies are printed and they are checked. After that, thousands of copies are printed and put into boxes.



Lastly, the magazines are delivered to shops and sold all over the country. Then they are bought and enjoyed by YOU!

B. Read again and answer the questions.

1. What do they discuss at the first meeting?
2. Who designs the layout of the magazine?
3. How do they send the magazine to the printers?
4. What happens after they print all the magazines?
5. Where do they deliver the magazines?

2 Vocabulary

Complete the sentences with the words in the box.

mention printed deliver sold discussed interviewed save

1. Some supermarkets offer to _____ your shopping to your home.
2. About 70 million computers are _____ every year in the USA.
3. The reporter _____ Brad Pitt for FilmPlus magazine.
4. You should _____ your work on your computer as often as you can.
5. During the meeting, the editors of the magazine _____ what free gifts to give their readers.
6. Did you _____ anything to Steve about tomorrow?
7. Every birthday card in this shop is _____ with a special message.

3 Grammar

Present Simple Passive

FORMATION	EXAMPLES
I am	<i>Thousands of copies are printed every month.</i>
He/She/It is called	<i>Is French spoken by a lot of people in Canada?</i>
We/You/They are	<i>Medals aren't given to people who come fourth.</i>

Complete with the Present Simple Passive of the verbs in brackets.

1. This TV channel _____ (watch) by millions of teenagers.
2. My dog _____ (not call) Bruce. His name is Butch.
3. At my office, the rubbish _____ (take) out every night.
4. _____ computers _____ (use) in your school?
5. These cars _____ (sell) all over the world.
6. Many different sports _____ (play) at this stadium.



4 Listen

A. Listen to an interview with the editor of *Superstar* magazine. What is the main topic of the interview? Choose a, b or c.

- a. What the editor of *Superstar* magazine does every day.
- b. What makes *Superstar* magazine popular.
- c. How *Superstar* articles are written.

B. Listen again and write T for True or F for False.

1. *Superstar* sells over a million copies every month. ☐
2. Oliver used to be a graphic designer for *Superstar*. ☐
3. Only teenagers between 13 and 17 read *Superstar*. ☐
4. *Superstar* gives away a free poster every month. ☐
5. *Superstar* isn't designed and printed in the same building. ☐

5 Speak & Write

A. Talk in pairs. Read the prompts and try to make true sentences. Discuss them using the Passive Voice as in the example. Then check your answers with your teacher.

Spanish - speak - Brazil / Argentina

1 million / 1 billion - text messages - send - UK - every week

CDs - make - of - plastic / metal Sushi - eat - China / Japan

Cricket - play - England / USA

David Beckham's first son - call - Romeo / Brooklyn

2 million - new - motorbikes / cars - buy - USA - every year

*I think Spanish is spoken in Brazil.
No, I don't think so. I think it's
spoken in Argentina.*

B. Use some of the prompts above and write four true sentences.

Spanish is spoken in ...

1 Read

A. What do you know about the Oscars? Listen, read and find out more.

The Oscars



The Academy Awards Ceremony or the Oscars is one of the most popular events of the year. They are presented by the *Academy of Motion Picture Arts and Sciences* in Hollywood. The first Academy Awards ceremony was held in 1929. Since then, every year, these special awards are given to the best in the film industry. There are several categories (e.g. Best Picture, Best Director, Best Actor, Best Actress). The ceremony is watched on TV by millions of people worldwide.

Did you know?

Each Academy Award is a gold-plated statuette, which is 34.5 centimetres tall and weighs about 4 kilos. There are many stories about why it was named Oscar, but this is the most popular: around 1931, Margaret Herrick, a librarian at the Academy, said about the statuette, 'It looks just like Uncle Oscar!'

The films that have won the most Oscars are: *Ben-Hur* (1959), *Titanic* (1997) and *The Lord of the Rings: The Return of the King* (2003). Each film won 11 awards!

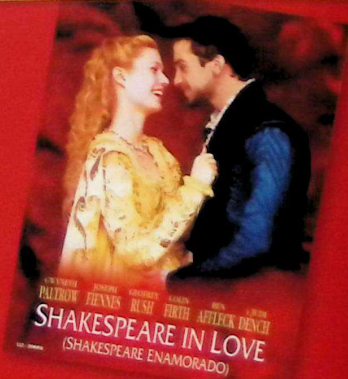
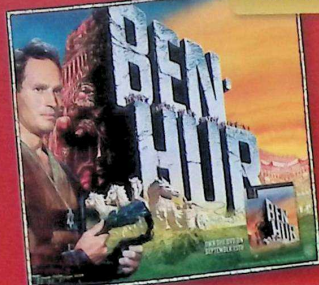
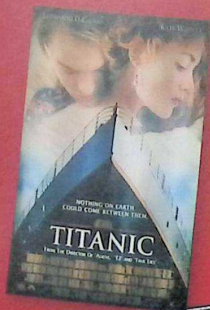
In the 1962 film *The Miracle Worker*, Patty Duke was awarded the Oscar for Best Actress in a Supporting Role. She only said one word throughout the film!

Dame Judi Dench won the Oscar for Best Actress in a Supporting Role for her 8-minute performance in *Shakespeare in Love* (1998). She played the role of Queen Elizabeth I.

Marlon Brando won the Oscar for Best Actor (1972) for his performance in *The Godfather* but he was one of the few people ever to refuse it. In fact, he didn't even go to the ceremony!

B. Read again and answer the questions.

1. Where are the Oscars held?
2. What happened in 1929?
3. How tall is an Oscar award?
4. How many Oscars did *Titanic* win?
5. What was unusual about Patty Duke's performance?
6. Who did Dame Judi Dench play in *Shakespeare in Love*?
7. What did Marlon Brando do when he won an Oscar for the film *The Godfather*?



2

Grammar

Past Simple Passive

FORMATION

I / He/She/It was

given

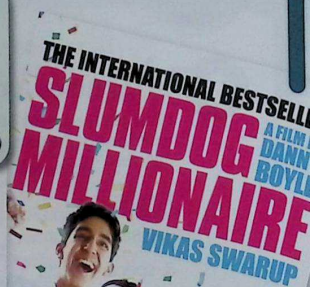
We/You/They were

EXAMPLES

The chocolate cake **was made** by my mother.Was this picture **taken** last year?These e-mails **weren't sent** by Phil, but by Emma.

Complete with the Past Simple Passive of the verbs in brackets.

1. The role of Frodo _____ (give) to Elijah Wood.
2. Tina and Jane _____ (not invite) to Amy's party last week and they were very upset.
3. The film *Slumdog Millionaire* _____ (award) eight Oscars in 2009.
4. We _____ (tell) not to open this door.
5. The two buildings _____ (buy) by a large company last month.
6. Who _____ this book _____ (write) by?



3

Pronunciation

A. Listen and repeat. Which letters are silent?

weigh

B. Read the words and underline the silent letters. Then listen and check your answers.

two

receipt

island

answer

knife

autumn

walk

sign

through



4

Speak & Write

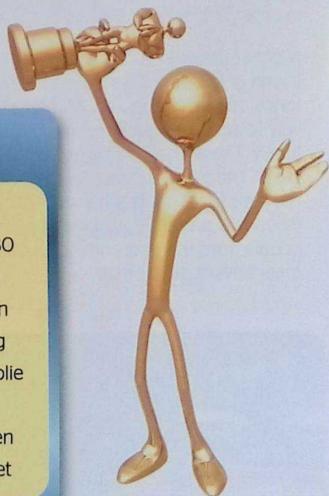
A. Talk in pairs. Form questions using the prompts below and the Past Simple Passive, and try to guess the answers. Then check the answers with your teacher.

The Famous Facts Quiz

- » Who / *Harry Potter* books / write by?
- » Who / *The Lord of the Rings* books / write by?
- » When / first laptop / make?
- » Who / Lara Croft / play by?
- » How much / *youtube.com* / sell for?
- » When / Mickey Mouse / create / by Walt Disney?
- » Which actress / give / Oscar / for the film *The Reader*?
- » How much / spend / on *Spider-Man 3*?

Answers

Around 1980
\$1.65 billion
\$258 million
J.K. Rowling
Angelina Jolie
In 1928
J.R.R. Tolkien
Kate Winslet



Who were the *Harry Potter* books written by?
I think they were written by...

B. Use some of the prompts above and write four true sentences.

The *Harry Potter* books were written by...

1

Vocabulary

Which of the words 1-6 below do you know? Match them with their definitions a-f. Then listen and check your answers.

1. acting
2. leading actor
3. special effects
4. scene
5. plot
6. soundtrack

- a. the story of a film
- b. the performance(s) in a film
- c. the music which is heard in a film
- d. the person who stars in a film
- e. a part of a film or play
- f. unusual and exciting images or sounds in a film, usually made by computers

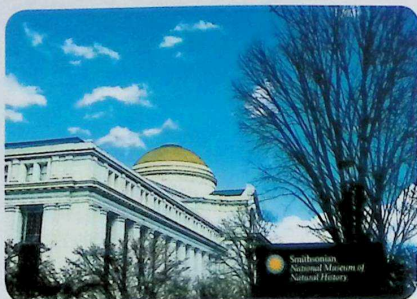
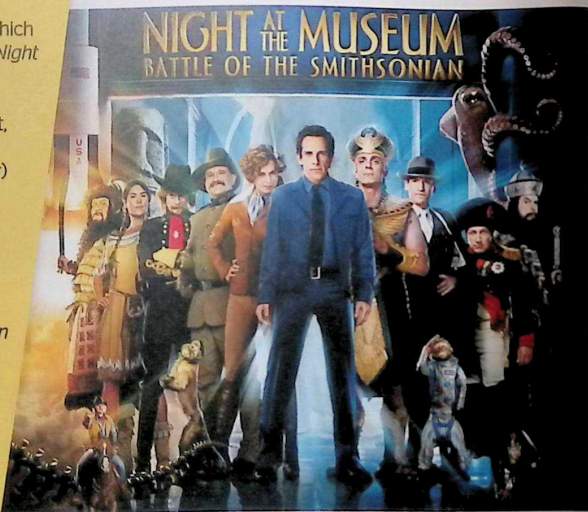
2

Speak & Write

A. Read the text and complete the table.

Night at the Museum: Battle of the Smithsonian (2009) is an adventure film which was directed by Shawn Levy. It is a sequel to *Night at the Museum* (2006) and Ben Stiller stars as Larry Daley for the second time. In this film, museums are exciting places because at night, all the exhibits from the past come to life! But there is a problem and Larry Daley (Ben Stiller) has to sneak into the Smithsonian to help his friends - the exhibits. Together with Amelia Earhart (Amy Adams), a famous pilot from the past, they manage to put everything back in order.

Night at the Museum: Battle of the Smithsonian is one of the best films I've seen recently. It's funny and action-packed, and it's a wonderful way to spend an evening with your friends or family. The acting is excellent and the plot is great. The music isn't anything special, but the special effects are incredible. You'll see dinosaurs, ancient Egyptians and famous people from the past coming to life in this great adventure! Don't miss it!



Title of film	
Year	
Type of film	
Leading actor(s)	
Director	
Opinion	😊 😐 😞
Acting	
Plot	
Soundtrack	
Special effects	

B. Complete the table below about your favourite film or about a film you've recently seen. Then talk in pairs.

Title of film			
Year			
Type of film			
Leading actor(s)			
Director			
Opinion	😊	😐	😞
Acting			
Plot			
Soundtrack			
Special effects			

C. Read and then circle the correct words in the sentences 1-7.

When you write about a film:

- ▶ use relative pronouns (who/which/that).
The film *which* I watched on DVD won five Oscars.
- ▶ use the Passive Voice.
The film *was directed* by Peter Jackson.

1. In this film, Daniel Craig is the hero **who / which** tries to save the world.
2. My favourite actress **stars / is starred** in this film.
3. Nobody should miss it, especially people **which / that** love adventure.
4. Most of the scenes **filmed / were filmed** in New York City.
5. Clint Eastwood **was directed / directed** this film.
6. I was very disappointed by the film **who / which** I saw last night.
7. Inspector Clouseau in the *Pink Panther* films **plays / is played** by Steve Martin.

D. Write about your favourite film or a film you have recently seen. Use the information from activity B and follow the plan below.

Paragraph 1

- What's the film called?
- When did it come out?
- What type of film is it (a romantic film, a horror film, an animated film, etc.)?
- Who stars in it?
- Who was it directed by?
- What's the film about?
(Use the Present Simple.)

Paragraph 2

- What is your opinion of this film?
- How was the acting?
- Did you like the plot?
- What did you think of the soundtrack and special effects?
- Should people watch this film?

What's the film called?

When did it come out?

In...

What type of film is it?

It's a romantic film / a horror film / an animated film / a comedy, etc.

Who stars in it?

Who was it directed by?

What is your opinion of this film?

I think it's fantastic / interesting / boring / terrible, etc.

How was the acting?

Did you like the plot?

What did you think of the soundtrack and special effects?

I really liked... / I thought the... was / were...



Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Don't forget to use a variety of grammatical structures (e.g. tenses, relative pronouns, passive voice) and adjectives (e.g. incredible, fantastic, awful). Then write your final draft.

Vocabulary

A. Circle the correct words.

1. I'm **confident** / **confused**. Does your aunt live in Bournemouth or Portsmouth?
2. I was at the supermarket when I slipped and fell on an old lady. It was so **nervous** / **embarrassing**!
3. Mr Blake is the **writer** / **organiser** of the festival.
4. Owen didn't do well in the exam and was very **disappointed** / **proud**.
5. Mrs Steinberg can't talk to you right now. She's in an **article** / **a meeting**.

Score: / 5

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

interview deliver effects colourful
enter mention

1. Did Sam _____ what time he will be back tonight?
2. I really liked the special _____ in the new *Star Trek* film.
3. Jamie always wears black clothes. I don't think he's ever worn anything _____.
4. My best friend and I decided to _____ a competition, and won tickets to Mexico!
5. Next month, our reporter will _____ a famous TV star.
6. They'll _____ the furniture tomorrow.

Score: / 6

Grammar

C. Complete the sentences with *who* or *which*.

1. The car _____ Belinda likes costs 14,000 euros.
2. The person _____ won the competition is my cousin.
3. The dog _____ was found in the park yesterday was Mike's.
4. I lost the money _____ you gave me.
5. The woman _____ is talking to Joe is the new Science teacher.
6. The milk _____ is in the green bottle hasn't got a lot of fat.
7. The shop assistant _____ showed us the T-shirts didn't know they had a discount.

Score: / 7

D. Complete with the Present Simple Passive of the verbs in brackets.

1. Hundreds of e-mails _____ (send) to famous actors every day.
2. This song _____ (sing) by Madonna.

3. The Fame&Style magazine _____ (print) twice a week.
4. People _____ usually _____ (pay) at the end of the month.

Score: / 4

E. Complete with the Past Simple Passive of the verbs in brackets.

1. Last year, the best student award _____ (give) to my sister Katie.
2. Our house _____ (build) in 1960.
3. There was a car accident this morning and two men _____ (take) to hospital.
4. Our flight _____ (cancel) because of the bad weather.

Score: / 4

F. Circle the correct words.

1. My dog **hit** / **was hit** by a car yesterday.
2. Breakfast is **served** / **was served** from 7 to 10 every morning at this hotel.
3. The photographers **took** / **were taken** lots of pictures at the ceremony.
4. Lots of money **spends** / **is spent** on things we don't really need.

Score: / 4

Communication

G. Choose a or b.

1. A: Ken has never been to the Maldives.
B: _____
a. So has John. b. Neither has John.
2. A: We had a great time yesterday!
B: _____
a. So did we. b. So had we.
3. A: Sue's going to the cinema tonight.
B: _____
a. So is my sister. b. Neither is my sister.
4. A: I won't lie to you again.
B: _____
a. Neither do I. b. Neither will I.
5. A: I want to watch this horror film.
B: _____
a. Ben does. b. I don't.

Score: / 5

TOTAL SCORE: / 35

Now I can...

- ▶ define people and things by using relative pronouns ☐
- ▶ form adjectives from nouns ☐
- ▶ describe my feelings ☐
- ▶ express agreement/disagreement ☐
- ▶ use the Present and Past Simple Passive ☐
- ▶ give my opinion when discussing films ☐
- ▶ write a description of a film ☐

Listen, read and tick the correct column in the table.



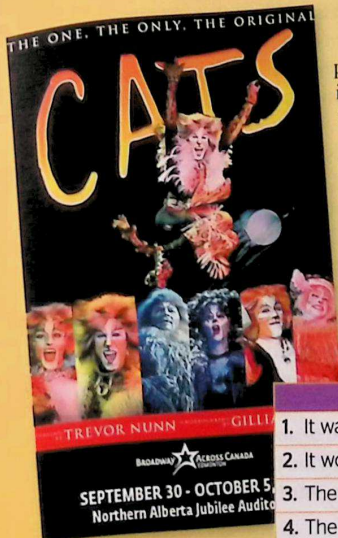
Popular Musicals

The Phantom of the Opera is a successful musical that was written by Andrew Lloyd Webber. The first performance of this musical was in London in 1986.

The Phantom is a young composer who lives in the Paris Opera House. However, he has got an ugly face so he wears a mask to hide it. The Phantom loves a beautiful opera singer, Christine, but she loves a man called Raoul. The Phantom threatens to kill Raoul if she doesn't choose him, so Christine decides to follow him. Finally, the Phantom understands that he is wrong and helps Raoul and Christine be together.

There are many films based on this musical. The latest one was made in 2004. Millions of people all around the world love the story, the beautiful costumes, scenery as well as its beautiful music.

The PHANTOM of the OPERA



Cats is Andrew Lloyd Webber's most famous musical. The first performance was on Broadway in 1982 in the Winter Garden Theater in New York City and it was the longest running musical there until 2006. In 1983 it won the Best Musical Award and six other awards.

The story is about the lives of different cats that talk and act like humans. They dance and sing some very popular songs, like the song 'Memory'. The cats live in a junkyard and have funny names like Grizabella and Bustopher Jones.

The music, the colourful costumes and make-up make *Cats* one of the most popular musicals of all time. Both adults and children love it and it is performed in theatres in many countries, like Australia and China. *Cats* was also made into a film in 1998 and you can watch it on DVD.


	PHANTOM	CATS	BOTH
1. It was written by Andrew Lloyd Webber.			
2. It won seven awards.			
3. The first performance was in the UK.			
4. The costumes are beautiful.			
5. The main character lives in an Opera House.			
6. The main character helps two people who love each other.			
7. The characters have strange names.			
8. It is also a film.			

Project

Write a review!

Think of a popular musical and do some research into it. Collect all the information you need and write a review.

song4

Read the song and choose the correct words.
Then listen and check your answers. 

Superstar

I can't (1) **believe** / **think** it's real

I got a record deal

I'm doing really well

My (2) **songs** / **albums** always sell

I've hit the big time

I've got fast cars

I've hit the big time

I'm going to go (3) **on** / **far**

I've hit the big time

I've got fast cars

I've hit the big time


I'm a (4) **pop** / **rock** superstar!

I won an (5) **award** / **album** in France

I just wanted to dance

(6) **People** / **Fans** love me for sure

Soon I'll be on tour!

A. Who was the first man to get to the South Pole? Listen, read and check your answers. 

B. Now look at the highlighted words in the text and find their definitions in a dictionary.

The race to the South Pole

Back in the 1910s two men wanted to be the first to get to the South Pole. It wasn't an easy race!



ROBERT FALCON SCOTT was a British naval officer and an explorer. He was born in 1868 and he went on two trips to Antarctica.



ROALD AMUNDSEN was born in 1872 in Norway. His father was a shipowner and he taught him to love the sea and exploring.

ROSS SEA

4 Jan 1911

Scott and his team arrived on the vessel *Terra Nova* and set up camp. Scott was determined to get to the South Pole and he wasn't afraid of polar conditions.

1 Nov 1911

Scott's team began their expedition to the South Pole. Sixteen men with ponies, dogs and motor sledges were ready to get to the South Pole first.

17 Jan 1912

Scott arrived at the South Pole. He found a Norwegian flag and understood he was second to get there.

14 Dec 1911

Amundsen became the first man to get to the South Pole. He and his team gathered a lot of useful information about the features of the South Pole.

29 Mar 1912

Scott and his team had to return, but they didn't make it. They experienced extreme cold and blizzards, and all of them died 17 km away from one of their camps.

19 Oct 1911

Amundsen and his team arrived on the ship *Fram* and began their expedition. In his team there were five men on four sledges, which were pulled by dogs. Amundsen did not follow the same route as other explorers did. He took a risk and tried to reach the South Pole by another route.

C. Read again and answer the questions.

1. How many men did Scott have on his team?
2. What was the name of Amundsen's ship?
3. How did Amundsen travel across the ice?
4. What did Scott find at the South Pole?
5. What happened to Scott and his team on the way back?

D. Discuss the following.

- Why do you think Scott didn't manage to get to the South Pole first?

Project

Find information about another scientific expedition to the South Pole and write a short text about it.



A. What do you know about Scotland? Write T for True or F for False. Then listen, read and check your answers.

1. The capital city is the largest city.
2. It was called Scotland in the 5th century.
3. The highest mountain is Ben Nevis.
4. Lakes in Scotland are called lochs.

B. Now look at the highlighted words in the text and find their definitions in a dictionary.



SCOTLAND

Scotland is located in the northern part of Great Britain and it is part of the United Kingdom along with England, Wales and Northern Ireland. The capital city is Edinburgh, but the largest city is Glasgow, with approximately 606,000 people. The population of Scotland is 5.4 million.

The history of Scotland began when the Romans invaded Britain in the 1st century AD. They called the land Caledonia, and in the 5th century Celtic immigrants from Ireland, called Scots, settled there and named the country Scotia – land of the Scots. In about the 10th century the land became known as Scotland.

Scotland is divided into three topographic areas: the Southern Uplands – an agricultural region – the Central Lowlands – an industrial region – and

the Highlands, which are full of mountain ranges.

There you can find Britain's highest mountain, Ben Nevis, which is 1,345 m above sea level. Scotland is surrounded by the North Sea, the Irish Sea and the Atlantic Ocean. There are also many lochs (lakes), and Loch Ness is the most famous one because of its mythical monster, Nessie.

The climate in Scotland is temperate and oceanic and varies between regions. The country's high latitude means that winter days are short, and during the summer, people in Scotland experience extended twilight and no complete darkness, especially in far northern areas.

The currency is the pound sterling, and the national flag of Scotland is blue with a white St Andrew's Cross.

C. Read again and complete the Fact File.

Fact File: Scotland

Capital:	
Largest city:	
Population:	
Climate:	
Currency:	



D. Discuss the following.

- ▶ Would you like to visit Scotland?
- ▶ Why / Why not?

Project

Look at the fact file about Scotland again and prepare a similar fact file about your country.

A. Label the picture with the words 1-7.

- | | |
|------------------|---------------|
| 1. puck | 5. skates |
| 2. stick | 6. elbow pads |
| 3. shoulder pads | 7. leg pads |
| 4. helmet | |



B. Read the text about ice hockey and choose one heading from a-d for each paragraph. There is one extra heading. Then listen, read and check your answers.

- a. Rules
- b. History
- c. The game
- d. Hockey in Canada



ICE HOCKEY

1

Ice Hockey, or hockey, is a sport which is played on an ice rink. The modern game started in Montreal, Canada, in 1875. Men's ice hockey became an official Winter Olympic Game in 1924, while women's ice hockey joined the Olympics in 1998.

2

There are six players in each team. Players skate on the ice and try to score a goal by shooting the puck into the other team's goal, using a stick, shaped like an 'L'. There are three twenty-minute periods. If both teams have the same score at the end, there is an overtime period or extra time. If the score is still the same after that period, there is a shootout. In a shootout, the players take turns trying to shoot the puck into the other team's goal.

3

There are referees and officials on and near the ice to make sure no one breaks the rules. When players break the rules, they go to the 'penalty box' and sit there for two, four or five minutes until their penalty is over. One example of breaking the rules is moving the puck with your hands.

C. Read again and write T for True or F for False.

1. Ice hockey became an Olympic sport in 1875. ☐
2. You can score a goal by hitting the puck into the other team's goal. ☐
3. A game is always an hour long. ☐
4. There is always a shootout at the end of the game. ☐
5. Players who break the rules sit in the 'penalty box' for the rest of the game. ☐


D. Discuss the following.

- ▶ What do you find interesting about ice hockey?
- ▶ What do you know about your country's national ice hockey team?
- ▶ What is your favourite sport? Why?

Project

Think of your favourite sport and write a short text, like the one above. Write about its history, the equipment you need and the rules of the sport.

Musical instrument families

A. Listen to the sounds and match them to the pictures a-d. 

Sound 1

Sound 2

Sound 3

Sound 4



a ☐



b ☐




c ☐



d ☐

B. Now look at the highlighted words in the text below and find their definitions in a dictionary.

C. Do you know how to play any musical instruments? What are some of the different ways we can play musical instruments? Listen, read and check your answers. 

There are many different types of musical instruments in an orchestra. Each instrument is part of a different group, called a 'family'. All the instruments in each family look very different from each other, but one thing is always the same: how we play them.

Instruments in the wind family make a sound when we blow into them. Then there are the instruments in the percussion family, which we play by striking in some way. We play instruments in the string family by touching the strings to make different sounds. Many orchestras also have a piano – which is, of course, an instrument from the keyboard family.

D. Look at the instruments below. Put each one in the correct column in the table.



guitar



French horn



organ



keyboard



cymbal



bassoon



tambourine



harp

Wind	String	Percussion	Keyboard
flute	violin	drum	piano

E. Discuss.

- What is your favourite musical instrument?
- Would you like to learn a musical instrument? Which one?

Project

Make a musical instrument family poster. Draw four columns on a piece of cardboard and write the name of a musical instrument family at the top of each one, as in the table above. Then use the Internet to find pictures of as many musical instruments as you can, and write the names of the instruments in the correct columns.



Pair work activities

3b

Unlucky day

Talk in pairs. Look at the pictures below and imagine these things happened to you. What were you doing at that time? Use the prompts to ask each other questions.



What were you doing when you fell into the water?
I was walking by the river.

3c

Funfair food

Talk in pairs. Look at the things below and discuss what you are going to get.



Do you want some popcorn?
No, I want something else.
Are there any...?



7c

Student A

Imagine that you are a customer in a clothes shop and you want to buy some clothes. Decide which items you want and in what colour. Student B is the shop assistant. Talk to him/her using some of the phrases in the box.

Do you have any...?
I'd like...
I'm looking for...
Can I try it/them on?
Do you have it/them in red/blue, etc.?
It's/They're too...
It isn't/They aren't... enough.
I wear a size...
I think it/they fits/fit me very well.
I prefer the... one/ones.
I'll take it/them.
How much is/are...?
How much does it / do they cost?
Can I pay in cash / by credit card?

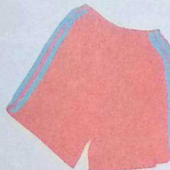


Pair work activities

7c Student B

Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk to him/her using some of the phrases in the box.

Can/May I help you?
What size are you?
We have it/them only in...
I'm afraid we...
Would you like to try it/them on?
Does it / Do they fit you?
What do you think of...?
How about this/these one/ones?
Here you are.
We have a ...% discount.
Would you like to pay in cash or
by credit card?
It costs/They cost...
Here's your change and receipt.



Shorts

Sizes: M, L

Price: €30.50

Colours: blue, red



T-shirt

Sizes: M, L, XL

Price: €10

Colour: orange



Boots

Sizes: 6, 7, 8

Price: €79.99

Colours: black,
brown, white



Jumper

Sizes: XS, S

Price: €55

Colours: red, yellow, brown

7e Problem solving

STUDENT A

Choose one of the situations below. Describe your problem to Student B, say how you feel and ask him/her for advice. Use some of the expressions given. Then swap roles.

Your sister/brother always borrows money but she/he never gives it back.

Your best friend has found a new group of friends and doesn't talk to you any more.

Your neighbour always listens to loud music and you can't study.

You're tired all the time and you can't get up in the morning.

The problem is that...
I've got a problem with...
I feel...
Can you please help me?
What should I do?

STUDENT B

Listen to Student A's problem and give him/her advice. Use some of the expressions given. Then swap roles.

I think you should...
Perhaps you should...
Don't worry.
Everything will be fine.

CHATSPEAK AND SMILEY DICTIONARY

@	= at	BCOZ	= because	M8	= mate	:-)	= happy
2DAY	= today	CING	= seeing	PLS	= please	:-(= sad
2MORO	= tomorrow	CU	= see you	R	= are	:-O	= shocked
2NITE	= tonight	FRND	= friend	THX	= thanks	:-D	= laughing
4EVER	= forever	GR8	= great	U	= you	:-[= crying
4	= for	H8	= hate	W8	= wait	>-[= angry
B	= be	L8	= late	XLNT	= excellent	;-)	= winking
B4	= before	L8R	= later	Y	= why	B-)	= wearing glasses



Hello

► The verb *be*

AFFIRMATIVE		NEGATIVE	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

QUESTIONS	SHORT ANSWERS	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

We usually use short forms when we speak and full forms when we write.

► The verb *have got*

We use the verb **have got**:

- to express possession.
I've got a computer.
- to describe people, animals and things.
Mary has got fair hair.

AFFIRMATIVE	
I/You/We/They 've (=have) got	
He/She/It 's (=has) got	

NEGATIVE	
I/You/We/They haven't (=have not) got	
He/She/It hasn't (=has not) got	

QUESTIONS	SHORT ANSWERS
Have I/you/we/they got?	Yes, I/you/we/they have. Yes, he/she/it has.
Has he/she/it got?	No, I/you/we/they haven't. No, he/she/it hasn't.

► Possessive adjectives

PERSONAL PRONOUNS	POSSESSIVE ADJECTIVES
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive adjectives go before nouns, without articles.
She is my friend.
Her name is Emma.

► The verb *can*

AFFIRMATIVE	
I/You/He/She/It	can dance
We/You/They	

NEGATIVE	
I/You/He/She/It	can't (cannot) dance
We/You/They	

QUESTIONS	SHORT ANSWERS
Can I/you/he/she/it dance?	Yes, I/you/he/she/it can. we/you/they
	No, I/you/he/she/it can't. we/you/they

We use the verb **can** to express ability: *He can swim.*

► Prepositions of place

in	<i>The book is in the bag.</i>
on	<i>The book is on the desk.</i>
under	<i>The cat is under the table.</i>

► This / That

- We use **this** to point out a person, animal or thing that is close to us.
This is a book.
- We use **that** to point out a person, animal or thing that is far from us.
That girl over there is Maria.

► These / Those

- We use **these** to point out people, animals or things that are close to us.
These are my books.
- We use **those** to point out people, animals, or things that are far from us.
Those boys over there are my friends.

► There is / There are

	AFFIRMATIVE		NEGATIVE	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
singular	There is	There's	There is not	There isn't
plural	There are	×	There are not	There aren't

	QUESTIONS	SHORT ANSWERS	
singular	Is there...?	Yes, there is.	No, there isn't.
plural	Are there...?	Yes, there are.	No, there aren't.

- We use **there is** before singular nouns.
There's a bathroom upstairs.
Is there a swimming pool in the palace?
- We use **there are** before plural nouns.
There are ten bedrooms in the castle.
Are there two bins in the classroom?

► Plural forms

REGULAR NOUNS	
• most nouns take -s (in the plural)	<i>dog</i> → <i>dogs</i> <i>computer</i> → <i>computers</i>
• nouns ending in -s, -ch, -sh, -x, -o, take -es	<i>box</i> → <i>boxes</i> <i>watch</i> → <i>watches</i>
• nouns ending in a consonant + -y, drop the -y and take -ies	<i>country</i> → <i>countries</i> BUT <i>boy</i> → <i>boys</i>
• nouns ending in -f or -fe, take -ves	<i>scarf</i> → <i>scarves</i>

IRREGULAR NOUNS

<i>man</i> → <i>men</i>	
<i>woman</i> → <i>women</i>	
<i>child</i> → <i>children</i>	
<i>foot</i> → <i>feet</i>	
<i>tooth</i> → <i>teeth</i>	
<i>person</i> → <i>people</i>	• Adjectives do not have a plural form.
<i>mouse</i> → <i>mice</i>	<i>This is an old umbrella.</i> →
<i>fish</i> → <i>fish</i>	<i>These are old umbrellas.</i>

► Question Words

- **Who...?:** We ask questions about people.
Who's that? My friend Kim.
- **What...?:** We ask questions about things, animals and actions.
What's your favourite school subject? PE.
- **Where...?:** We ask questions about places.
Where are you from? I'm from China.
- **How...?:** We ask about the way in which something happens or to find out someone's news.
How are you? Fine, thanks.
- **How old...?:** We ask about someone's age.
How old are you? I'm thirteen years old.
- **When / What time...?:** We ask about time.
When's the party? On Saturday.
What time is the party? At 9pm.
- **How many...?:** We ask about the number of something.
How many bedrooms are there in your house?
Three

Module 1

► Present Simple

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I speak	I do not speak	I don't speak
You speak	You do not speak	You don't speak
He speaks	He does not speak	He doesn't speak
She speaks	She does not speak	She doesn't speak
It speaks	It does not speak	It doesn't speak
We speak	We do not speak	We don't speak
You speak	You do not speak	You don't speak
They speak	They do not speak	They don't speak

QUESTIONS	SHORT ANSWERS	
Do I speak?	Yes, I do.	No, I don't.
Do you speak?	Yes, you do.	No, you don't.
Does he speak?	Yes, he does.	No, he doesn't.
Does she speak?	Yes, she does.	No, she doesn't.
Does it speak?	Yes, it does.	No, it doesn't.
Do we speak?	Yes, we do.	No, we don't.
Do you speak?	Yes, you do.	No, you don't.
Do they speak?	Yes, they do.	No, they don't.

NOTE: No -s in the 3rd person singular after **does/doesn't**.

Formation of the 3rd person singular (he/she/it)

• Most verbs take -s. <i>I eat</i> → <i>He eats</i> <i>I like</i> → <i>He likes</i>
• Verbs ending in -ss, -sh, -ch, -x, -o take -es. <i>I watch</i> → <i>He watches</i> <i>I go</i> → <i>He goes</i>
• Verbs ending in a consonant + y, drop the -y and take -ies. <i>I tidy</i> → <i>He tidies</i> BUT <i>I play</i> → <i>He plays</i>

We use the Present Simple:

- for habits or actions that happen regularly.
I watch TV every day.
She goes out at the weekend.
- for situations that are always the same.
We live in Bristol.
I like ice cream.

► Prepositions of time

at	<i>six o'clock / half past two</i> <i>noon / night / midday / midnight</i> <i>the weekend(s)</i>
in	<i>the morning / afternoon / evening</i> <i>my free time</i> <i>Saturday</i>
on	<i>Friday morning / afternoon, etc.</i> <i>weekdays</i>
till	<i>We usually work till 5:00 pm.</i>
until	
before	<i>Jack always has a shower before dinner.</i>
after	<i>My dad takes the dog for a walk after breakfast.</i>

► Adverbs of frequency

	•	***	****	*****
never	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
John often plays football on Saturdays.
Peter doesn't always have breakfast.
- **after** the verb *be*.
Sheryl is never late for school.

► How often...?:

We use **How often...?** to show the frequency of an action:

A: *How often do you go out?*

B: *I go out twice a week, but I never go out on Fridays.*

► Present Progressive

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

QUESTIONS	SHORT ANSWERS	
Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

We use the **Present Progressive**:

- for actions that are happening at the moment of speaking.
What is Kelly doing now? She's talking on the phone.
- for temporary states.
I'm working at a supermarket these days.

FORMATION OF -ing	
• most verbs take -ing	talk → talking
• verbs ending in -e drop the -e before the -ing	come → coming
• verbs with one syllable ending in one vowel + one consonant double the consonant before the -ing	stop → stopping
• verbs with two or more syllables ending in one stressed vowel + one consonant double the consonant before the -ing	begin → beginning BUT happen → happening
• verbs ending in one vowel + -l double the -l before the -ing	travel → travelling
• verbs ending in -ie change -ie to -y before the -ing	lie → lying

TIME EXPRESSIONS

now, at the moment
today, these days
this week / year, etc.

► Present Progressive vs Present Simple

- We use the **Present Progressive** for actions that are happening at the moment of speaking and for temporary states.

John is watching TV now.

- We use the **Present Simple** for habits, repeated actions and permanent states.

John watches TV at the weekend.

TIME EXPRESSIONS	
PRESENT PROGRESSIVE	PRESENT SIMPLE
now, at the moment today, these days, this week / year, etc.	usually, always, often, etc. every day/week, etc. in the afternoons/summer, etc. on Mondays, at the weekend, etc.

► Stative Verbs

The following verbs are usually **not** used in the **Present Progressive**. They are called **stative verbs**:

- see, hear, smell, etc.
- like, love, hate, want, need, etc.
- think, understand, know, etc.
- be, have, cost, etc.

► like / love / enjoy / hate / can't stand + -ing like / love / enjoy / hate / can't stand + noun would like / want + to

like / love / enjoy / hate / can't stand + -ing

I enjoy listening to music.

Pablo can't stand going to art galleries.

like / love / enjoy / hate / can't stand + noun

I like rock music. Sam hates pop.

would like / want + to

I'd like to go to the theatre.

Beth wants to go to the cinema.

NOTE: We use **like + -ing** to say what we like in general:

*I like going to the cinema.
Do you like tennis?*

We use **would like** to say what we want to do and to make offers, invitations and requests.

*I'd like to go to the cinema.
Would you like to play tennis with me this afternoon?*

Module 2

► Past Simple of regular verbs

AFFIRMATIVE	NEGATIVE	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

QUESTIONS	SHORT ANSWERS	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

SPELLING

• most verbs take <i>-ed</i>	<i>talk</i> → <i>talked</i>
• verbs ending in <i>-e</i> take only <i>-d</i>	<i>dance</i> → <i>danced</i>
• verbs ending in a consonant + <i>-y</i> take <i>-ied</i>	<i>try</i> → <i>tried</i> BUT <i>play</i> → <i>played</i>
• verbs with one syllable ending in one vowel + one consonant double the consonant before the <i>-ed</i>	<i>stop</i> → <i>stopped</i>
• verbs with two or more syllables ending in a stressed vowel + one consonant double the consonant before the <i>-ed</i>	<i>prefer</i> → <i>preferred</i> BUT <i>happen</i> → <i>happened</i>
• verbs ending in one vowel + <i>-l</i> double the <i>-l</i> before the <i>-ed</i>	<i>travel</i> → <i>travelled</i> BUT <i>sail</i> → <i>sailed</i>

Past Simple of irregular verbs

- Irregular verbs don't take *-ed* in the Past Simple.

AFFIRMATIVE	I/You/He/She/It/We/You/They	went
NEGATIVE	I/You/He/She/It/We/You/They	didn't go
QUESTIONS	Did I/you/he/she/it/we/you/they	go?

NOTE: Look at the list of irregular verbs on page 127.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- for completed actions that happened one after the other in the past.
Yesterday I got up at 8:00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
last night / week / weekend / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months / five years ago
in + year

Past Simple of the verb *be*

AFFIRMATIVE	NEGATIVE
I/He/She/It was We/You/They were	I/He/She/It wasn't (=was not) We/You/They weren't (=were not)

QUESTIONS	SHORT ANSWERS
Was I/he/she/it?	Yes, I/he/she/it was. Yes, we/you/they were.
Were we/you/they?	No, I/he/she/it wasn't. No, we/you/they weren't.

The verb *could*

AFFIRMATIVE	NEGATIVE
I/He/She/It could walk We/You/They	I/He/She/It couldn't walk We/You/They

QUESTIONS

Could I/he/she/it
we/you/they walk?

SHORT ANSWERS

Yes, I/he/she/it we/you/they could.	No, I/he/she/it we/you/they couldn't.
--	--

- Could* is the past tense of **can**. We use it to talk about ability in the past.

My sister could play the piano when she was seven.

Adjectives / Adverbs

- Adjectives describe nouns.
- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	quiet → quietly careful → carefully
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	easy → easily
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-ly</i> .	terrible → terribly

IRREGULAR ADVERBS

good → well
fast → fast
hard → hard
late → late
early → early

Used to

AFFIRMATIVE	NEGATIVE
I/He/She/It used to play We/You/They	I/He/She/It didn't use to play We/You/They

QUESTIONS

Did I/he/she/it
we/you/they use to play?

- We use **used to** to talk about something that happened regularly in the past, but no longer does.

We used to go skateboarding every afternoon when we were young.

Personal Pronouns

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
You	you
He	him
She	her
It	it
We	us
You	you
They	them

- **Subject personal pronouns** are used as subjects and go before the verb.
Look at that girl. She's beautiful
- **Object personal pronouns** are used after verbs as objects or after prepositions.
Look at him! He's my brother.

Module 3

▶ Past Progressive

AFFIRMATIVE

I was eating
You were eating
He was eating
She was eating
It was eating
We were eating
You were eating
They were eating

NEGATIVE

FULL FORMS

I was not eating
You were not eating
He was not eating
She was not eating
It was not eating
We were not eating
You were not eating
They were not eating

SHORT FORMS

I wasn't eating
You weren't eating
He wasn't eating
She wasn't eating
It wasn't eating
We weren't eating
You weren't eating
They weren't eating

QUESTIONS

Was I eating?
Were you eating?
Was he eating?
Was she eating?
Was it eating?
Were we eating?
Were you eating?
Were they eating?

SHORT ANSWERS

Yes, I was.
Yes, you were.
Yes, he was.
Yes, she was.
Yes, it was.
Yes, we were.
Yes, you were.
Yes, they were.

No, I wasn't.
No, you weren't.
No, he wasn't.
No, she wasn't.
No, it wasn't.
No, we weren't.
No, you weren't.
No, they weren't.

We use the **Past Progressive**:

- for an action that was happening at a specific point of time in the past.
I was watching TV at 7 o'clock yesterday evening.
- to set the scene in a story.
It was raining and Jill was walking in the forest.
- for actions that were happening at the same time in the past. In this case we usually use **while**.
While I was watching TV, my father was cooking.

▶ Past Simple - Past Progressive Time Clauses (when, while)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while** or **when**.
While I was driving, I saw a cat in the street.
I was sleeping when the telephone rang.

▶ some/any/no

- **some + uncountable / plural countable nouns** in affirmative sentences and offers.
There is some orange juice in the fridge.
Would you like some chips?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.

- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

NOTE:

Countable Nouns

- We can count them.
- We can use *a/an* and numbers before them.
- They have singular and plural forms.
one orange five posters a lamp

NOTE:

Uncountable Nouns

- We cannot count them.
- We cannot use *a/an* or numbers before them, but we often use *some* and *any*.
- They have only singular forms.
rice water pasta

▶ Compounds of some, any, no and every

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds are used in the same way as **some**, **any**, **no** and **every**, but they are not followed by a noun.
I can't find my glasses anywhere.
- These compounds always go with singular verbs.
Someone is behind the door.

Module 4

▶ can/could/may/might

The verbs **can**, **could**, **may** and **might**:

- are followed by the base form of the verb without **to**.
- are the same in all persons in the singular and plural.
- do not form the question and negative with **do**.
- We use **Can I..?**, **Could I..?**, **May I..?** to ask for permission.
Can/Could/May I go to the party?
Yes, you can/may.
No, you can't/may not.
- We use **Can you..?**, **Could you..?** to make polite requests and ask for a favour. **Could** is more polite.
Can/Could you help me with my homework?
- We use **Can I..?**, **Could I..?**, **May I..?** to offer help.
Can/Could/May I help you?
- We use **may**, **might** and **could** to express possibility in the present or future. **Might** expresses slight possibility.
We may/might/could go to the Summer Festival next weekend.

▶ Prepositions of place

- next to** *The museum is next to the post office.*
- In front of** *The bus stop is in front of the museum.*
- opposite** *The library is opposite the museum.*
- between** *The museum is between the bank and the post office.*
- behind** *The park is behind the museum.*

III Grammar Reference

► Prepositions of movement

up	Walk <i>up</i> this road.
down	Go <i>down</i> Elm Street.
into	Don't come <i>into</i> the house with that dog!
out of	Brian walked <i>out of</i> the room.
through	This road goes <i>through</i> the park.
towards	Walk <i>towards</i> the library.
past	Walk <i>past</i> the newsagent's and turn left.
from...to	Maria drives <i>from</i> her house <i>to</i> work every day.
around	Stop running <i>around</i> the garden!

► Comparative and Superlative Forms

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION		
Comparative		
adjective + -er		John is <i>older</i> than Peter.
more + adjective	+ than	My watch is <i>more expensive</i> than Diana's.
Superlative		
the + adjective + -est		John is <i>the tallest</i> boy in his class.
most + adjective	+ of/in	This watch is <i>the most expensive</i> of all.

- All one-syllable and most two syllable adjectives take -er/-est:
clean → cleaner → the *cleanest*
clever → cleverer → the *cleverest*
- One-syllable adjectives ending in -e, take -r/-st:
nice → nicer → the *nicest*
- One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er/-est:
hot → hotter → the *hottest*
- Adjectives ending in a consonant + -y, drop the -y and take -ier/-iest:
easy → easier → the *easiest*
- Adjectives with three or more syllables and some two-syllable adjectives take *more + adjective / most + adjective*:
expensive → *more expensive* → *the most expensive*
careful → *more careful* → *the most careful*

NOTE: Other ways of comparison:

- as + adjective + as
Debbie's *as tall as* her brother.
- not as + adjective + as
Geography isn't *as interesting as* History.

► Which...?

- We use Which...? when we want to select one from a group of things or people.
Which mountain is higher? Mt. Everest or Mt. Kilimanjaro?

Module 5

► Future *be going to*

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I am going to play	I'm going to play
You are going to play	You're going to play
He is going to play	He's going to play
She is going to play	She's going to play
It is going to play	It's going to play
We are going to play	We're going to play
You are going to play	You're going to play
They are going to play	They're going to play

NEGATIVE	
FULL FORMS	SHORT FORMS
I am not going to play	I'm not going to play
You are not going to play	You aren't going to play
He is not going to play	He isn't going to play
She is not going to play	She isn't going to play
It is not going to play	It isn't going to play
We are not going to play	We aren't going to play
You are not going to play	You aren't going to play
They are not going to play	They aren't going to play

QUESTIONS	SHORT ANSWERS	
Am I going to play?	Yes, I am.	No, I'm not.
Are you going to play?	Yes, you are.	No, you aren't.
Is he going to play?	Yes, he is.	No, he isn't.
Is she going to play?	Yes, she is.	No, she isn't.
Is it going to play?	Yes, it is.	No, it isn't.
Are we going to play?	Yes, we are.	No, we aren't.
Are you going to play?	Yes, you are.	No, you aren't.
Are they going to play?	Yes, they are.	No, they aren't.

TIME EXPRESSIONS

tomorrow / tonight
next month/year/week/Tuesday, etc.
in an hour/year, etc.
soon
this week / month, etc.

- We use the **Future *be going to*** to express future plans.
Dennis is *going to buy* a car next week.

NOTE: It isn't necessary to say or write **to go** with the Future *be going to*.
Ted's *going (to go)* swimming next weekend.

IRREGULAR COMPARATIVES AND SUPERLATIVES

POSITIVE FORM	COMPARATIVE FORM	SUPERLATIVE FORM
good	better	the best
bad	worse	the worst
many/much	more	the most
far	farther/further	the farthest/furthest

► Present Progressive with future meaning

- We can use the **Present Progressive** to talk about future arrangements.

We are having a party next Saturday.

► Future will

AFFIRMATIVE		NEGATIVE	
I	He/She/It will work	I	He/She/It won't work (will not)
We/You/They		We/You/They	

QUESTIONS		
Will	he/she/it	work?
	we/you/they	

SHORT ANSWERS			
Yes,	I	he/she/it	will.
	we/you/they		
No,	I	he/she/it	won't.
	we/you/they		

We use the **Future will** for:

- predictions, usually with the verbs **think** and **believe**.
I think he will be a great actor one day.
- on-the-spot decisions.
Fine, I'll meet you in an hour.

offers.
I'll help you with everything.

warnings and threats.
Be quiet or I'll tell the teacher.

promises.
I promise, I'll be there for you.

requests.
Will you do me a favour?

► Must/Have to

The verb must	
Affirmative	I/He/She/It/We/You/They must go
Negative	I/He/She/It/We/You/They mustn't go
Questions	Must I/he/she/it/we/you/they go?
Short answers	Yes, I/he/she/it/we/you/they must.
	No, I/he/she/it/we/you/they mustn't.

The verb have to	
AFFIRMATIVE	NEGATIVE
I/We/You/They have to go	I/We/You/They don't have to go
He/She/It has to go	He/She/It doesn't have to go

QUESTIONS		
Do	I/we/you/they	have to go?
Does	he/she/it	have to go?

SHORT ANSWERS			
Yes,	I/we/you/they	do.	No, I/we/you/they don't.
Yes,	he/she/it	does.	No, he/she/it doesn't.

- We use **must** and **have to/has to** to express obligation in the present and future.
I must/have to wash the car today.
- We use **mustn't** to express prohibition.
You mustn't be late again!
- We use **don't/doesn't have to** to express absence of obligation.
You don't have to come early tomorrow. It isn't necessary.

NOTE: The past tense of **must** and **have to** is **had to** and expresses obligation in the past. The negative form **didn't have to** expresses absence of obligation in the past.

► Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

If - clause	Main clause
If + Present Simple	Future will
	Modal Verbs (can, may, might, must)
	Imperative

If I like the car, I'll buy it.

If you want to get into the museum, you must buy a ticket.

If you don't feel well, go to bed.

► Let's... / How about...? / Why don't we/you...?

To make suggestions we use:

- let's + the base form of the verb.**

Let's go out tonight.

- How about...? + -ing form.**

How about going to the cinema?

- Why don't we/you...? + the base form of the verb.**

Why don't we go shopping today?

Module 6

► Present Perfect Simple

AFFIRMATIVE	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

NEGATIVE	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

QUESTIONS	SHORT ANSWERS	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + -ed).

NOTE: For a list of irregular verbs go to page 127.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

TIME EXPRESSIONS

always, ever, never, before, so far, yet, already, just, once, twice, etc.

Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> for actions that happened in the past, but we don't say when exactly. <i>I have visited Rome.</i> with the time expressions: ever, never, before, so far, just, yet, already, always, for, since. 	<ul style="list-style-type: none"> for actions that happened at a definite time in the past. We say when. <i>I visited Rome last year.</i> with the time expressions: yesterday, in 1995, ago, last week/month, etc.

- NOTE:**
- have/has gone** means that someone has gone somewhere and is still there.
Beth has gone to the supermarket. (She's still there).
 - have/has been** means that someone has visited a place but has come back.
Beth has been to Barcelona. (Now she's back)

yet/already

yet is used only with the question and negative form of verbs. It is placed at the end of the sentence. <i>Have you finished yet?</i> <i>He hasn't arrived yet.</i>	
already is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis. <i>I've already seen that film.</i> <i>You've finished eating already!</i>	

Present Perfect with since/for/how long

- We use the **Present Perfect** with **for**, **since** and **how long** for actions that started in the past and continue up to the present.

How long...? To ask about the duration of an action.	How long have you had this collection?
since + a point in time (e.g. <i>since 1980, since yesterday, since last week, since 4am</i>) It refers to the time when the action started.	<i>I've had this collection since 1999.</i>
for + a period of time (e.g. <i>for two weeks, for three days, for five minutes, for months</i>) It refers to the duration of the action.	<i>I've had this collection for six years.</i>

Question tags

Question tags are short questions at the end of statements. We use them:

- when we are not sure about something and we want confirmation.
- when we expect the other person to agree with us.

We form question tags with the **auxiliary or modal verb** of the sentence and a **personal pronoun** in the same person as the subject.

You couldn't see her, could you?
Tom believed him, didn't he?

- When the statement is affirmative, we use a negative question tag.
The boys are at school, aren't they?
- When the statement is negative, we use a positive question tag.
She hasn't seen the doctor yet, has she?

Module 7

The verb should

AFFIRMATIVE	I/He/She/It/We/You/They should go
NEGATIVE	I/He/She/It/We/You/They shouldn't go
QUESTIONS	Should I/he/she/it/we/you/they go?
SHORT ANSWERS	Yes, I/he/she/it/we/you/they should. No, I/he/she/it/we/you/they shouldn't.

We use **should**:

- to ask for and give advice.
What should I do? You shouldn't work so hard.
- to express an opinion.
I think the children should eat more fruit.
- to make a suggestion.
We should go to the cinema. There's a nice film on.

too/enough

- We use **too** before adjectives and adverbs. **Too** has a negative meaning and it means 'more than necessary'.
This coffee is too hot. I can't drink it.

- We use **enough** after adjectives and adverbs, but before nouns. **Enough** has a positive meaning.
The weather is warm enough for a picnic.
There's enough food in the fridge.

► one/ones

- We use **one** when we don't want to repeat a singular countable noun.
Which coat is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

► How much...?/How many...?/Much/Many/A lot of/Lots of/A little/A few

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much milk is there?

NOTE: We also use **How much...?** to ask about the cost or price of something.
How much are these shoes? €100?

- We use **How many...?** with plural countable nouns to ask about the number of something.
How many cans of lemonade do we need?
- We use **much** with uncountable nouns, in questions and in negative sentences.
We haven't got much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
There aren't many books in the bookcase.
- We use **a lot of/lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences.
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences.
There are a few magazines on the table.

► Possessive Adjectives - Possessive Pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They can be used as short answers to questions starting with **whose**.
Your bag is brown, but mine is black.
That cat is hers.
Whose is this ball? It's his.

► Possessive case

We use the **possessive case** to express possession.

Formation	
Singular nouns take 's.	<i>This is the girl's bag.</i> <i>This is Tom's car.</i>
Regular plural nouns take 's.	<i>That's my parents' house.</i>
Irregular plural nouns take 's.	<i>Here's the children's room.</i>
When two or more people own the same thing, we add 's only to the last owner.	<i>This is Mary and Ben's flat.</i>
When two or more people own two or more different things, we add 's to each owner.	<i>These are John's and Rick's bikes.</i>

NOTE: We use **of + noun** to show that something belongs to a thing or to an abstract noun.
The windows of this house are very big.

Module 8

► Relative Pronouns

- The relative pronouns **who**, **which** and **that** introduce relative clauses and refer to the subject or the object of the verb. When they are the object of the verb in the relative clause, they can be omitted.
Mrs Robins is the teacher. I like her the most.
Mrs Robins is the teacher (who) I like the most.

	PRONOUNS	EXAMPLES
People	who/that	<i>The woman who/that is driving that sports car is my aunt.</i>
		<i>The teacher (who/that) I like the most is Mrs Robins.</i>
Animals and Things	which/that	<i>The bag which/that is on the desk is mine.</i> <i>The film (which/that) I saw last night was terrible.</i>

► So/Neither

To express agreement

- We use **So + affirmative auxiliary verb + subject** when we agree with an affirmative statement, but we don't want to repeat it.
A: *I must go to the dentist.* **A:** *I always go to school on foot.*
B: *So must I.* **B:** *So do I.*
- We use **Neither + affirmative auxiliary verb + subject** when we agree with a negative statement, but we don't want to repeat it.
A: *I can't play the piano.* **A:** *I don't like classical music.*
B: *Neither can I.* **B:** *Neither does my sister.*

NOTE: To express disagreement:

- We use **subject + affirmative auxiliary verb** when we disagree with a negative statement, but we don't want to repeat it.
A: *I can't dance.*
B: *I can.*
- We use **subject + negative auxiliary verb** when we disagree with an affirmative statement, but we don't want to repeat it.
A: *I've been to Italy.*
B: *I haven't.*

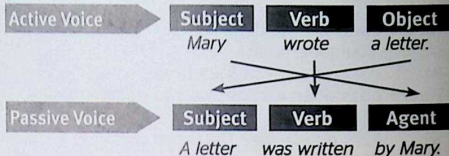
Passive Voice

Use

We use the **Passive Voice** to emphasise the action rather than who or what is responsible for it.

Formation

The **Passive Voice** is formed with the verb **be** in the appropriate form and the **past participle** of the main verb.



NOTE: The person who causes or carries out the action is called an **agent** and is preceded by the preposition **by**.
We usually omit the agent when the action interests us more than the agent, when we don't know the agent or when it is easy to figure out who the agent is.

My bag was stolen!

(by someone who we do not know)

BMW cars are made in Germany. (by factory workers)

Present Simple Passive

AFFIRMATIVE

I	am	
He/She/It	is	called / given
We/You/They	are	

NEGATIVE

I	am	
He/She/It	is not	called / given
We/You/They	are	

QUESTIONS

Am	I	
Is	he/she/it	called / given?
Are	we/you/they	

Past Simple Passive

AFFIRMATIVE

I/He/She/It	was	
We/You/They	were	called / given

NEGATIVE

I/He/She/It	wasn't	
We/You/They	weren't	called / given

QUESTIONS

Was	I/he/she/it	
Were	we/you/they	called / given?

IRREGULAR VERBS

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	know	knew	known
become	became	become	learn	learnt / learned	learnt / learned
begin	began	begun	leave	left	left
bite	bit	bitten	lend	lent	lent
bleed	bled	bled	let	let	let
break	broke	broken	lie	lay	lain
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
burn	burnt/burned	burnt/burned	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
cut	cut	cut	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	show	showed	shown
feed	fed	fed	sing	sang	sung
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spell	spelt/spelled	spelt/spelled
forget	forgot	forgotten	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hold	held	held	wear	wore	worn
hurt	hurt	hurt	win	won	won
keep	kept	kept	write	wrote	written

Learning Tips

In class

How to learn better in class

- Look at your teacher and the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pair and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from English magazines and newspapers.
- Read English websites.
- Listen to English songs.
- Watch English TV programmes and DVDs.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (e.g. verb+noun) not just individual words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points
e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the vocabulary and the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions and answers carefully.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Join your ideas with *and*, *but*, *so* and *because*.
- Use pronouns (he, she it, them, etc.) to avoid repeating the same words.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like *suddenly*, *luckily*, *unfortunately* to make your writing more interesting.
- Use a variety of vocabulary and grammatical structures in your writing to make it more interesting.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

BRAINSTORM

PLAN

RESEARCH

CREATE

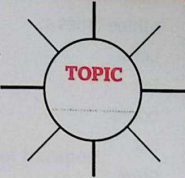
PROOFREAD

PRESENT

step 1

BRAINSTORM

- Think of the topic carefully and create a mind map to help you come up with ideas or words related to the topic.



step 2

PLAN

- Decide which of the ideas in **Step 1** you would like to include in your project and make a plan to use as a general guide.

step 3

RESEARCH

- Do research on the topic. Read books, use the Internet, watch videos or documentaries or even visit a museum.
- Note down key words and important information you have found. Remember: you mustn't copy the information. Use your own words to summarise the ideas.

step 4

CREATE

- When you have collected all the information, start working on your project.
- Make your project interesting. Think of a title and find pictures or draw your own.
- You can also write captions underneath the pictures to describe them.

step 5

PROOFREAD

- After you finish, proofread your work.
- Make sure you have included all the information and ideas you chose in your project.
- Check your spelling, grammar, vocabulary, etc.

step 6

PRESENT

A presentation consists of **3 stages**:

Stage 1: Before the presentation

- Practise presenting your work in front of a mirror or to a friend. This will help you feel more confident.

Stage 2: During the presentation

- First, introduce the topic. (*I would like to talk about... / I am going to talk about...*)
- Use short and simple sentences.
- Speak clearly and confidently.
- Smile at the people in the audience (your classmates) and make eye contact.

Stage 3: After the presentation

- Ask the audience if they have any questions and try to answer their questions. (*Any questions?*)
- Don't forget to thank the audience. (*Thank you for your attention.*)

TIP!

Use the following checklist with the things you need to do. Tick (✓) the boxes when you do them.

PROJECT CHECKLIST

- mind map ☐
- plan ☐
- research ☐
- key words ☐
- paragraph/text ☐
- title ☐
- pictures and captions ☐
- checking ☐
- presentation practice ☐

Hello

band
be called
box
butterfly
cap
dictionary
female
floor
goldfish
male
rapper
shelf
song
spell
together
understand
use
wardrobe
watch (n)

Family

aunt
cousin
daughter
husband
son
uncle
wife

1a

after
also
become
before
end (n)
excellent
facilities
finish
gym
like (prep.)
modern
other
perfect
place
practise
say
science lab

secondary school
start
the same... as
till
until
want

School subjects

Art
Biology
Chemistry
Geography
History
ICT
Maths
PE
Physics

Phrases

It's great fun!

1b

a lot of
boring
brush one's teeth
carpet
change (v)
electric
for hours
headache
help
on the phone
rubbish bin
sponge
tired
toothbrush

Appliances

cooker
dishwasher
fridge
hoover
iron
washing machine

Chores

clean the windows
cook
do the washing
do the washing-up
hoover
iron clothes

take out the rubbish
tidy my room
wash the car

Phrases

How often...? once/twice/
three times a...
Let's...

1c

bored
cut
draw
in fashion
look for
look like
own (adj)
patch
pocket
put
still
ugly
wait

Clothes and accessories

belt
boots
earrings
hat
jumper
leggings
sandals
shirt
shorts

skirt
top
tracksuit

Phrases

Anyway...
Don't worry.
What a mess!
What's up?
Why...?

1d

a bit
can't stand
competition
early
free
join

karaoke
lots of
online
only
though
website
winner
youth club

Free-time activities

chat on the Net
do arts and crafts
download songs/music
videos
go rollerblading
go skateboarding
go to a concert
hang out with friends
play table tennis
read magazines/
newspapers
surf the Net

Phrases

Check out...
It looks good.

1e

age
both
ice hockey
local
really
spend

Appearance

chubby
curly
dark
fair
good-looking
medium-length
slim
straight
wavy

Personality

active
clever
friendly
helpful
lazy

outgoing
polite
rude
shy
unfriendly

Phrases

What does he look like?
What is he like?

2a

almost
around
be back
broken
camel
desert
experience (n)
fall off
forget
guys
manage
scared
show (v)
try

Holiday activities

buy souvenirs
explore a cave
go hiking
go horse riding
go on a cruise
go on a trip
go sightseeing
sunbathe
travel abroad

Phrases

Here you go.
I'm only joking.
To be honest....
What else...?

2b

ask (for)
careful
cheap
closed
crowded
dangerous
decide
expensive
fast
get off
hard

late
later
on foot
popular
safe
side
slow
something
station
tell
terrible
traffic
wrong

Means of transport

ferry
helicopter
motorbike
tram
underground
van

Phrases

Guess what!

2c

ancient
at the age of
century
chopsticks
common
crime
die
Egypt
Egyptian
Europe
even
for this reason
fork
get married
however
important
in the past
kill
knife
life
long (adv)
make-up
of course
poisonous
radio
serve
special
spoon

world
2d
actually
around (=about)
be born
captain
coast
excited
explorer
famous
feel
happen
immediately
incredible
land (n)
name (after)
next
pleased
promise
reach
sailor
shout
voyage

Points of the compass

east
north
south
west

2e

3D film
arrive
because of
coach
dinosaur
experiment
hope
invention
journey
leave
mind (v)
visit (n)

Adjectives expressing

opinion

amazing
awful
brilliant
cool
exciting
fantastic
frightening
horrible

interesting
weird
wonderful
Phrases
How are things?
How long?
It takes...

3a

ambulance
banana skin
call for
exactly
explain
in the middle of
jump (off)
just
lie (lay-lain)
pavement
strange
suddenly

Parts of the body

ankle
arm
back
finger
knee
wrist

Verbs related to

accidents

bleed
break
crash into
fall down
hit
hurt
slip
sprain

Phrases

Never mind.

3b

alien
appear
area
bush
calm
campsite
close (adj)
dark
disappear
follow

footprint
frightened
ghost
group
hear
huge
human
monster
mystery
noise
organise
play a joke on sb
probably
scream
shadow

skin
village
voice
wild

Phrases

Believe it or not...
I (don't) think so.

3c

be left
blood
each
get on
hill
ketchup
luckily
queue
wet

Words/Phrases related to funfairs

bumper car
candy floss
corn on the cob
crisps
doughnut
Ferris wheel
milkshake
popcorn
prize
ride
roller coaster
sandwich
stand (n)

water slide
Phrases
Hang on a minute!
What do you mean?

3d

a few
alone
another
attack
bite
brave
chase
crazy
different
far
half
in the beginning

lose
neck
return
save
scare (away)
shark
take place
wolf

Emotions

angry
embarrassed
lonely
shocked
surprised
worried

3e

adventure
after a while
be away
behind
finally
fix
fortunately
in the end
ladder
luck
lucky
maybe
neighbour
next-door

put up a tent
quickly
quite
situation
unfortunately
unlucky
Phrases related to misfortunes
be/get lost
be/get stuck in a lift
get a flat tyre
get locked out
lose one's keys
miss the bus

4a

book (v)
borrow
bring
card
euro
festival
flight
get a haircut
medicine
post (v)
stamp
ticket

Places in a town/city

chemist's
florist's
hairdresser's
market
newsagent's
post office
travel agent's

Phrases

Can I help you?
Here you are.
I'm afraid not.
Let me check.
Would you like anything else?
You're welcome.

4b

all the time
bank

bus stop
catch
footbridge
map
pedestrian crossing
petrol station
police station
robber
stop sign
traffic lights
tunnel

Directions

Go straight on.
How do I get to...?
It's on your right/left.
Turn right/left at the...
Turn right/left into... Street/
Road.

Phrases

Need some help?
Now what?

4c

annoying
barbecue
busy
comfortable
country
do gardening
each other
excitement
general
go for a walk
healthy
home-cooked
ideal
lifestyle
mouse - mice
nature
neighbourhood
noisy
offer (v)
peace and quiet
peaceful
pollution
prefer
relaxed
useful

without

Types of houses

block of flats

bungalow

caravan

cottage

farm

houseboat

tree house

Phrases

this way

Which...?

4d

along with

billion

centre

fit (v)

freeze

heat

heavy

inside

light

million

minus

move

over

scientist

second (n)

sunlight

temperature

thousand

Words related to space

Earth

galaxy

moon

outer space

planet

solar system

star

sun

universe

4e

capital

go cycling

sight

top

tourist

view

Places in a city

airport

art gallery

bridge

car park

castle

port

stadium

train station

Phrases

For example...

Give me the chance.

5a

bargain (n)

definitely

entrance

exit

expert

fair (n)

fee

in a while

latest

real

technology

wireless

Computer words

cursor

keyboard

laptop

monitor

mouse

mouse pad

printer

screen

speakers

USB flash drive

Phrases

Do you fancy...?

Hold on.

It's out of this world.

Nice one.

Sounds good.

5b

argue

argument

be in a good/bad mood

by accident

countryside

energy

exercise (v)

fluently

from now on

full

future

habit

health

ill

in need

last (v)

let

member

poor

relationship

rich

secret

solution

while

5c

bottle

can (n)

clean (adj)

cut down

dirty

during

environment

leaflet

miss out

plant (v)

protect

public transport

recycle

recycling bin

reuse

soap

tap

throw

turn off

Recyclable materials

battery

glass

metal

paper

plastic

Phrases

It doesn't matter.

5d

adult

air

breathe

continue

creature

endangered species

extinct

feed

grow

harm (v)

in danger

net

organisation

pick up

pollute

rare

round (adj)

touch

weigh

Habitats

jungle

ocean

polar region

Animals

bat

deer

dolphin

killer whale

polar bear

tiger

5e

activity

costume

decorate

DJ

end (v)

exam

fancy-dress party

hire

hopefully

invitation

invite

live (adj)

order (v)

prepare

reply (n)

Phrases

How about...?

How could I say no?

I can't make it.

I'm looking forward to...

It was nice of you to...

Maybe some other time.

Thanks for...

Why don't we...?

6a

answer (v)

be in trouble

Word list

change one's mind

channel

contestant

correctly

host

question

TV programmes

cartoon

game show

sitcom

soap opera

talent show

the news

weather forecast

wildlife documentary

Phrases

Of course not.

What's on?

6b

at some point

crowd

cute

enjoyable

giant

go wild

go wrong

laugh

moment

similar

smile (v)

talented

thrilled

Words related to the music industry

album

audience

autograph

fan

gig

go on a tour

lyrics

music award

performance

stage

Phrases

I guess.

Poor you!

6c

achieve

advertisement

especially

ex-

hero

hold

main

manager

reply (v)

successful

turn into

Words related to sport

against

champion

championship

cup (n)

handball

league

national

point

season

spectator

sports event

trophy

6d

at the time

building

burn

catch fire

colleague

construction

emergency services

expect

flame

helmet

indoors

injured (adj)

media

outdoors

put out

risk (v/n)

suit

tiring

uniform

work long hours

Jobs

architect

builder

cameraman

electrician

firefighter

lifeguard

newsreader

painter

paramedic

photographer

police officer

reporter

worker

Phrases

In my opinion....

I suppose.

6e

be in good shape

be interested in

be/keep fit

coach

court

exercise (n)

follow advice

go on a diet

late

lose weight / kilos

nearby

pitch

practice (n)

put on weight

race

recently

take part in

take up

tip

tournament

water polo

Sports equipment

football boots

goal

goggles

knee pads

net

racket

shin pads

stick

swimwear

Phrases

Let me know.

Take care.

That's all for now.

7a

be on time

cancel

hang up

honey

lemon

lie (lied-lied)

look after

painkiller

warm

Illments and illnesses

cough

earache

fever

sore throat

stomach ache

the flu

toothache

Phrases

Oh dear!

What's wrong with you?

7b

add

be right back

chat room

make sure

normal

note

laugh out loud

phrase

receive

rule

shorten

smiley

SMS

symbol

text (v)

text message

type (v)

7c

cash desk
customer
extra small/large
fitting room
product
receipt
shop assistant
tight

Words/Phrases related to prices/money

amount
cent
change (n)
discount
dollar
pay by credit card
pay in cash
penny - pence
pocket money
pound
total

Phrases related to shopping

Can I try it on?
How much does it cost?
How much is it?
I'll take it.
What size are you?

7d

avoid
be rich in
bone
choose
completely
contain
dairy product
diet
every now and then
fat (n)
feel like
fresh
fried
instead of
junk food
necessary
nowadays
overdo
overweight
strong
tasty

teen
totally
unhealthy
vitamin
Food
beans
carrot
cheese
chicken sausage
cucumber
lettuce
mayonnaise
meatballs
mushroom
olive oil
pasta
peas
salt
sauce
strawberry
sugar
yoghurt

7e

any more
at least
calm down
cheer up
feel down
fight (v)
first of all
learn a lesson
lend
make a mistake
mark (n)
notice (v)
perhaps
share
tell the truth
upset

Phrases

I don't get it.
I hope everything goes well.
It's not fair.

8a

all of a sudden
chewing gum
colourful
create
design (v+n)

dream
enter a competition
feel sorry for
headline
image
mysterious
organiser
rest (n)
seem
town hall

8b

audition
clearly
embarrassing
perform
play (n)

Feelings

confident
confused
disappointed
jealous
nervous
proud
unhappy

Phrases

Give something your best shot.
How come...?
I'll tell you what.
There's no need.
What if...?

8c

article
at this stage
change (n)
copy (n)
deliver
discuss
gift
interview (v)
lastly
meeting
mention
nation
page
photograph
print (v)
sell
topic
Jobs
editor

graphic designer
printer
writer

8d

award (v)
category
ceremony
cm (centimetre)
director
in fact
king
librarian
Oscar
present (v)
queen
refuse
role
several
story
worldwide

8e

come out
come to life
title
unusual

Words/Phrases related to films

acting
action-packed
direct (v)
leading actor
plot
scene
soundtrack
special effects
star (v)

Notes

60,000 £

Full Blast PLUS 2

Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

www.mmpublications.com

info@mmpublications.com

Offices

UK China Cyprus Greece Korea Poland

Associated companies and representatives

Copyright © 2018 MM Publications

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without permission in writing from the publishers.

We would like to thank Shutterstock for permission to reproduce copyright photographs.

The publishers have tried to contact all copyright holders but they will be pleased to make the necessary arrangements if they have failed to do so.

Produced in the EU

42 / 372880
M; + 46 / Mitchell H.Q.
Full Blast. plus 2.
Student's book
2018 60.000

Sample Copy

Full Blast!

PLUS

is an exciting course that takes learners from **Beginner** to **B2** level.

builds 21st century competencies

For students:

- Student's Book
- Full-colour Workbook
- Student's Digital Material
- Grammar Book

For teachers:

- Interleaved Teacher's Book
- Class Audio Material
- Teacher's Digital Resources
- Interactive Whiteboard Material



For more information on our components, visit our website www.mmpublications.com

CEFR					
A1	A2	B1	B2	C1	C2

