

Oxford
Grammar
for Schools **3**



Student's DVD-Rom

OXFORD

Oxford **Grammar** 3 for Schools

Rachel Godfrey

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Introduction

Oxford Grammar for Schools helps students develop a detailed understanding of grammar form and use in context, and inspires them to have fun with English through songs and games. The grammar is introduced or revised through easy-to-read tables and illustrated presentations with clear examples. The exercises build from simple concept-check activities up to more communicative and productive skills-based activities. In each unit there are several speaking activities where students work with each other to use English with improved accuracy and confidence. The extended writing activities also encourage students to use language in realistic situations.

Each unit begins with a 'Can do' statement, which says what students will be able to achieve on completion of the unit. At the end of each unit is a self-evaluation table. Students should be encouraged to rate their progress in each exercise, which helps them to take responsibility for their own learning and also increases motivation.







At the end of the book there are four pages of extra information for the information gap activities, a word list, and an irregular verblist.

Students can use the *Oxford Grammar for Schools* series in class with their coursebook to support and reinforce their grammar study. The Teacher's Book includes all the answers and audio scripts. There are also tests for every Student's Book unit, and review tests which can be used at the end of a school term.

Student's DVD-ROM

The Student's DVD-ROM includes scored interactive activities as well as all the Student's Book pages in digital form and all the listening exercises and songs. The Student's DVD-ROM enables students to use the Student's Book outside class, and can also be used on an interactive whiteboard in class.

Key to the symbols

 0.0 (=track number)	Listening activity
	Speaking activity
	Game
	Extended writing activity
	Pronunciation activity
	Song
	Introductory exercise
	Moderately challenging exercise
	Most challenging exercise

A difficulty rating is given to each exercise. The scale of difficulty is relative to each unit, so there are exercises with one, two, and three stars in every unit.

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1

Subject and object pronouns

I can recognize and use subject and object pronouns.



We use subject and object pronouns like this:

Subject	Verb	Object
The artist	Painted	Jack and Heidi.
He	Painted	them.
Jack and Heidi	like	the picture.
They	like	it.

	Subject pronouns	Object pronouns
Singular	I you he she it	me you him her it
Plural	we you they	us you them

*1 Complete the sentences with subject pronouns.

- ▶ Mary has a dog.
She has a dog.
- 1 Emily and Paul are here.
_____ 're here.
- 2 Andy speaks Russian.
_____ speaks Russian.
- 3 The pens are new.
_____ 're new.
- 4 Dave and I like tennis.
_____ like tennis.
- 5 The house is very old.
_____ 's very old.
- 6 My sister's late.
_____ 's late.

*2 Complete the sentences with object pronouns.

- ▶ I can see Tom and Louise.
I can see them.
- 1 I know that man.
I know _____.
- 2 I work with Anna Jackson.
I work with _____.
- 3 Suzy loved the flowers.
Suzy loved _____.
- 4 You can come with George and me.
You can come with _____.
- 5 This book is for you, Dave, and for you, Vicky.
This book is for _____.
- 6 You can open the letter.
You can open _____.

***3 Choose the correct answer.**



► I've got them / they.

- 1 Can you help us / we?
- 2 Him / He lives here.
- 3 They / Them are German.
- 4 He doesn't know me / I.
- 5 I can go with she / her.
- 6 I / Me drink juice in the morning.

***4 Write the sentences in the correct order.**



► her / he / remembers

He remembers her.

- 1 them / they / like

- 2 teaches / he / us

- 3 it / helps / me

- 4 they / can hear / him

- 5 I / them / want

- 6 her / it / confuses

***5 1.1 What are they talking about? Listen and number 1-5.**



***6 1.2 Complete the sentences with subject and object pronouns. Then listen and check.**



► You wear them on your feet. They keep your feet warm.

- 1 _____'s in the sky. At night, _____'s yellow.
- 2 _____ live in fields and on farms. People ride _____.
- 3 _____ rules a country. You see _____ on coins and stamps.
- 4 _____'s small. _____'s green. _____ will change into a butterfly one day.
- 5 _____ keeps _____ safe in the car.

***7 Look at exercises 5 and 6. Complete the sentences with the words in the box. Use a dictionary if you need to!**

a seatbelt a queen the moon
~~a caterpillar~~ socks horses

Picture a It's a caterpillar.

Picture b They're _____.

Picture c She's _____.

Picture d It's _____.

Picture e They're _____.

Picture f It's _____.

Self-evaluation Rate your progress.



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

2 Plurals

I can recognize, form and use regular and irregular plurals.

Regular plurals



We add -s to most nouns to form the plural.

tree	ship	flower	cat	shell
trees	ships	flowers	cats	shells

Here are some more regular spelling rules.

Add -es to nouns ending in -s, -ss, -sh, -ch, -x, and -o.

bus	buses
dress	dresses
box	boxes
potato	potatoes

Add just -s to nouns ending in vowel + -y.

key	keys
toy	toys

Change -y to -ies in nouns ending in consonant + -y.

pony	ponies
family	families

Change -fe to -ves.

wife	wives
shelf	shelves

*1 2.1 Look at the pictures. Write the plurals. Listen and check, then listen and repeat.



▶ one hat



two hats



1 one face



two _____



2 one knife



two _____



3 one brush



two _____



4 one leaf



two _____



5 one fly



two _____



6 one tomato



two _____



7 one donkey



two _____



8 one apple



two _____

*2 2.2 Listen and repeat.

/z/: flowers, potatoes, ponies, keys, shelves /s/: cats, rocks, ships /ɪz/: buses, dresses, boxes

*3 2.3 Listen to the final sound in these plurals. What sound do you hear? Draw lines from the words to the sounds.

flowers noses weeks cars fives places hats lips brushes cups doors horses books pages rooms

/z/

/s/

/ɪz/

Irregular plurals

These nouns have irregular plural forms.



man, woman, child, tooth, foot



men, women, children, teeth, feet



fish, sheep, mouse, goose, person



fish, sheep, mice, geese, people



piano, radio, photo



pianos, radios, photos

*4 2.4 Change the singular sentences to plural sentences. Listen and check, then listen and repeat.

► I'm a man.
They're men.

1 It's a mouse.
They're _____.

2 It's a photo.
They're _____.

3 She's a child.
They're _____.

4 He has one tooth.
I have thirty _____.

5 He has one fish.
I have six _____.

6 I can see one woman.
He can see four _____.

7 You can see one person.
I can see three _____.

8 This is a radio.
These are _____.

9 Ow! My foot!
Ow! My _____!

10 One sheep.
One hundred _____!

***5** **2.5** Listen and tick the correct picture.



1	 a <input type="checkbox"/>	 b <input checked="" type="checkbox"/>
2	 a <input type="checkbox"/>	 b <input type="checkbox"/>
3	 a <input type="checkbox"/>	 b <input type="checkbox"/>
4	 a <input type="checkbox"/>	 b <input type="checkbox"/>
5	 a <input type="checkbox"/>	 b <input type="checkbox"/>
6	 a <input type="checkbox"/>	 b <input type="checkbox"/>
7	 a <input type="checkbox"/>	 b <input type="checkbox"/>
8	 a <input type="checkbox"/>	 b <input type="checkbox"/>
9	 a <input type="checkbox"/>	 b <input type="checkbox"/>

***6** Write the singular form.

- ▶ one foot, two feet
 1 one _____, three geese
 2 one _____, four wives
 3 one _____, five addresses
 4 one _____, six stories
 5 one _____, seven scarves
 6 one _____, eight pianos
 7 one _____, nine mosquitoes
 8 one _____, ten children
 9 one _____, eleven wolves
 10 one _____, twelve strawberries

***7**

GAME

Work in pairs and make true sentences about the numbers below. How many sentences can you make?

7 24 100 365
 4 12 31 30
 28 160 8 60 26

There are seven colours in a rainbow.

There are 12 months in a year.

***8**

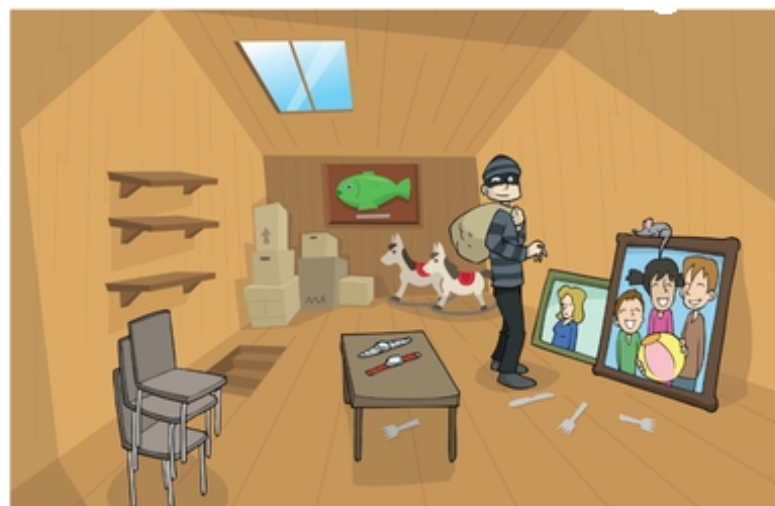
GAME

Work in pairs. Find ten more differences between picture 1 and picture 2.

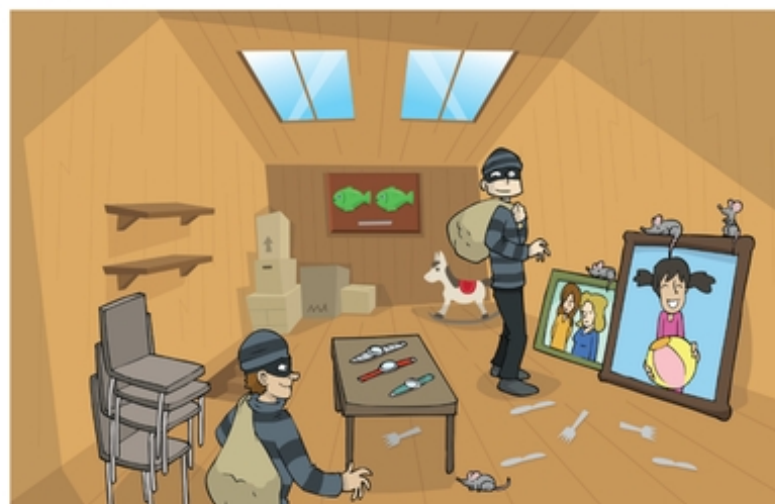
In picture 1 I can see three chairs but in picture 2 I can see four chairs.

In picture 2 I can see two windows but in picture 1 I can see one window.

Picture 1



Picture 2



9



Correct the spelling mistakes.



All classs start at 9 o'clock.

classes

1

Donkies: this way

2

Ponys: this way

3

My photoes

4

Adults £5.00, Childern: Free

5

Danger! Wolfs

6

Cherrys: £4 per kilo

7

Toothbrushs: £1.50

8

Potatos: 70p per kilo

9

Sandwichs: £3.50, Cakes: £4.00

10



Complete the plurals in the questionnaire. Then ask your partner the questions and write their answers.

CLOTHES QUESTIONNAIRE

► How many rings__ do you have? 0

1 How many pairs of jean__ do you have?

2 How many pairs of sunglass__ do you have?

3 How many pairs of sock__ do you have?

4 How many necklace__ do you have?

5 How many dress__ do you have?

6 How many hat__ do you have?

7 How many watch__ do you have?

8 How many glove__ do you have?

Self-evaluation Rate your progress.



1

2

3

4

5

6

7

8

9

10

Reading and writing

- 1 Read the email. Choose the correct words from the box and write them next to 1-5.

child children family families her
men man she woman women



I have a big family. There are lots of
1 _____ – my mum, my three older sisters,
my two aunts and my grandma. There's just
one 2 _____ – my dad. My oldest sister
is married. She's got two girls and two boys.
That's four 3 _____! My grandma is lovely.
4 _____ is 79 years old. We call 5 _____
'Granny Rose'.

- 2 Read the letter and write the missing words.
Write one word on each line.

Dear Ben,
Thank you for your letter. It _____
arrived yesterday. The photos
are great! I look at 1 _____
every day. How is your brother? Is
2 _____ still in hospital? Please
say 'hello' to 3 _____ from me.
Write to 4 _____ again soon. Or
maybe we can speak on the phone
some time?
I can call 5 _____.
From
Andy

Listening

- 3  R1.1 Listen and write.

► How does Harry travel to school?

by bus

- 1 What does Harry see?

- 2 Who is on the bus in the morning?

- 3 Who does Harry talk to?

- 4 Who does Harry travel home with?

- 5 Who does Harry meet at the bus stop?

Speaking

- 4 Work in pairs. Look at the pictures. Can you
find 10 differences?

Picture 1



Picture 2

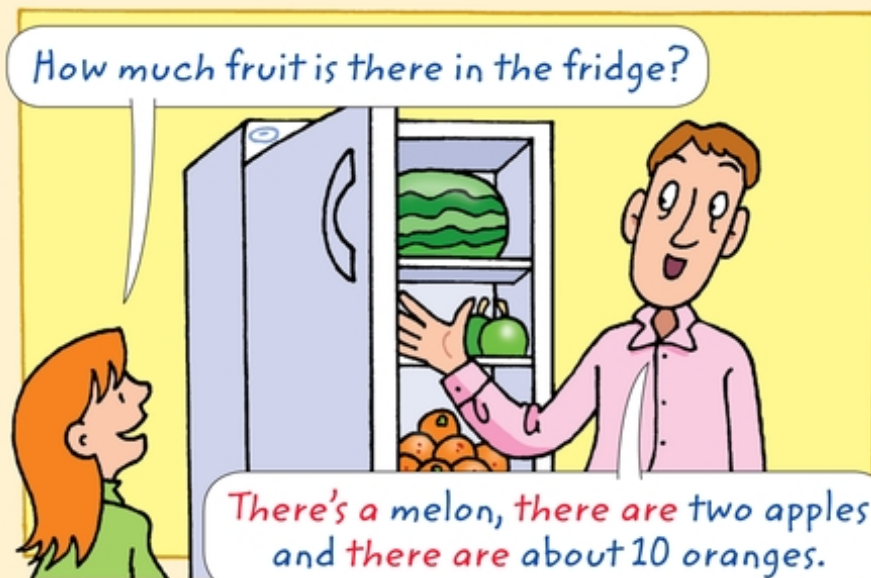


In Picture 1 the bird is brown
but in Picture 2 it's white.

3 Articles and quantifiers

I can identify and use countable and uncountable nouns; I can use **some**, **any** and **a lot of** with countable and uncountable nouns.

A, an and some



Most nouns have singular and plural forms. These are countable nouns.

cup → cups table → tables child → children

We can use **a**, **some** or a number before countable nouns.

Singular	Plural
a bottle	some bottles
one bottle	six bottles

Some nouns only have one form. These are uncountable nouns.

milk, homework, juice, butter

We can't count uncountable nouns, so we can't use numbers with them. We use **some** or nothing before them.

*I always do **some** homework after school.*

*Do you want **mayonnaise** on your sandwich?*

In positive sentences, we use **there is** and **there are** like this:

There is ... +	There are ... +
singular countable nouns	plural countable nouns

There's an apple.

There are bananas.

There's a bus.

There are cars.

There is ... +
uncountable nouns

There's fruit.

There's traffic.

*1 Write C (countable) or U (uncountable).

- | | | | |
|--------------|---|--------------|---|
| ► hospital | C | 14 sugar | — |
| 1 toothpaste | — | 15 bread | — |
| 2 pencil | — | 16 star | — |
| 3 spoon | — | 17 lesson | — |
| 4 jam | — | 18 coffee | — |
| 5 necklace | — | 19 river | — |
| 6 plan | — | 20 clock | — |
| 7 salt | — | 21 jewellery | — |
| 8 time | — | 22 traffic | — |
| 9 money | — | 23 piece | — |
| 10 petrol | — | 24 juice | — |
| 11 cup | — | 25 furniture | — |
| 12 friend | — | 26 tea | — |
| 13 rain | — | 27 box | — |

*2 3.1 Circle the correct answer. Listen and check, then listen and repeat.

► There's a / **some** bread in the bag.

1 I can see some bird / **birds**.

2 There's a snow / **snow** on those mountains.

3 There 's / **are** two men on the boat.

4 Would you like **some** / **an** ice in your drink?

5 I want **some** / **two** free time.

6 You've got a tomato sauce / **tomato sauce** on your face!

7 I love rain / **a rain**!

8 This furniture is / **are** very nice.

Quantifiers: how much, how many, some, any and a lot of

We use quantifiers to talk about the quantity of countable and uncountable nouns.

Quantifiers	
Countable	Uncountable
How many ...? some (not) any a lot of 1, 2, 3...	How much ...? some (not) any a lot of

We usually use **some** in positive sentences and **any** in questions and negatives.

*I've got **some** paper and pens.*

*Have you got **any** money with you?*

*There isn't **any** butter.*

We use **a lot of** with countable and uncountable nouns to talk about a large quantity. We can use it in affirmative and negative sentences and also in questions.

*He's got **a lot of** friends.*

*We haven't got **a lot of** time.*

*Is there **a lot of** paper in that box?*

With uncountable nouns we often use expressions with bottles and containers, like **a bottle of** and **a kilo of**.

*He has **a spoonful of** sugar in his coffee.*

*There are **two bottles of** milk in the fridge.*

	a some 1, 2, 3	Countable noun (measurement or container)	of	Uncountable noun
I have	two	bags	of	sugar.
I'd like	a	spoonful	of	honey.
There are	100	kilos	of	rice.
There's	a	loaf	of	bread.
I've got	two	litres	of	milk.

Here are some common examples.

a litre of water/petrol/apple juice



a kilo of cheese/beef/potatoes



a bottle of water/lemonade



a tin of beans/fruit/soup/paint



a spoonful of sugar/salt/spice



a tube of toothpaste/glue



a cup of coffee/tea/milk



a jar of jam/honey



a slice of bread/cheese/cake



a bag of biscuits/crisps/flour/rice



*3 Circle the correct answer.



► I've got some / any biscuits.

1 I can see **some** / any stars.

2 Why aren't there **some** / any chairs in here?

3 I'd like **some** / any coffee, please.

4 I need **some** / any money.

5 Are there **some** / any pictures in that book?

6 I can't hear **some** / any birds.

7 We never get **some** / any snow in this country.

8 I need **some** / any help!

8 There aren't **some** / any biscuits left.

***4 3.2** Listen and tick ✓ the correct picture of Millville.



***5 3.3** Listen again and tick ✓ the box.

► There ___ good shops.

- ☐ a aren't any
☒ b are a lot of
☐ c are some

1 You ___ mountains.

- ☐ a can see a lot of
☐ b can't see any
☐ c can see some

2 There ___ big parks.

- ☐ a are a lot of
☐ b are some
☐ c aren't any

3 There ___ traffic.

- ☐ a 's some
☐ b isn't any
☐ c 's a lot of

4 There ___ pollution.

- ☐ a isn't any
☐ b 's some
☐ c 's a lot of

***6** Match the quantities and the nouns.

bottle ~~cup~~ jar litre bag
 spoonful slice tin tube

- a cup of tea
 1 a _____ of toothpaste
 2 a _____ of flour
 3 a _____ of honey
 4 a _____ of sugar
 5 a _____ of bread
 6 a _____ of water
 7 a _____ of juice
 8 a _____ of beans

***7** Work in pairs. Cover your answers in exercise 6. How many phrases can you remember?

a cup of tea

a tube of ...

***8** Complete the second sentence so that it means the same as the first.

► How many tins of soup are there?

How much soup is there?

1 How many litres of juice are there?

How _____ there?

2 How many slices of cake are there?

How _____ there?

3 How many bags of rice are there?

How _____ there?

4 How many bottles of water are there?

How _____ there?

5 How many tins of paint are there?

How _____ there?

6 How many pieces of fruit are there?

How _____ there?

7 How many jars of jam are there?

How _____ there?

8 How many loaves of bread are there?

How _____ there?

9 How many kilos of flour are there?

How _____ there?

- 9 GAME** Memory game. Look at the picture for one minute, then turn to page 154 and answer the questions.



- 12** Write about two of the things and places below. Include information about the nouns.

My bedroom

bed wardrobe other furniture books DVDs pictures on the walls

My bag

books tissues pens rubbish bottle of water food

My town

traffic green spaces cafés shops pollution

My life

friends plans for the future free time

- 10** **3.4** Complete the conversations with *some* or *any*, then listen and check. Act out the conversations with a partner.

Have you got any family in other countries?

No, but I've got some friends in Italy.

I need _____ old family photos for a school project.

There are _____ old photos in that box.

Have you got _____ gold jewellery?

No. I've got _____ silver rings but I haven't got _____ gold jewellery.

I need _____ shampoo. Can I use _____ of yours?

I haven't got _____, but you can have _____ of my soap.

- 11** Work in groups. What have you got? Make sentences with quantifiers.

comics magazines free time
pop music classical music
friends in other countries
glitter clay ink charcoal

I've got some comics.

I haven't got any comics but I've got a lot of magazines.

MY BEDROOM

My bedroom is quite small. There's a bed and a wardrobe but there isn't any other furniture. There are some ...

Self-evaluation Rate your progress.

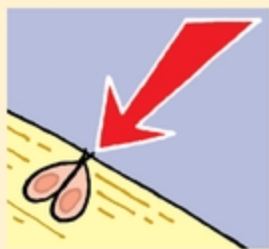
	😊	😊😊	😊😊😊
1			
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12			

4 Demonstratives

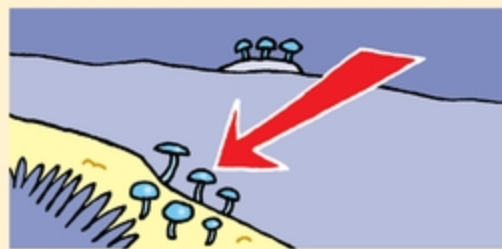
I can recognize and use demonstrative adjectives and pronouns.



This and **these** indicate nouns that are near us.

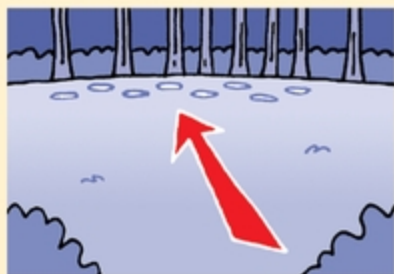


Look at **this**!



What are **these** mushrooms?

That and **those** indicate nouns that are far from us.



Look at **those** footprints!



Can you hear **that** noise?

Demonstrative adjective + noun

We can use **this**, **that**, **these** and **those** with a noun.

***This** song is really good.*

*Who's **that** girl?*

*I want **these** pens.*

***Those** bags are nice.*

Demonstrative pronoun + no noun

We can use **this**, **that**, **these** and **those** without a noun when the idea of the noun is clear to the listener or reader.

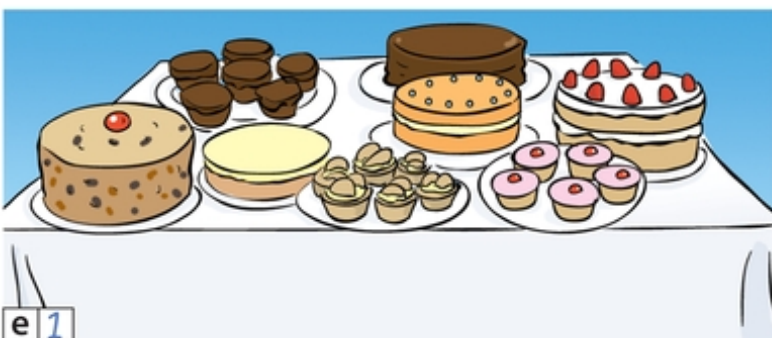
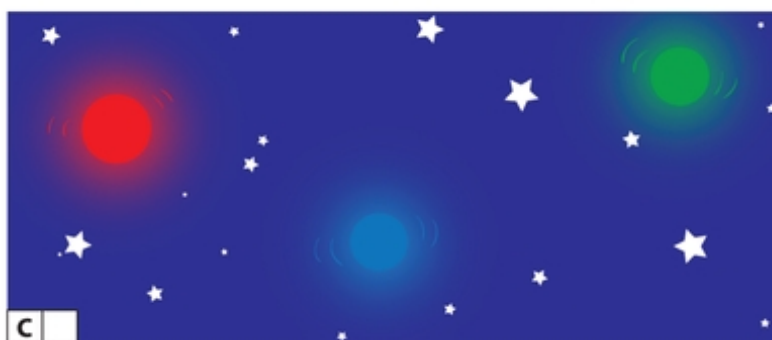
***That's** my sister.*

*What does **this** mean?*

*Can you post **those** for me?*

***These** are my new glasses.*

***1 4.1** Listen and number the conversations 1–6.



***2** Complete the sentences with *is* or *are*.



► What is this?

- 1 These chocolates _____ nice.
- 2 Those men _____ tall.
- 3 What _____ those?
- 4 This exercise _____ difficult.
- 5 These mice _____ small.
- 6 This _____ interesting.
- 7 That _____ my teacher.
- 8 Who _____ that?

***3 4.2** Listen. Are the underlined sounds the same or different? Write S or D. Then listen and repeat.



► this is the door S



► those ducks D



1 these things _____



2 that zebra _____



3 This is the key. _____



4 Those are their dogs. _____



5 Are these vases? _____



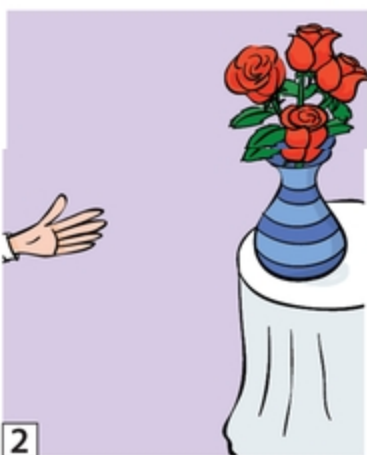
6 That's the bathroom. _____

4.3 Complete the conversations with *this*, *that*, *these* or *those*. Then listen and check.



6

Change these pictures into pictures of your friends and family. Then use *this* and *that* to tell a partner about the people in the pictures.



- How much is this hat?
- 1 _____ fish are beautiful!
- 2 What are _____ red flowers?
- 3 Mmm! _____ are delicious!
- 4 What does _____ sign say?
- 5 Could you help me with _____ boxes?

5 **GAME** Cover the sentences in exercise 5. Look at the pictures. Can you remember all the sentences with *this*, *that*, *these* and *those*?



How much is that hat?

It's £7.



This is my mum and this is my grandpa. He's my mum's dad.

That's my brother, William. He wears glasses.

Who's that?

7

GAME

Work in pairs. How many parts of the body can you name? Ask and answer with *this*, *that*, *these* and *those*.



What's this?

It's your nose.



What are those?

They're my feet.



Work in pairs. Act out a conversation between a buyer and a seller at a charity sale. Look at the information below.



Student A, seller

Look at the things on the table. What are they?
Decide on prices.
Think carefully! You want to sell lots of things and
you want to make lots of money.

These are only £2!

That CD is really good.

Student B, buyer

Look at the things on the table. What do you want to buy? What do you want to ask about? Think carefully! You want to buy the things but you don't want to pay high prices!







What are those books?

This one is 'Birds' and this one is 'Visit China'.

How much is this?

It's only £1.

Self-evaluation Rate your progress.

		 	  
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4			
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7			
8			

Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.

Australia chairs ~~drinks~~ furniture
leaves milk pages Switzerland

- These are often made with water. They're hot or cold. drinks
- 1 You find these in a book. They're white and they have lots of words on them. _____
- 2 This is a drink. It's white. _____
- 3 This is a country. It's got a lot of mountains. It hasn't got any sea. _____
- 4 You find these on trees and other plants. They're green. _____
- 5 People have this in their homes. It's often big and heavy. _____

- 2 Read the notice. Choose the right words and write them on the lines.

Attention: all artists!

We need some volunteers to help paint a large picture on ¹_____ school wall on Saturday morning.

Are you interested? Please read ²_____ notes:

Wear ³_____ clothes. This is important! There will be ⁴_____ wet paint and we don't want ⁵_____ accidents.

Bring ⁶_____ food for lunch and ⁷_____ bottle of water.

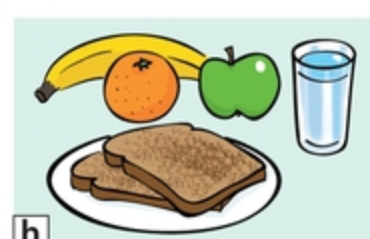
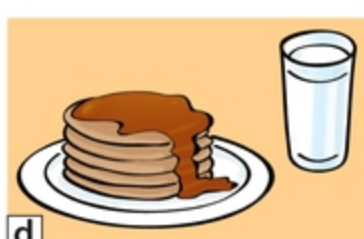
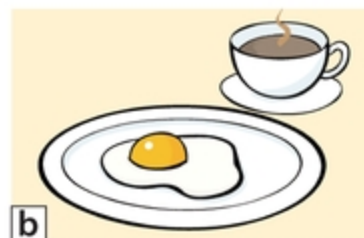
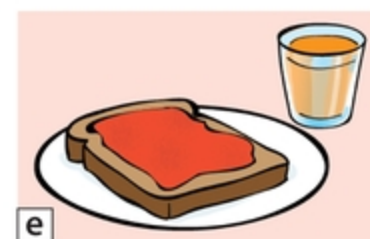
And finally, please tell your friends! We need ⁸_____ help!

- | | | |
|------------|------|-------------|
| ► any | a | <u>some</u> |
| 1 the | some | any |
| 2 those | this | these |
| 3 a | old | that |
| 4 a lot of | much | many |
| 5 some | any | much |
| 6 some | a | any |
| 7 some | a | any |
| 8 much | many | a lot of |

Listening

- 3 **R2.1** What do Julia and her family have for breakfast? Listen and write a letter in each box.

- Julia ☒ e 3 Mum ☐ 6 Seth ☐
1 Grandpa ☐ 4 Dad ☐ 7 James ☐
2 Grandma ☐ 5 Beth ☐



Speaking

- 4 Work in pairs. Ask and answer questions about things in the classroom. Use the questions below.

What's this? What are these?
What's that? What are those?

What are these?

They're pens.

What's that?

It's glue.

1 What does Peter say to the grocer? Match 1–5 with a letter (a–h). You don't need to use all the letters.

- Peter [e](#)

1 Grocer These are very sweet.

Peter _____

2 Grocer Anything else?

Peter _____

3 Grocer No, sorry, I haven't got any.

Peter _____

4 Grocer Six.

Peter _____

5 Grocer £3.

Peter _____

- a Oh. How many lemons are in that bag?
- b That's very expensive!
- c Have you got any apples?
- d There's lots of juice.
- e I'd like some grapes, please.
- f How much are they?
- g OK, I'll have those ones.
- h What's this?



- stories litter wives knives
mice ~~children~~ jewellery letters

► They are very young people. children

- 1 Some people drop this in the street. It's dirty.

2 A postman delivers these. _____

3 These small animals eat cheese and other pieces of food. Cats catch them. _____

4 A lot of women wear this. It is often very expensive. _____

5 They're women. Husbands have them!

6 People write them and tell them. You can read them in books and magazines. _____

7 They're sharp. You cut fruit, bread, meat and vegetables with them. _____

- 3** Read the email and write the missing words. Write one word on each line.

Dear Toby

I live with my parents, my brother and my two sisters. We live in a small village called Hanbridge. Hanbridge has got three sheep farms – you can see a ¹ of sheep in the fields around here! The village has got a supermarket and a café but ² hasn't got a cinema. And there aren't ³ bookshops or music shops, unfortunately.

Write and tell ⁴ _____ about your hometown.

Iris

P.S. I'm writing ⁵_____ email on my new computer!

Listening

4 R3.1 Listen and write.



Mixed Fruit Smoothie

What is it? a delicious snack

Good points healthy and doesn't take much ¹ _____

Ingredient 1 a handful of ² _____

Ingredient 2 some other ³ _____ of fruit – e.g. banana or peach

Ingredient 3 a small pot of ⁴ _____

Ingredient 4 a ⁵ _____ of honey

How do you make it? Blend all the ingredients in a food processor for 30 seconds – then enjoy!

5 R3.2 Listen and tick ✓ the correct picture.



► What has Bev got?



a ☐



b ☒



c ☐

1 What weather do they usually have on the island?



a ☐



b ☐



c ☐

2 Which is Bev's grandma?



a ☐



b ☐



c ☐

3 Which is the Island Hotel?



a ☐



b ☐



c ☐

Speaking

6 Look at the pictures and tell the story.



1



4



2



5



3

The two men are hungry. They look in the fridge ...

7 Talk with a partner. Which of these do you have in your town or city?

a university an airport crime
a bookshop good clothes shops
young people traffic litter pollution
fresh air a cinema a hospital a river

There isn't a river in this town.

This town has got some good clothes shops.

It's got a university.

There isn't much crime.

5 Make

I can recognize and use **make** to mean different things in different verb patterns.

Make somebody or something + adjective



We use **make somebody or something + adjective** to describe how an event, action, person or object changes another person or object.

This music's making me happy. Salty food makes people thirsty.

***1 5.1** Complete the sentences. Use *make* or *makes* and the adjectives in the box. Then listen and check.

angry calm and relaxed happy tired wet **yellow**



► They make everything yellow.



3 Yoga _____ people _____.



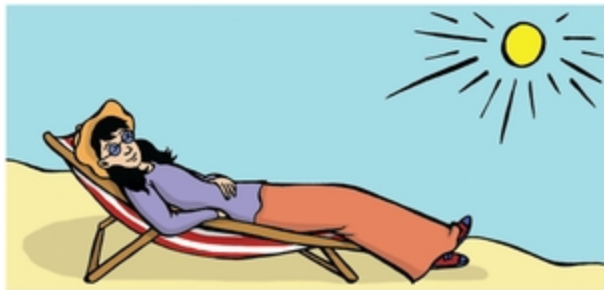
1 Water _____ things _____.



4 Bad drivers _____ him _____.



2 Exercise _____ me _____.



5 The sun _____ her _____.



*3 5.3 Listen again and circle the correct object.



- ▶ Those will make me / you ill.
- 1 It makes food / people sweet.
- 2 They make her / me angry.
- 3 It makes us / you thirsty.
- 4 These make us / you strong.
- 5 These things make everyone / people fat.

*5



Are the sentences in exercise 4 true for you? Talk about your answers with a partner.

Swimming makes me hungry.
That's true for me.

It isn't true for me.

*4 Write the words in the correct order.

- ▶ hungry / makes / swimming / me
Swimming makes me hungry.
- 1 makes / chocolate / ill / me

- 2 angry / makes / pollution / me

- 3 sad / classical music / me / makes

- 4 happy / football / me / makes

- 5 me / hot weather / makes / tired

- 6 me / make / calm and relaxed / yoga

*6 Match 1–5 with a–f.

- ▶ I don't read those books at night. b
- 1 Take this medicine three times a day. ____
- 2 My brothers love snow. ____
- 3 I put red chilli pepper in all my food. ____
- 4 My sister doesn't like hospitals. ____
- 5 I don't like that girl. ____
- a It will make you better.
- b They make me scared.
- c It makes them very happy.
- d She makes me really angry.
- e They make her sad.
- f It makes it hot and spicy.

*7



Work in pairs. Cover 1–5 in exercise 6. Read sentences a–f. Can you remember sentences 1–5?

Make somebody or something + verb

We use **make somebody or something + verb** to describe how an event or action creates a second event or action.

That made me jump.

8 **5.4** Listen and tick ✓ the sentence that is true.

- ▶ ☐ He made her shout.
- ☒ He made her jump.
- 1 ☐ She made him stop.
- ☐ She made him go.
- 2 ☐ He made the bird fly away.
- ☐ He made the woman go away.
- 3 ☐ The book made her cry.
- ☐ The book made her laugh.
- 4 ☐ She made him fall off his bike.
- ☐ She didn't make him fall off his bike.
- 5 ☐ The pepper made the woman sneeze.
- ☐ The pepper made everyone sneeze.
- 6 ☐ The dogs are making them smile.
- ☐ They are making the dogs dance.

9 **5.5** Answer these two questions about pronunciation. Then listen and repeat the sentence.

- 1 Which word in the coloured sentence has the main stress? Underline it.

He made her jump.

- 2 What kind of word is the underlined word?

- ☐ the subject
- ☐ make
- ☐ the object
- ☐ the verb

10



Look at the pictures and complete the sentences. Use 's making, are making, an object and a verb.



Objects

~~her~~ her him them the puppet the wheel

Verbs

cry dance laugh smile sneeze spin

- ▶ The book's making her smile.
- 1 The onions _____.
- 2 The clowns _____.
- 3 The boy _____.
- 4 The flowers _____.
- 5 The man _____.

11

GAME

Work in pairs. Cover the sentences in exercise 10 and look at the pictures. How many sentences can you remember?

Be made of + noun

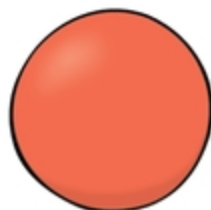
We use **be made of** + noun to describe objects and their material.

It's made of plastic.

*12



5.6 Look at the pictures and complete the sentences. Use 's made of or 're made of + a noun from the box. Then listen and check.



Nouns

leather metal glass paper rubber snow
wood wool

► It's made of wood

- 1 They _____.
- 2 It _____.
- 3 It _____.
- 4 They _____.
- 5 It _____.
- 6 They _____.
- 7 It _____.

*13

Work in pairs. Cover the sentences in exercise 12 and look at the pictures. How many sentences can you remember?

*14

5.7 Answer these two questions about pronunciation. Then listen again and repeat all the sentences.

- 1 Which word in the coloured sentence has the main stress? Underline it.

It's made of wood.

- 2 What kind of word is the underlined word?
☐ the subject ☐ made ☐ the noun

*15

Tick ✓ the sentences that are correct. Correct the sentences that are wrong.

- Is he making the children crying?
Is he making the children cry?

- 1 Will it make you ill?

- 2 Is it made in glass?

- 3 Did I make you to jump?

- 4 Is it make people laugh?

- 5 Does it make food hot?

*16

GAME

Work in pairs or groups. Choose an object below. Ask and answer yes/no questions to guess each other's objects.

Is it made of metal?

Yes, it is.



17 GAME Work in teams. Answer as many questions as possible.

- Think of three things that ...
- ... are made of wood
pencils tables doors
- ... are made of metal
- ... are made of plastic
- ... are made of leather
- ... are made of cotton
- ... make people cry
- ... make people laugh
- ... make people sneeze
- ... make people scream
- ... make people jump
- ... make people happy
- ... make people sad
- ... make people angry
- ... make people scared
- ... make food sweet
- ... make food spicy
- ... make dogs happy
- ... make cats happy

18 Write the words in the correct order to make questions. Then interview a partner.

▶ happy / makes / what / you

What makes you happy?

1 scared / makes / what / you

2 what / laugh / you / makes

3 makes / angry / what / you

4 made of / shoes / what / your / are







5 made of / what's / your / bag

6 what / sing / you / makes

7 grow / what / makes / you

8 hungry / you / what / makes

Self-evaluation Rate your progress.

		 	  
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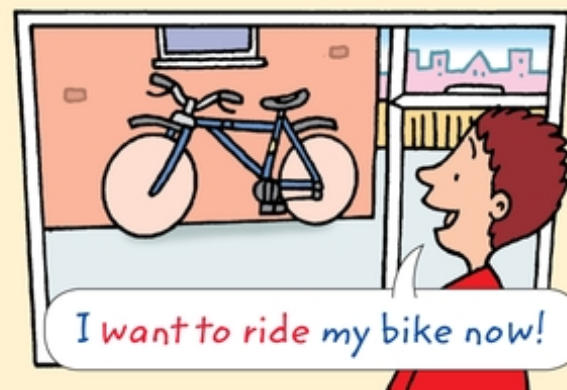
6 Verb patterns: love, like, hate and want

I can use the correct verb forms after **love, like, hate, and want** or **would like** to talk about preferences and desires.

Verb + -ing form

When we use two verbs together, the second verb is sometimes in the **-ing** form and sometimes in the **to + base** form.

Verb 1	Verb 2
He likes	riding his bike.
He wants	to ride his bike.



We make the **-ing** form like this:

Most verbs	Verbs ending in -e (ride, dance)	Verbs ending vowel + consonant (get, swim)
+ -ing	remove -e, + -ing	double the final consonant, + -ing
read → reading wait → waiting	ride → riding lose → losing	get → getting swim → swimming

We often use the **-ing** form after the verbs **love, like** and **hate**.
Love, like, don't like and **hate** express our general preferences.

We often use **love, like, don't like** and **hate + -ing** to talk about our feelings for hobbies and everyday activities.

- ♥ I love playing computer games.
- ✓ I like reading in bed.
- ✗ I don't like being late for things.
- ✗✗ I hate tidying my bedroom.

*1 Write the -ing forms.

- ▶ drink drinking 7 win _____
- 1 play _____ 8 run _____
- 2 sit _____ 9 get _____
- 3 have _____ 10 tidy _____
- 4 chat _____ 11 find _____
- 5 go _____ 12 lose _____
- 6 do _____ 13 clean _____

*2 Complete the text with the -ing form of the verb in brackets.

My sister Daisy and I are very different! She likes doing (do) sports, but I like ¹_____ (make) things. I like ²_____ (draw), ³_____ (paint) and ⁴_____ (cook). I like ⁵_____ (write) stories too. Daisy hates ⁶_____ (be) inside the house. She loves ⁷_____ (swim) in summer and ⁸_____ (ski) in winter.

*3 6.1 Complete the 'You' column with ♥, ✓, ✗ and ✗✗. Then listen to Amy and Fred, and complete the table.

- ♥ = love ✗ = don't like
- ✓ = like ✗✗ = hate

	You	Amy	Fred
paint		✓	✗✗
computer games			
basketball			
ball games			

- **4** Write the correct verb in the *-ing* form next to each noun. Work in pairs. Tell your partner what you like and don't like doing.

do do go draw get up ~~listen to~~ swim
play play read swim take watch

- listening to music
1 _____ in the sea
2 _____ early
3 _____ jigsaw puzzles
4 _____ crossword puzzles
5 _____ pictures
6 _____ magazines
7 _____ films
8 _____ to the supermarket
9 _____ photos
10 _____ board games
11 _____ football

I like watching films.

I don't like doing crossword puzzles.

- **5** Write the sentences.



- They / love / take / photos
They love taking photos.
- 1 I / like / chat / online

- 2 She / like / run

- 3 I / not like / be / late / for school

- 4 Tom / love / write / stories

- 5 I / hate / dance

- 6 He / not like / go / to the dentist

- 7 Sally and I / love / act

- 8 They / not like / sing

- 9 I / like / be / outdoors

- 10 She / hate / do / sport

- **6** How do you, your family and friends feel about the activities below? Write sentences.



Communication

read speak chat online listen
write letters/emails/text messages

Sport

run jump swim ski play golf

House work

cook clean tidy shop for food

Hobbies

paint draw sing act play watch



COMMUNICATION

I like chatting on the phone. My mum likes writing letters. I don't like writing letters. I like writing emails. I hate ...

- **7**

GAME

Work in pairs. Take turns to make sentences about the people. The name and a word in the activity start with the same letter. How many lines of three can you get?

Carla hates making cakes.

George doesn't like going shopping.

Leo loves listening to music.

We've got a line of three!

Alison ✓	Betty ✓	Carla XX	Dave ♥	Edward ♥
Emma ✓	Frank ♥	George X	Jill X	Jenny XX
Isabella ✓	Katy ♥	Leo ♥	Libby XX	Molly ✓
Mike X	Oscar ✓	Polly X	Pat ♥	Robert XX
Sally ♥	Tanya ♥	William X	Tony ♥	Yasmin XX

Verb + to + base form

We use **want + to + base form** to talk about a specific wish, desire, goal or ambition for the future. We don't use it to talk about our general preferences and feelings.

*He **wants to be** a doctor.*

*I **don't want to go** home.*

We can also use **would like + to + base form** to talk about our hopes and desires. We often use it when we think about the future.

*I'd **like to live** in the mountains.*

*Where **would you like to go**?*



*8 6.2 Listen and tick ✓ the correct answer.

- ▶ Sam _____ to go to the supermarket.
a ☒ doesn't want b ☐ wants
- 1 Jenny wants _____ this evening.
a ☐ to go out b ☐ to stay at home
- 2 The woman _____ to sit down.
a ☐ doesn't want b ☐ wants
- 3 Charlie would like to be _____.
a ☐ a teacher b ☐ an astronaut
- 4 Ben _____ like to work in a hospital.
a ☐ would b ☐ wouldn't
- 5 Alex doesn't want _____.
a ☐ to be rich b ☐ to be famous
- 6 Sue _____ speak to the teacher.
a ☐ wants to b ☐ doesn't want to

*9 6.3 Listen to these sentences. Answer the question about pronunciation. Listen again and repeat the sentences.

*I **don't want to go to bed**.*

*I **want to watch a film**.*

*I **don't want to sit down**.*

*Do you **want to go out**?*

*I **wouldn't like to live here**.*

*Would you **like to be a doctor**?*

How do we pronounce **to** in the sentences above?

a /tu:/

b /tə/

*10

6.4 Complete the conversations with the correct form of the verbs in brackets. Then listen and check. Act the conversations with a partner.

- ▶ I'd like to go (go) to the beach.
Me too but I don't want to go (go) in the sea.
- 1 Do you want _____ (stop) for lunch?
No, I'm OK, thanks. But I'd like _____ (have) a cold drink.
- 2 I don't want _____ (go) to school tomorrow.
Nor me. I don't want _____ (do) that exam.
- 3 I'd like _____ (have) lots of money!
Me too! I'd like _____ (be) rich and famous.

*11

What do you want to do? Write sentences with *(don't) want* and *would(n't) like*. Then talk about your sentences in small groups.

invent something travel around the world
be famous go to university go to the moon
live in another country

*I **want to go to university**.*

*I **wouldn't like to go to the moon**.*



1

He loves jumping.
He loves climbing.
He doesn't like lying around.
He'd like to be a pilot
or a high skydiver.
He doesn't want to stay on the ground.

2

She likes thinking.
She likes doing puzzles.
She doesn't like running about.
She'd like to be a scientist or maybe a spy.
She wants to help and sort things out.

3

They both love winning.
They both hate losing.
They don't like getting things wrong.
They want to win a trophy,
a gold medal or a cup.
And they don't want to wait
very long!



*13

Work in pairs. Underline all the activities and situations in the song. Circle all the jobs and ambitions. Talk with a partner. Do you feel the same or different to the people in the song?

He doesn't like lying around
but I like lying around!

Me too. Would you
like to be a pilot?

No. And I wouldn't
like to be a skydiver.

*14

Read the notice. Write a text for the competition.

Competition: 'My goals in life'

What are your goals?

What would you like to do? Why?

Write and tell us about:

- Your study goals
- Your job goals
- Other goals
- Big prizes for the winners!

My goals
I'd love to be a vet. I like animals and
I love helping people. I want to ...

***15** Complete the emails with the *-ing* or *to + base form* of the verb in brackets.



Hi Kim

It's a beautiful day today. I really want to cook
(cook) a nice meal this evening. What would you like
1 _____ (eat)?

Dad

Dear Kim

Would you like 6 _____ (go) on holiday with me
this year? I like 7 _____ (travel) to different cities
and I love 8 _____ (visit) museums. How about you?
What do you like 9 _____ (do) on holiday? And
where would you like 10 _____ (go)?

Beth

Hi Kim

Do you like 2 _____ (watch) films? I want
3 _____ (see) a film this evening but I hate
4 _____ (go) to the cinema alone. Do you want
5 _____ (come) with me?

Mandy

Dear Kim

I have two tickets for a piano concert on Saturday
evening. Would you like 11 _____ (come) with
me? I love 12 _____ (listen) to piano music.
Do you?

Jenny

***16** You are Kim. Reply to the emails in exercise 15.



Dear Dad

Thank you. I'd like to eat fish and salad tonight. I love
sitting in the garden and ...

***17** Work in pairs. What do you like doing?
What do you want or what would you like to do now?

sleep play football eat pizza be outside
talk to my brother be at home

I like eating pizza but I don't
want to eat pizza now!

I'd like to be outside now.

Self-evaluation Rate your progress.




	😊	😊😊	😊😊😊
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7 Verbs of sensation

I can recognize and use **see, hear, look, sound, feel, taste and smell** in different verb patterns.

See, hear, smell

We use **see, smell and hear** to talk about the sights, smells and sounds that we notice. We usually use **can** with these verbs of sensation. Look at these verb patterns.

	Verb of sensation	Object	-ing form
	I can see	a man	running.
	I can hear	music	playing.
	I can smell	food	cooking.



- *1 Look at the picture. Complete the sentences with a word from the box + the **-ing** form of the verb in brackets.

a dog a cat ~~a man~~ a woman a boy a policeman two women



- I can see a man talking (talk) on the phone.
- 1 I can see _____ (sleep) under a tree.
- 2 I can see _____ (ride) a bike.
- 3 I can see _____ (paint) a wall.
- 4 I can see _____ (play) with a toy mouse.
- 5 I can see _____ (climb) a tree.
- 6 I can see _____ (eat) a sandwich.

***2 7.1** What can you hear? Listen and circle the correct answer.



- I can hear a person walking / a horse running.
- I can hear someone singing / whistling.
 - I can hear a dog barking / a bird singing.
 - I can hear a clock ticking / an alarm ringing.
 - I can hear a phone / phones ringing.
 - I can hear a man / a woman singing.
 - I can hear someone coughing / sneezing.
 - I can hear people shouting / laughing.
 - I can hear a person / people clapping.

***3** Talk in small groups. What can you hear? What can you see? What can you smell? Use the nouns and verbs below.

Nouns a dog a clock a plane a bird
a person the teacher my friends clouds
people food pupils

Verbs bark cook cough laugh move
shout sing ring talk tick whistle write

I can hear people talking.

I can see clouds moving.

Look + adjective; look like + noun

We use **look, taste, smell, feel, sound** and **seem** to give an opinion about an object, activity or person.

We can use an adjective or **like** + noun with these verbs of sensation.

To give an opinion about a feeling, we use a verb of sensation + an adjective.

Subject	Verb of sensation	Adjective
She	sounds	happy.
She	seems	tired.
That	looks	interesting.

To say that a thing or person is similar to another thing or a person, we use a verb of sensation + noun.

Subject	Verb of sensation	Like	Noun
He	looks	like	my brother.
This	tastes	like	honey.
It	feels	like	plastic.

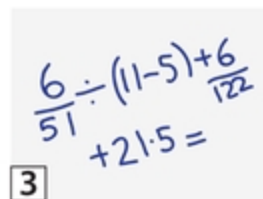


***4** Look at the pictures and complete the sentences with **look** or **looks** and an adjective from the box.

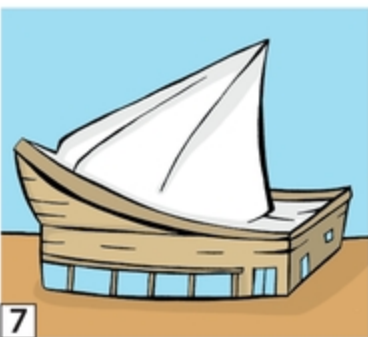
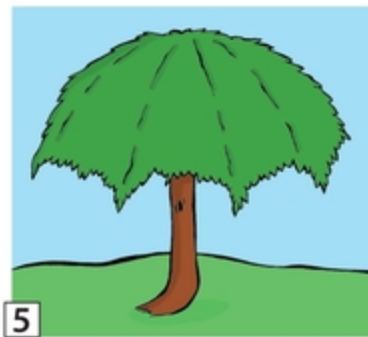
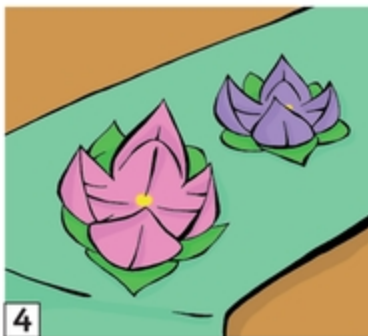
hot cold sad ~~good~~ funny angry difficult happy

► That looks good !

- He _____.
- They _____.
- That _____.
- She _____.
- They _____.
- They _____.
- He _____.



****5** Look at the pictures and complete the sentences with *look* or *looks like* and a noun from the box.



a boat a banana a bowl of fruit ~~a car~~
flowers a frog stars an umbrella

► It looks like a car.

1 It _____.

2 They _____.

3 It _____.

4 They _____.

5 It _____.

6 It _____.

7 It _____.

****6** Work with a partner. Look at the pictures in exercise 5. Cover the sentences. How many sentences can you remember?

****7** Complete the second sentence so it means the same as the first. Use the adjectives in the box.

bad calm ~~good~~ happy
interested right sweet

► That sounds terrible.

It doesn't sound good.

1 This doesn't smell nice.

This smells _____.

2 That looks wrong.

It doesn't look _____.

3 You look sad.

You don't look very _____.

4 I feel nervous.

I don't feel _____.

5 This orange tastes bitter.

It doesn't taste _____.

6 He sounds bored.

He doesn't sound very _____.

****8** Circle the correct answer.

► They look / look like football players.

1 I don't feel / feel like tired. Do you?

2 Excuse me. That sounds / sounds like my phone.

3 Does that feel / feel like comfortable?

4 This tastes / tastes like chicken. What is it?

5 He doesn't look / look like a doctor.

6 It feels / feels like colder today.

7 You look / look like sad. Are you OK?

8 This perfume smells / smells like flowers.

****9** **7.2** Match 1–4 with a–e. Listen and check. Then act the mini-dialogues with a partner.

► Is this glass? e

1 Is this strawberry ice cream? ____

2 What's that music? Is it Mozart? ____

3 Is this T-shirt green or brown? ____

4 What's that animal? Is it a rabbit? ____

a It looks brown.

b It looks like a mouse.

c It sounds like Beethoven.

d It tastes like raspberry.

e It feels like plastic.

- 10 GAME** Work in small groups. Look at the pictures in exercise 11 and answer the questions. Who can finish first?

In which picture can you see ...

- ▶ a person standing behind a tree? c
- 1 a person that looks like a cat?
- 2 a thing that looks like a very big ball?
- 3 a thing that looks like a kite?
- 4 a person taking a photo?
- 5 a person cutting paper?

- 11 7.3** Listen and number the pictures 1–5.



- 12** Complete the questionnaire, then talk about your answers in small groups. Use looks and sounds.

What kind of person are you?

How do you feel about these activities?

Rate each activity 1–6.
Use the key below.

paragliding	___	trainspotting	___
zorbing	___	kirigami	___
free running	___	paintballing	___

Key

- | | |
|----------------|--------------|
| 6 😄 = amazing | 3 😐 = OK |
| 5 😊 = exciting | 2 😞 = boring |
| 4 😁 = fun | 1 😱 = scary |

Paintballing sounds fun.

I think it sounds scary.

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.

cakes ~~water~~ ice medicine onions sugar

- It makes things wet. water
- 1 They are made of flour, eggs, sugar and butter. They taste good. _____
- 2 This makes food sweet. _____
- 3 They are vegetables. They make people cry. _____
- 4 You put it in a drink and it makes the drink cold. _____
- 5 It makes ill people well again. It often tastes bad. _____

- 2 Look and read. Write *yes* or *no*.



- The boy's hat looks like a crown. yes
- 1 The cat's made of snow. _____
- 2 You can see people skiing. _____
- 3 The boy looks angry. _____
- 4 The girl in the green jacket looks warm. _____
- 5 The girl in the green jacket wants to go home. _____

- 3 Complete the email with the correct form of the verbs in brackets.



Dear Martin

Thanks for your email. The picture made me laugh (laugh)! Do you like ¹_____ (watch) motor sport? I've won two tickets for an event on Saturday 17th. I love ²_____ (go) to things like that, but I don't want ³_____ (go) on my own. Come with me!

I saw you ⁴_____ (talk) to Mr Barnes this morning. He ⁵_____ (seem) angry. Is everything OK?

Best wishes
Jack

- 4 Read the letter and write the missing words. Write one word on each line.

Dear Claire

Your concert last week was fantastic. It was wonderful to hear you singing again. It made ¹_____ so happy! I wanted ²_____ tell everyone, 'I know her! She's my friend!' You sounded ³_____ a professional singer and you looked fantastic too. Was your dress made ⁴_____ wool?

School holidays start next week. ⁵_____ you like to meet up sometime for a chat?

Mary

Listening

5 R4.1 Listen and write.



FITNESS CLUB APPLICATION PERSONAL PROFILE

Name Nathan Hardy

► Application period three months

1 Goals lose weight; get _____

2 Likes _____ and cycling

3 Why? likes being _____

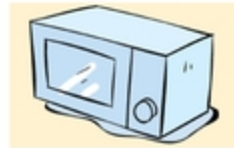
4 Dislikes skiing and _____

5 Why? doesn't like getting _____

6 R4.2 What are the objects at the exhibition made of? Listen and write a letter in each box.



► hat **b**



3 microwave oven ☐



1 shoes ☐



4 boxing glove ☐



2 armchair ☐



5 handkerchiefs ☐



a



c



e



b



d



f

Speaking

7 Look at the pictures and tell the story.



There are fireworks in the sky. One looks like a flower ...

8 Ask and answer the questions with a partner.

What can you see?
What can you hear?
What makes you laugh?
What makes you scared?
What do you like doing?
What would you like to do next year?

What can you hear?

I can hear people talking and birds singing.

8

Present simple and continuous

I can use the present simple to talk about facts and regular events; I can use the present continuous to talk about things happening now, and future arrangements.

Present simple

We use the present simple to talk about regular events and permanent situations.

*Lemons **contain** a lot of vitamin C.*

(fact, permanent situation)

*I **eat** one every day.*

(regular event)

We form the present simple like this:



Affirmative

I / we / you / they **walk**
he / she / it **walks**

Negative

I / we / you / they **don't walk** (do not walk)
he / she / it **doesn't walk** (does not walk)

Questions

Do I / we / you / they **walk**?
Does he / she / it **walk**?

Have got means **have**. Notice how questions are formed. We use it to talk about possessions and appearance.

*They've **got** a big house.*

***Has** the town **got** a swimming pool?*

~~Does the town have got~~ a swimming pool?

In English the verbs **like**, **want**, **need**, **know**, and **understand** are always facts, not regular events.

We always use these verbs in the present simple form.

*Do you **want** one? ~~Are you wanting one?~~*

We often use adverbs of frequency like **never**, **sometimes**, **often**, **always**, **every day** / **week** / **year** and **on Fridays** with the present simple.

We form present simple verbs like this:

Most verbs	Verbs ending in -ch, -o, -sh, or -ss	Verbs ending in consonant + -y
+ -s	+ -es	+ -ies
sit → sits walk → walks	watch → watches go → goes	study → studies cry → cries

*1 Circle the correct answer.



► She **drink** / **drinks** milk.

1 We always **have** / **has** breakfast at half past seven.

2 The film **finish** / **finishes** at nine o'clock.

3 He doesn't **like** / **likes** chocolate.

4 Penguins **live** / **lives** in Antarctica.

5 I **don't** / **doesn't** understand.

6 Ben **go** / **goes** swimming every day.

7 Does Andy **live** / **lives** here?

8 Nina and Eric **play** / **plays** tennis at the weekend.

9 **Do** / **Does** you want a sandwich?

10 **Do you** / **Have you** got a phone?

*2 Complete the sentences with **do**, **does**, **don't** or **doesn't**.

► **Do** _____ you do your homework every night?

Yes, I do _____.

1 **What** _____ this word mean?

I _____ know. Sorry.

2 **What** _____ elephants eat?

Fruit, vegetables, and nuts.

3 _____ your sister go to school?

No, she _____.

- **3** Complete the sentences with the present simple form of the verbs in brackets. Then match a–g with 1–6.



► She's a photographer. She takes (take) photos of the band. f

- 1 He's a cook. He _____ (make) their breakfast, lunch and dinner. _____
- 2 He's a singer. He _____ (sing) in their music videos. _____
- 3 He's a fan. He _____ (have) all their songs and he _____ (go) to all their concerts. _____
- 4 She's a fan. She _____ (love) all their music and she _____ (buy) all their songs. _____
- 5 He's a pilot. He _____ (fly) the band around the world. _____
- 6 She's a hairdresser. She _____ (wash) and _____ (brush) their hair. _____

- **4 GAME** Work in pairs. Look at the picture in exercise 3. Cover the sentences. Talk about the people and their jobs. How much can you remember?

Who's she?

She's a photographer. She takes photos of the band.

- **5** Write the questions and your short answers.

► you / speak Spanish?

Do you speak Spanish? No, I don't.

- 1 you / study at the weekend? _____
- 2 your friends / like football? _____
- 3 you and your best friend / talk every day? _____
- 4 you / watch European and American films? _____
- 5 you / fly a kite on windy days? _____
- 6 your friends / play computer games? _____

- **6 8.1** Listen to Martin. Choose the correct answers.

► Martin speaks / doesn't speak Spanish.

- 1 Martin's friends **play** / **don't play** football.
- 2 Martin and his best friend **talk** / **don't talk** every day.
- 3 Martin **watches** / **doesn't watch** English and American films.
- 4 Martin **flies** / **doesn't fly** a kite on windy days.
- 5 Martin's best friend **plays** / **doesn't play** computer games.

- **7** Use the questions in exercise 5 to interview your partner.

James, do you speak Spanish?

No, I don't.

Do your friends eat meat?

Yes, they do.

Present continuous

We use the present continuous to talk about things happening now:



We also use the present continuous to talk about things happening around now. These are temporary situations:



We form the present continuous like this:

Affirmative

I'm walking
we / you / they're walking
he / she / it's walking

Heidi's **wearing** a red dress.
We're **having** lunch.

Negative

I'm not walking
we / you / they **aren't** walking
he / she / it **isn't** walking

I'm **not thinking** about it this week.
It **isn't raining** at the moment.

Questions

Am I walking?
Are we / you / they walking?
Is he / she / it walking?

Is Sam **coming**?
Where **are you going**?

Present continuous verbs change like this:

Most verbs	Verbs ending -e	Verbs ending vowel + consonant
+ -ing	remove -e, + -ing	double the final consonant, + -ing
sing → singing	write → writing	sit → sitting
look → looking	smile → smiling	put → putting

We use the present continuous to talk about future plans and arrangements with other people.

I'm **having** lunch at school tomorrow.
Jack's **playing** tennis with Ed on Friday.

We often use these time expressions with the present continuous for now or around now:
now, this week, today, at the moment

We use these time expressions with the present continuous for future arrangements:
tomorrow, next Friday, on Tuesday, this evening

*8 8.2 Who is who? Listen and write the names.

Max Rosy Louise Tim Beth
Edward Alice Ted Henry



- Louise is Rosy's cousin.
1 _____ is Louise's husband.
2 _____ and _____ are playing 'Scissors Paper Stone'.
3 _____ is throwing rice.
4 Rosy's grandma, _____, is crying.
5 _____ is filming the wedding.
6 _____ is holding the flowers.

*9 GAME Work in groups. Choose one of the activities. Act it. Can the others guess what you're doing?

make a sandwich fly a kite walk the dog
play tennis swim do your homework
read a newspaper make a phone call

What am I doing?

Are you swimming?

Yes, I am.

***10** Look at the diaries. Complete the sentences with the verbs in brackets.

***12** Circle the present simple or present continuous to complete each conversation.

<i>Carrie's diary</i>	
Sunday	Write songs with Angie B
Monday	Go shopping with Louise
Tuesday	2 p.m. - meet new manager
Wednesday	Free day!!
Thursday	Children's hospital visit

<i>The band's diary</i>	
Thursday	11 a.m. Children's hospital visit
Friday	Talk on a TV show
Saturday	Concert in Paris
Sunday	Fly to New York

► On Sunday Carrie's writing (write) songs with Angie B.

- 1 She _____ (go) shopping with Louise on Monday.
- 2 She _____ (meet) a new manager at 2 p.m. on Tuesday.
- 3 She _____ (not do) anything on Wednesday.
- 4 Carrie and the band _____ (visit) a children's hospital at 11 o'clock on Thursday morning.
- 5 They _____ (give) a concert in Paris on Saturday.
- 6 They _____ (fly) to New York on Sunday.

***11** **Work in pairs.**

Student A

You're Carrie. Look at the diary and answer your partner's questions. Use *I* and *we*.

Student B

You're a music journalist. Ask Carrie about her and the band's plans and arrangements.

What are you doing on Tuesday?

I'm writing songs with Angie B.

► Hey! Where do you go / are you going?

► To the park. I meet / 'm meeting Alex for a game of tennis.

1 ► Does Mary go / Is Mary going to Art Club on Wednesdays?

► I don't know / 'm not knowing.

2 ► Why do you walk / are you walking to school today?

► Because my brother uses / 's using my bike this week.

3 ► We have / 're having a barbecue on Saturday afternoon. Do you want / Are you wanting to come?

► Thanks, but we go / 're going to my grandparents' house every Saturday.

***13** **GAME** Work in pairs. Can you find ten more differences?

In picture 1 the girl is writing a letter but in picture 2 she's drawing a picture.

Picture 1



Picture 2



14 8.3 Listen to two people playing 'Who am I?' Which pictures do they choose?



Person 1 _____ Person 2 _____



15 **GAME** Work in pairs. Student A: Choose a picture from exercise 14 and keep it a secret.
Student B: Ask five *yes/no* questions. Can you guess which picture student A is thinking of?

Are you a boy?

Yes, I am.

Are you running?

No, I'm not.

Is the sun shining?

Yes, it is.

***16** Complete the email with the present simple or present continuous form of the verb in brackets.



Hello!


I'm writing (write) to you from my tent. It's our annual family summer holiday - and the weather's terrible! Right now, it ¹_____ (rain) and the wind ²_____ (blow). It feels like winter. What's the weather like with you today?

We ³_____ (stay) in a field near the mountains. We ⁴_____ (come) here every year. I ⁵_____ (not know) why. I really ⁶_____ (not like) camping. My things always ⁷_____ (get) wet and dirty. I ⁸_____ (want) to stay in a big hotel by the sea in a hot country!

What about you? ⁹_____ (you / like) camping? ¹⁰_____ (you / have) a holiday every year? Where ¹¹_____ (you / go)? I hope the rain stops soon. This afternoon we ¹²_____ (take) a boat out on the lake. See you soon.


Toby

P.S. I ¹³_____ (come) home at the weekend. How about you? ¹⁴_____ (you / have) any plans for the weekend?

***17**  Write to Toby. Answer his questions. Tell him about the weather today, your typical family holiday, and your plans for today and tomorrow.

Hi Toby

Thanks for your letter. I'm at home with my family.

***18**  Use the prompts to make true sentences. Use the present simple + *always, never, sometimes*, or the present continuous + *today* or *at the moment*.

► I / wear / pink socks

I never wear pink socks.

1 I / use / a blue pen

2 I / feel / hungry

3 I / wear / trainers

4 I / read / science fiction







5 I / wear / glasses

6 I / want / lots of homework

7 I / sit / by the door

8 My English / get / better

Self-evaluation Rate your progress.

		 	  
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
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16			
17			
18			

9 Past simple

I can recognize and use the past simple to talk about past events.

Was, were

We use the past simple for actions, events and situations that happened at a definite time in the past. We often use past time expressions with the past simple.

yesterday, yesterday morning, yesterday afternoon, last night, last week, in September, two days ago, in 1988

For more information on past time expressions, see Unit 22.



The past simple of **be** has two forms: **was** and **were**.

Affirmative

I / he / she / it **was**
we / you / they **were**

I was here.
You were right.

Negative

I / he / she / it **wasn't**
we / you / they **weren't**

It wasn't difficult.
They weren't late.

Question

Was I / he / she / it ...?
Were we / you / they ...?

Were you OK? Yes, I was.
Was he in the garden? No, he wasn't.

*1 Circle the correct answer.

- ▶ They was / were here yesterday.
- 1 Where was / were you?
- 2 The film was / were funny.
- 3 What was / were the weather like?
- 4 We wasn't / weren't hungry.
- 5 Was / Were Jill at school?
- 6 He wasn't / weren't a doctor.
- 7 Was / Were Leo and Sam there?
- 8 You wasn't / weren't at the cinema.

**2



Write questions with **was** and **were** and short answers with **was**, **were**, **wasn't** and **weren't**.

- ▶ you / at school
Were you at school yesterday?
No, I wasn't.
- 1 it / cold
_____ yesterday?
- 2 your friends / happy
_____ yesterday?
- 3 you / tired
_____ last night?

Past simple: regular verbs

We form the past simple of regular verbs by adding **-ed** to the verb.

play → played ask → asked start → started wash → washed

I cleaned my room yesterday. They waited for two hours.

Look at these other regular spelling rules:

Add -d to verbs ending in -e.

like → liked share → shared

Change -y to -ied in verbs ending in consonant + -y.

study → studied cry → cried

Double the last letter and then add -ed to most verbs ending in one vowel and one consonant.

travel → travelled chat → chatted

We use **did** or **didn't** and the base form for questions and negative forms.

I didn't enjoy the film. When did you start that book?

*3 Write the verbs in the past simple.

- | | |
|------------------------|-----------------|
| ▶ visit <u>visited</u> | 5 plan _____ |
| 1 rain _____ | 6 miss _____ |
| 2 tidy _____ | 7 drop _____ |
| 3 call _____ | 8 cook _____ |
| 4 try _____ | 9 receive _____ |

*4 9.1 Listen and repeat.

/d/: climbed, stayed, enjoyed
/t/: jumped, walked, watched
/ɪd/: wanted, ended, landed

*5 Complete the affirmative and negative past simple sentences and questions.

- ▶ I usually play tennis.
(+) Yesterday, I played football.
- 1 We usually chat online.
(-) Yesterday, we _____ on the phone.
- 2 Do you like the food today?
(?) _____ the food yesterday?
- 3 He lives in this house now.
(+) He _____ in this house 5 years ago.
- 4 My sister doesn't want to go.
(-) She _____ to go last week.
- 5 Does it work now?
(?) _____ yesterday?
- 6 I study Japanese.
(+) My aunt _____ Japanese in 1974.

**6

GAME

9.2 Write the verbs in brackets in the past simple, then match 1–7 with a–h. You can look on the internet for help. Listen and check your answers.

- | | |
|----------------|-----------------------------------|
| ▶ <u>acted</u> | (act) in films. <u>g</u> |
| 1 _____ | (compose) music. _____ |
| 2 _____ | (play) tennis. _____ |
| 3 _____ | (paint) pictures. _____ |
| 4 _____ | (live) from 1935 to 1977. _____ |
| 5 _____ | (die) in 2009. _____ |
| 6 _____ | (invent) the X-ray machine. _____ |
| 7 _____ | (study) stars and planets. _____ |

- a Billie Jean King
b Elvis Presley
c Pyotr Tchaikovsky
d Marie Curie
e Galileo Galilei
f Vincent Van Gogh
~~g Cary Grant~~
h Michael Jackson

Two Young Adventurers Solo Round-the-World Sailors



Michael Perham and Jessica Watson are the World's two youngest round-the-world sailors. Michael was (be) born in the UK in 1992. When he was 17 he ¹_____ (sail) around the world alone. At the time he ²_____ (be) the youngest person to do this.



Michael ³_____ (start) his journey in November 2008 and ⁴_____ (finish) it in August 2009. He originally ⁵_____ (want) to do the journey in four months without any help.

In the end, this ⁶_____ (not / be) possible because of problems with his boat.

There ⁷_____ (be) also problems with the weather. He ⁸_____ (not / sail) around

Cape Horn because there ⁹_____ (be) bad storms in the Southern Ocean. Instead he ¹⁰_____ (sail) through the Panama Canal.



Jessica ¹¹_____ (be) born in Australia in 1993. When she was a child she had sailing lessons. For five years she and her family ¹²_____ (not / live) in a house or flat: they ¹³_____ (live) on a boat at sea.

In 2010 she ¹⁴_____ (complete) her first solo round-the-world sailing trip – at the age of just 16. She ¹⁵_____ (not / receive) any help on her trip.



***8** Work in pairs. Cover the article in exercise 7. Look at the pictures below and write J (Jessica) or M (Michael). Make sentences in the past simple with your partner.



a M



c



e



b



d



f

Jessica had problems with her boat.

No, Michael had problems with his boat.

***9** Complete the questions with *was*, *were* or *did*.

- ▶ What did you watch on TV yesterday?
- 1 How _____ your weekend?
- 2 Where _____ you live in 2008?
- 3 _____ you study for any exams last month?
- 4 Where _____ you at four o'clock yesterday afternoon?
- 5 _____ a friend phone you yesterday?
- 6 Where _____ you born?
- 7 What _____ the weather like yesterday?
- 8 When _____ you start learning English?

***10** Use the questions in exercise 10 to interview a partner.

What did you watch on TV yesterday?

I watched a film.

Past simple: irregular verbs

Many verbs have an irregular past simple form.

come → came	say → said
do → did	see → saw
fall → fell	sit → sat
find → found	sing → sang
go → went	sleep → slept
have → had	take → took
put → put	think → thought
ring → rang	win → won

We **went** to the shops. I **bought** some books.

For a longer list of irregular verbs, see page 160.

We use **did** or **didn't** + base form for questions and negative forms.

He **didn't say** that! Where **did** you **get** that pen?

***11** **9.3** Look at the list of irregular verbs on page 160. Write the past simple forms of these verbs. Then listen and repeat.

▶ give <u>gave</u>	10 hit _____
1 leave _____	11 meet _____
2 swim _____	12 eat _____
3 lie _____	13 lose _____
4 run _____	14 sleep _____
5 read _____	15 write _____
6 sit _____	16 spend _____
7 drink _____	17 get _____
8 hurt _____	18 begin _____
9 make _____	19 say _____

***12** Complete the table with the base form of the verbs. Look at the list of irregular verbs on page 160.

▶ <u>come</u> came	5 _____ sang
▶ <u>become</u> became	6 _____ rang
1 _____ slept	7 _____ told
2 _____ kept	8 _____ sold
3 _____ thought	9 _____ taught
4 _____ brought	10 _____ caught

***13** Complete the email with the past simple form of the verb in brackets.



Dear Grandpa

How are you? I rang (ring) you yesterday but Grandma said you were in the garden.

Guess what? Tommy ¹ _____ (come) to our house yesterday. He ² _____ (bring) a fish with him! He ³ _____ (say), 'I ⁴ _____ (catch) it in the river.'

Mum cooked the fish and Dad ⁵ _____ (make) a salad. We ⁶ _____ (sit) and ⁷ _____ (eat) in the garden. We all ⁸ _____ (have) a fantastic evening.

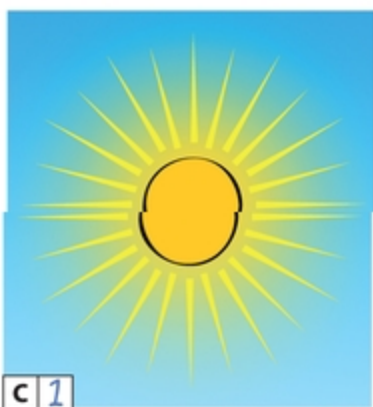
See you soon.

John

***14** **9.4** Complete the conversations. Then listen and check. Act the conversations with a partner.

- ▶ Did you drink my juice?
- ☹ No, I drank my juice!
- 1 Did you sleep in a tent?
- ☹ No, we _____ on the beach!
- 2 _____ a newspaper?
- ☹ No, I got a magazine.
- 3 Did you meet Julie?
- ☹ No, I _____ Jenny.
- 4 _____ any birds?
- ☹ No, but I saw some butterflies.
- 5 Did you have lunch?
- ☹ Yes, I _____ a sandwich.

***15 9.5** Work in pairs. Look at the picture story. Put the pictures in order 1–6. Then listen and check.



***17** Work in two groups. Write past tense questions for the answers. Use the prompts.

▶ what / weather / be / like?

What was the weather like?

It was warm and sunny.

1 (where / Sophia and Rosy / go first?)

They went to the forest.

2 (where / they / sit / in the storm?)

They sat on the grass.

3 (where / Sophia and Rosy / have / a picnic?)

They had a picnic in a field.

4 (where / put / hands / in the storm?)

They put their hands on their heads.

5 (who / the lightning / hit?)

The lightning hit Sophia and Rosy.

6 (how / they / feel?)

They felt frightened.

7 (where / be / the MP3 player?)

It was in Sophia's pocket.

8 (where / go / after the storm)

They went to hospital.

***16 9.5** Circle the correct answers. Then listen again and check.

▶ It was / wasn't warm in the morning.

1 Rosy rang / met Sophia at lunchtime.

2 They ate their picnic / spent some time in the forest.

3 They listened to / sang music in the forest / in the field.

4 They took / didn't take two MP3 players with them.

5 They went / didn't go under a tree when the lightning started.

6 Sophia put / didn't put her MP3 player headphones in her pocket.

7 The lightning hurt / didn't hurt Rosy and Sophia a little.

8 The MP3 player was / wasn't OK.

***18** Work in pairs. Tell the story of Sophia and Rosy. Use these verbs.

listen begin be go take have start
ring meet sit put hit find

*It was a warm and sunny morning.
Rosy rang Sophia and they ...*



walk sit eat ~~spend~~ jump enjoy stay read run be

1

How was your summer?
Did you have a good break?
How did you spend each day?
I spent each day
with a group of friends.
We climbed, we ¹ _____,
we ² _____, we swam.
We chatted, we ³ _____,
we stayed up late.
We ⁴ _____ happy each day ...



2

How was your summer?
Did you have a good break?
How did you spend each day?
I didn't do much.
I ⁵ _____ at home.
I didn't go travelling
to Shanghai or Rome.
I dreamt, I ⁶ _____.
I lay on my bed.
I ⁷ _____ happy each day ...



3

How was your summer?
Did you have a good break?
How did you spend each day?
I ⁸ _____ out of the house
from morning till night.
I ⁹ _____ the fresh air.
The world felt right.
I ¹⁰ _____ in the fields.
I ¹¹ _____ by a tree.
I ¹² _____ happy each day ...



Underline five things in the song that you did on your last holiday. Circle five things that you didn't do. Write sentences. Then compare your sentences in groups.

On my last holiday I chatted with my friends and I stayed up late. I didn't walk in the fields.

21 GAME Work in large groups. Ask questions to find the information below. When a classmate says 'yes' write his or her name. The first person with six names is the winner.

Find someone who...

- ... had hot food for breakfast. Sam
- ... didn't spend any money yesterday. _____
- ... sang a song yesterday. _____
- ... chatted online at the weekend. _____
- ... swam in the sea last year. _____
- ... walked in the woods or by the sea last weekend. _____
- ... didn't stay up late last night. _____
- ... travelled to another country last year. _____
- ... tidied his or her bedroom yesterday. _____
- ... was born in January, June or July. _____

Did you have hot food for breakfast, Kate?

No, I didn't.

Did you have hot food for breakfast, Sam?

Yes, I did. I had eggs.

22 Answer the questions below.



What did you do on your last birthday?



On my last birthday I got up late and I had pancakes for breakfast.



What did you do last weekend?





What did you do on your last holiday?



Self-evaluation Rate your progress.



- 1
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- 22

10 Past continuous

I can recognize and use the past continuous to give background information and to talk about interrupted past events.



It was a dark evening. Max Butler **was walking** down a dark, narrow street. The wind **was blowing** and it **was raining**. Suddenly, Max heard a noise behind him. He stopped and turned round.

We use the past continuous to talk about situations in progress at a time in the past. We often use the past continuous in stories.

past ← ————— × ————— → now

8.30, running, singing

*At half past eight this morning I **was running** to school. The birds **were singing**.*

We form the past continuous like this.

Affirmative

I / he / she / it **was running**
we / you / they **were running**

*Pete **was working**. James and Anna **were talking**.*

Negative

I / he / she / it **wasn't running**
we / you / they **weren't running**

*I **wasn't crying**. You **weren't looking**.*

Questions

Was I / he / she / it running? | **Were we / you / they running?** | Yes, we were. No, they weren't.

***Was the sun shining?** Yes, it was. **Were Bella and Henry eating?** No, they weren't.*

*1 **10.1** Listen and circle the correct answer.



▶ He was playing the guitar / drums

- 1 The babies were crying / laughing.
- 2 It was / wasn't raining.
- 3 She was running / walking.
- 4 They were laughing / shouting.
- 5 The birds were / weren't singing.
- 6 He was listening to music / playing a musical instrument.
- 7 They were playing tennis / basketball.
- 8 She was riding a bike / a horse.
- 9 He was cleaning his teeth / the floor.

*2



Work in pairs. Ask and answer questions about exercise 1.

Was he playing the guitar?

No, he wasn't. He was playing the drums.

Were the babies crying?

Yes, they were.

***3 10.2** Read the poem and complete it with the verbs from the box. Listen and check, then listen and repeat.



are doing thinking feeling ~~doing~~ sleeping looking were weren't wasn't wearing

What were you doing yesterday?
We didn't see you at school.
We were ¹ _____ about you yesterday.
We didn't see you at all.

Yesterday, I was feeling ill.
I was ² _____ and resting all day.
I was ³ _____ pyjamas at lunchtime,
My face was tired and grey.



What were you ⁴ _____ yesterday?
We didn't see you at school.
We ⁵ _____ talking about you yesterday.
We didn't see you at all.

I ⁶ _____ feeling well at all,
I was ⁷ _____ really bad.
I was lying in bed and ⁸ _____ at books,
I was feeling really sad.

I'm sorry you ⁹ _____ feeling well.
How ¹⁰ _____ you feeling today?
I'm feeling much, much better, thanks –
Come on, let's go and play!



***4** Complete the sentences with the past continuous form of the verbs in brackets.



- ▶ She was writing (write) an email.
- 1 You _____ (sleep)!
- 2 We _____ (have) some problems with the computer this morning.
- 3 I _____ (dream) about a flying fish.
- 4 It _____ (snow) last night.
- 5 They _____ (not / help) us.
- 6 The phone _____ (not / work) yesterday.
- 7 You _____ (not / listen) to me.
- 8 She _____ (watch) a film at seven o'clock.
- 9 Where _____ (they / go)?
- 10 _____ (it / rain) at six o'clock?
- 11 _____ (you / wearing) jeans yesterday?
- 12 Why _____ (he / not / look) at it?

***5**

10.3 Listen again and complete the pronunciation information. Then practise reading the poem in exercise 3 with a partner.



- 1 We stress / don't stress *was* and *were* in the poem.
- 2 We stress / don't stress *was* and *wasn't* in the poem.

***6** Complete the questions with the past continuous form of the verb in brackets.

- ▶ What were you doing (you / do) yesterday?
- 1 How _____ (you / feel) yesterday?
- 2 What _____ (you / wear) yesterday?
- 3 What English grammar _____ (you / study) last week?

***7**

Work in pairs. Ask and answer the questions in exercise 6.

What were you doing yesterday?

I was studying at school.

- *8 GAME** Work in pairs. Look at the pictures. Can you find ten differences? Use the past continuous.

At seven o'clock in the morning ...



At seven o'clock in the evening ...



At seven o'clock in the morning the girl was wearing her school uniform, but at seven o'clock in the evening she wasn't wearing her school uniform.

In the morning the boy ...

- *9 GAME** Work in pairs or small groups. Look at the picture on page 154 for two minutes. How many questions can you answer together?

► What was the tour guide pointing at?

He was pointing at a statue.

1 What was the man taking a photo of?

2 What were the children eating?

3 What was the boy holding?

4 What colour sunglasses was the woman wearing?

5 What was the bird doing?

6 What was the weather like?

7 What was the man reading?

8 What were the two performers doing?

- **10** Make questions from the prompts. Then use the questions to interview a partner.

► What / you / do at ten o'clock yesterday morning?

1 Where / you / live in 2004?

2 What / you / do at six o'clock this morning?

3 What / you / do at five o'clock yesterday afternoon?

4 What / you / wear last Saturday?

5 the sun / shine yesterday morning?

6 What colour socks / you / wear yesterday?

What were you doing at ten o'clock yesterday morning?

It was a sports lesson. I was running.

Past continuous and past simple

We often use the past continuous with the past simple, especially when we tell stories.

We use the past simple to talk about a completed past event.



The phone rang.

To talk about two events that happened at the same time we use the past continuous and the past simple.



The phone rang. We were watching a film.

We can link these sentences with **when**.

When	Past simple	Past continuous
When	the phone rang	we were watching a film.

Past simple	when	Past continuous
The phone rang	when	we were watching a film.

Past continuous	when	Past simple
We were watching a film	when	the phone rang.

We can use two verbs in the **past continuous** with **and** to talk about two past actions in progress at the same time.

I was doing my homework and my grandma was making soup.

*11 10.4 Listen and match a-h and 1-8.



*12 GAME Work in pairs. Look at pictures 1-8 in exercise 11. Cover pictures a-h. How many sentences can you remember?

The phone rang when we were eating dinner.

It was raining when ...

*13 Circle the correct answers.

- ▶ When I looked / was looking out of the window it snowed / was snowing
- 1 We worked / were working in the garden when we found / were finding some old money.
- 2 When I made / was making the cake I dropped / was dropping the bowl.
- 3 I cleaned / was cleaning the kitchen when she arrived / was arriving.
- 4 When I started / was starting school we lived / were living in the old house.
- 5 I saw / was seeing you when I waited / was waiting for the bus.

- *14 GAME** Work in pairs. Combine different pictures from exercise 8 to make past continuous sentences. How many can you make?

He hurt his head when he was skiing.

The sun was shining when we were playing football.

- *15** **10.5** Work in pairs. Look at the pictures. Try to put the pictures in order from 1–8. Then listen and check.



- *16** Match the rules.

When we tell a story we use

- 1 The **past simple** for ____.
 - 2 The **past continuous** for ____.
- a background information
b the main events and actions

- *17** **10.5** Complete the text with the past simple or past continuous form of the verbs in brackets. Then listen again and check.

This happened (happen) last week when I was in the park. The sun ¹ _____ (shine) and I ² _____ (sit) on the grass. I ³ _____ (paint) a picture of the ducks on the pond.

Some children ⁴ _____ (play) football. Suddenly, their ball ⁵ _____ (hit) my paint pots and the paint pots ⁶ _____ (fall) over. The blue paint went on my picture and the pink paint ⁷ _____ (go) on the grass.

My hands got dirty when I ⁸ _____ (clean) my picture so I decided to go and wash them in the pond. The ducks ⁹ _____ (fly) away when I ¹⁰ _____ (wash) my hands because they were scared of me.

They ¹¹ _____ (land) on the grass by my picture. They walked on the pink paint, then they ¹² _____ (walk) on my picture. They ¹³ _____ (make) pink marks all over the paper.

And that wasn't all. When the ducks ¹⁴ _____ (walk) on my picture it ¹⁵ _____ (start) to rain. By now my picture looked terrible.

I ¹⁶ _____ (think) about what to do with the picture when a girl ¹⁷ _____ (speak) to me.

'I love your picture,' she ¹⁸ _____ (say). So what did I do? I gave it to her!

***18



Look at the pictures. Write a story called 'Tom's Hat'. Use the past continuous and the past simple with the verbs in the box.



walk wear sit stand snow get on the bus
get off the bus put give fall pull find
see talk give

TOM'S HAT

Tom was walking to school. It was snowing. He was wearing a hat, a scarf and gloves.

He got on the bus and he ...

***19



How does 'Tom's Hat' end? Write the end of the story.

Tom walked into the park. He ...

***20



Work in pairs. Read your ending of 'Tom's Hat' to your partner. Which ending do you like best?

OK, here's my ending. When Tom was walking into the park he saw ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
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7			
8			
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Reading and writing

- 1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

couldn't do didn't don't
doesn't isn't 're 've was were

I've got a cousin called Sam. We often do sports together. We meet at the weekend because he ¹ go to the same school as me.

At the moment we ² playing a lot of tennis because it's summer.

I always wear a blue cap for tennis. Sam wears a red cap. Yesterday I looked everywhere for my blue cap, but I ³ find it.

When I arrived at the park, Sam ⁴ wearing his red cap – and my blue cap! 'You left it here last week,' he explained. 'So I put it with mine. I ⁵ want to forget it.'



- 2 Read the story. Write the correct form of the verbs in brackets.

A few months ago, George and his friends were cycling (cycle) in the hills when they heard a strange noise. George's friends ¹ (not stop) cycling, but George stopped and got off his bike.

He looked around but he couldn't ² (see) anything. The noise stopped. Then George looked down and ³ (see) something white at his feet. It ⁴ (be) an envelope.

He picked it up and opened it. He couldn't believe his eyes. There was £10,000 inside! George took the money to the police. Will someone ask for it? George is still ⁵ (wait) to hear.

Listening

- 3 R5.1 Listen and draw lines.



Alex Milly Vicky Sarah



Jason Jimmy Ben

Speaking

- 4 Work with a partner. Ask and answer the questions together.

- ▶ What / the teacher / do / at the moment?
- 1 the sun / shine at the moment?
- 2 What / you / do / at five o'clock this morning?
- 3 What / you / have / for breakfast today?
- 4 you / think about school / at the weekend?
- 5 you / watch TV yesterday?
- 6 your English / get better?

What's the teacher doing at the moment?

He's writing on the board.

11 Present perfect

I can recognize and use the present perfect to talk about past events, experiences and situations.

Present perfect

We use the present perfect to talk about past events that are connected to the present in some way. We often use it to describe change.

I've lost my glasses.

(= I can't find my glasses.)

She's visited Paris three times.

(= She knows what Paris is like.)

We form the present perfect with the present simple of **have** and the past participle.

Affirmative

I / we / you / they've (have) started
he / she / it's (has) started

Negative

I / we / you / they haven't started
he / she / it hasn't started

Questions

Have you (I / we) started?

Yes, I (we / you / they) **have**.

No, I (we / you / they) **haven't**.

Has he (she / it) started?

Yes, he (she / it) **has**.

No, he (she / it) **hasn't**.

I've lost my glasses.



*You haven't lost them.
They're on your head!*

Most verbs have regular past participles. They are formed like regular past simple verbs.

clean → cleaned arrive → arrived

study → studied try → tried

travel → travelled stop → stopped

He's changed his name.

Have you ever tried skateboarding?

Other verbs have an irregular past participle form. Here are some irregular past participles. For a longer list, look at page 160.

drink → drunk

see → seen

eat → eaten

swim → swum

fall → fallen

take → taken

go → been

write → written

I've written a letter.

Have you seen Andy?

***1** Write the past participles of these regular and irregular verbs.

- | | |
|-----------------------|----------------|
| ► phone <u>phoned</u> | 8 chat _____ |
| 1 want _____ | 9 brush _____ |
| 2 talk _____ | 10 build _____ |
| 3 leave _____ | 11 enjoy _____ |
| 4 cry _____ | 12 fix _____ |
| 5 tell _____ | 13 plan _____ |
| 6 kick _____ | 14 think _____ |
| 7 work _____ | 15 give _____ |



***2** Write the past simple and past participles of these verbs.

	Past simple	Past participle
► know	knew	known
1 finish		
2 catch		
3 forget		
4 do		
5 put		
6 happen		
7 break		

***3** Complete the sentences with the present perfect. Use the verbs in brackets.

- ▶ She 's seen (see) the photo.
 1 Paul _____ (clean) the floor.
 2 The flowers _____ (not grow) a lot.
 3 I _____ (tell) Ernie about it.
 4 She _____ (not do) her homework.
 5 We _____ (have) lunch.
 6 David _____ (not see) us.
 7 We _____ (win)!
 8 The film _____ (not start).

***4** Write questions and short answers about the pictures. Use the prompts.



▶ close / the door? Have they closed the door? No, they haven't.

- 1 pick / some flowers? _____

 2 build / a tower? _____

 3 win / the match? _____

 4 cut / the trees down? _____

 5 bring / an umbrella? _____

***5** Work in small groups. How many responses with the present perfect can you think of?

- 1 You look upset.
 2 You look happy.
 3 You look tired.
 4 You look sad.

You look upset.

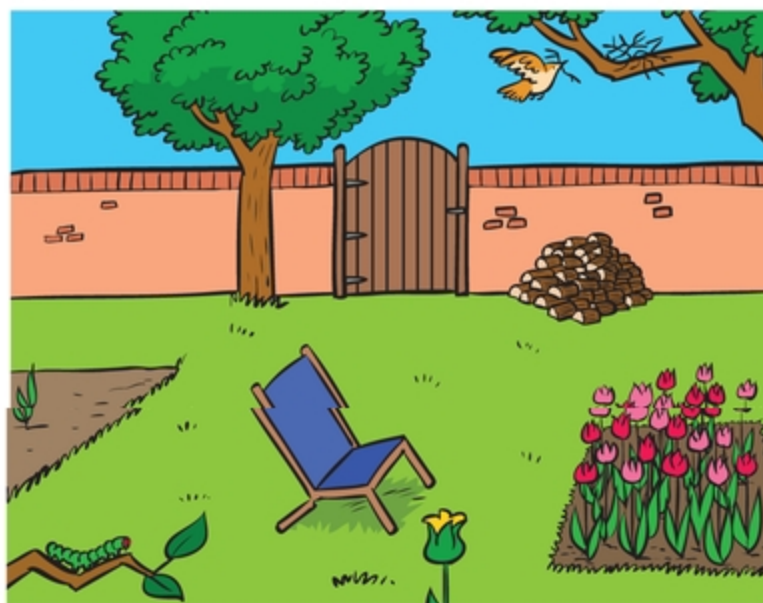
My bike's disappeared.

I've lost my phone.

***6** **GAME** What's changed? Work in pairs. Use the verbs in the box.

build burn change into cut down fix
 grow open paint pick plant water

Picture 1



Picture 2



The man has cut down the tree.

The bird has built a nest.

Present perfect and past simple

We use the present perfect to talk about past events when the exact time of the event is either obvious or not important.

I've finished this book.

Have you ever ridden a horse?

I've never eaten sushi.

When the past time is important, we use the past simple and an exact time expression. We also use the past simple when we give extra information about an event.

I finished this book yesterday.

Did you ride a horse at the weekend?

I didn't do that when I was a child.

We use **recently** with the present perfect to talk about events in the near past.

Have you spoken to Frank recently?

I haven't played much basketball recently.

Have you stayed in a five-star hotel recently?



We often use **ever** and **never** with the present perfect when we ask and talk about experiences.

Have you ever spoken to Frank?

I've never played basketball.

We can also use these expressions:

once, twice (= two times), lots of times

I've eaten Japanese food once.

He's climbed that mountain lots of times.

*7 Choose the correct time expression.



► You've worked hard recently / on Monday.

- 1 It snowed **recently** / in 2010.
- 2 Has he **ever** / **recently** taken a photo of you?
- 3 I haven't eaten any chocolate **yesterday** / **recently**.
- 4 She's met Helen **in September** / **twice**.
- 5 We saw Jack **ever** / **at nine o'clock**.
- 6 They've **never** / **at the weekend** visited us.
- 7 Did he phone you **recently** / **on Sunday**?
- 8 I've read this book **never** / **lots of times**.

*8 11.1 Add the words in brackets to the correct place in the sentence. Then listen, check and repeat.



- Has he ^{ever} won a prize? (ever)
- 1 Have you taken a photo of them? (recently)
 - 2 She's had a dog. (never)
 - 3 We've talked a lot. (recently)
 - 4 I've broken my arm. (once)
 - 5 It hasn't rained. (recently)
 - 6 You've told that story. (lots of times)

*9



What have you or haven't you done recently? Write true sentences with **have or haven't + recently**.

- play a computer game
I've played a computer game recently.
- 1 travel to another town or city
 - 2 tidy my bedroom
 - 3 use a dictionary
 - 4 do my homework
 - 5 visit my aunts and uncles
 - 6 help with the housework
 - 7 watch a film on TV
 - 8 make a lot of grammar mistakes

***10** What experiences have you or haven't you had? Talk about your experiences.

- ▶ travel by plane 3 plant a tree
- 1 break a bone 4 see a scorpion
- 2 go to the desert 5 catch a fish

I've travelled by plane two or three times.

I've never travelled by plane.

I've travelled by plane lots of times.

***11** **11.2** Complete the 'Me' column. Then listen to Dora, Jason and Ivy and complete the table.

- ✓✓ = Yes, recently. ✗ = Never.
✓ = Yes, but not recently.

	Me	Dora	Ivy	Jason
climb a mountain		✓✓	✓	✗
stay in a five-star hotel				
camp				
pick fresh fruit				
try snorkelling				
try scuba diving				

***12** **11.3** Circle the correct answers to complete part of the conversation. Then listen again and check. Work in groups of three. Act out the conversation.

- Ivy** Hi Dora. How are you?
Dora Good. Thanks, Ivy. I've had / I had the most amazing holiday.
Ivy Lucky you! ¹What have you done? / What did you do?
Dora It was a very active holiday. One day we ²ve climbed / climbed right to the top of a mountain.
Jason ³I've never climbed / I never climbed a mountain. ⁴I've climbed / I climbed a big hill but not a mountain.
Dora This ⁵has been / was a real mountain. There ⁶has been / was snow at the top. ⁷Have you ever climbed / Did you ever climb a mountain, Ivy?
Ivy ⁸I have / I did, but not recently.

***13** Interview a partner about the activities in exercise 15. Use *Have you ever ...?* questions. Use the past simple to give extra information.

Have you ever climbed a mountain?

Yes I have, but not recently. It was about five years ago. Have you ever stayed in a five-star hotel?

***14** Write to Dora and answer her questions. Think of some interesting things you have done. Ask Dora about her experiences.

Hi Dora

Thanks for your email. Lucky you! I haven't had a holiday recently, and I've never climbed a mountain, but last month I went to a music festival. It was amazing. Have you ever ...?

Present perfect with **since** and **for**

How long **have you had** a cold?



Since Monday.

We use the present perfect with **since** and **for** to talk about situations and events in a period of time from the past until now.

past ← → now
Monday Tuesday Wednesday

*I've had this cold **since** Monday.*

*I've felt ill **for** three days.*

We use **since** with a point in time (when the situation or event started).

Present perfect	since	Point in time
<i>I've been here</i>	since	7.30 a.m.
<i>She's played the violin</i>	since	she was four.

We use **for** with a length of time (the duration of the event or situation).

Present perfect	for	Length of time
<i>I've been here</i>	for	two hours.
<i>She's played the violin</i>	for	20 years.

***16** Write the time expressions in the correct place.

~~April~~ ~~ten days~~ nine o'clock 2002
two weeks a short time three years
1st October Sunday I was eight
a few minutes about half an hour

since	for
April	ten days

***17** **11.5** Complete the sentences with **since** or **for**. Then listen, check and repeat.

▶ I've known Ryan **for** three months.

- Have you had that book _____ you were eight?
- We've been here _____ five minutes.
- She's worked there _____ ten years.
- I haven't seen you _____ August.
- He's been ill _____ a long time.
- She's played tennis _____ 2009.
- ~~They've been very happy~~ _____ they got married.
- You've lost weight _____ last month.

***18** Write sentences from the prompts.

▶ They / be married – 30 years
They've been married for 30 years.

- I / know Lucy – 2008

- You / grow – I last saw you

- It / not rain – two years

- We / live here – a long time

- He / not shave – six months

- Her English / improve – she moved to the UK

***15** **11.4** Listen and tick the correct answer.

- ☐ Since I was four.
☒ Since I was ten.
- ☐ For five years.
☐ For ten years.
- ☐ Since March.
☐ Since April.
- ☐ For 30 minutes.
☐ For 45 minutes.
- ☐ Since 2002.
☐ Since 2007.
- ☐ Since half past two.
☐ Since half past one.





Write questions and answers. Then interview a partner.

► How long / you / have / your bag?

How long have you had your bag?

About six months.

1 How long / you / have / that pen?

2 How long / you / be / at this school?

3 How long / you / know / your best friend?

4 How long / you / study / English?

5 How long / you / live / in your house?

GAME

Work in pairs. Take turns to ask present perfect questions. You win a point when your friend uses an answer card. The winner is the person with the most points. You must tell the truth!

Question cards

You can use these phrases lots of times.

Have you ever ...?

How long have you ...?

Have you ... recently?

How many times have you ...?

Answer cards

You can only use these phrases once.

Yes, I have.

No, never.

No, I haven't.

Yes, I have.

For 30 minutes.

Yes, twice.

For two weeks.

Since Monday.

Since January.

Yes, lots of times.

Since 2007.

Yes, I have.

No, I haven't.

Since 2010.

Since I was born.

For a few minutes.

Yes, I have.

No, never.

Since I was ten.

Yes, I have.

No, never.

Yes, I have.

Yes, I have.

For ten minutes.

How long have you been in this room?

For 30 minutes.

That's one point for me!

Self-evaluation Rate your progress.



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12 The future

I can recognize and use **will** and **be going to** to talk about the future.

Will and be going to

We talk about the future in different ways.

We use **be going to** when we talk about plans and predictions.

*I'm going to ask the teacher for help.
It's going to be fun.*

We use **be going to** + base form to talk about plans and intentions.

*I'm going to wait for them.
What are we going to do?*

We also use **be going to** + base form to make predictions based on evidence that we can see or feel.

*Oh no! That bottle is going to fall.
I'm going to sneeze! A-tishoo!*

Subject	be going to	Base form
I	'm going to	wait.
It	's going to	be fun.
We / you / they	're going to	fall.



We use **will** to talk about predictions and when we make quick decisions, offers and promises.

You will love it! I'll phone you this evening.

We also use the present continuous when we talk about future arrangements with other people (see unit 8).

*I'm visiting my grandparents at the weekend.
He's coming home this evening.*

*1 12.1 Listen and number the pictures.



*2 12.1 Write the sentences in the correct order. Listen and check. Then listen and repeat.

► play / 's / going / to / the piano / he
He's going to play the piano.

1 he / the wall / going / to / 's / paint

2 pick / they / some fruit / 're / going / to

3 he / the letter / going / 's / post / to

4 aren't / they / catch / to / the bus / going

5 to / you / 're / answer / your phone / going

***3** **12.2** Listen and answer the questions about pronunciation. Then listen again and repeat.



1 Underline the stressed (strong) words.

- a He's going to win!
- b What are you going to do?
- c They're going to help us.
- d Is it going to rain?
- e When are you going to ask her?
- f What's going to happen now?

2 How is *going to* pronounced?

- a /gəʊɪŋ tu:/ ☐
- b /gəʊɪŋ tə/ ☐


***4** **12.3** Match 1–6 and a–f. Then listen and check.



► Why have you got all that food with you? g

- 1 Have you got any plans for the holiday? ____
- 2 They've knocked down the old cinema! ____
- 3 Are you OK? ____
- 4 Have you got an umbrella with you? ____
- 5 Have you bought a present for Sally? ____
- 6 Why are you wearing those old clothes? ____


- a I'm going to paint the ceiling.
- b No, I'm not going to give her a present.
- c Yes, we're going to visit my cousins.
- d No, look at the sky. It isn't going to rain.
- e No, I think I'm going to be sick.
- f Yes, but they're going to build a new one.
- g ~~We're going to have a picnic.~~

***5**  What are your plans? Write a tick (✓) or a cross (X), then write sentences with 'm (not) going to and a time expression from the box.

after this lesson after school today this week
at the weekend this afternoon this evening

- watch TV ☐
- eat some / any chocolate ☐
- write some / any emails ☐
- do my homework ☐
- chat online ☐
- play a musical instrument ☐
- send some / any text messages ☐
- play some / any computer games ☐


I'm going to watch TV after school.

***6**  Work in small groups. Compare your sentences. Who has the same plans as you?

I'm not going to eat any chocolate today.

Really? I'm going to eat some chocolate after this lesson!

Me too!

***7**  Work in small groups. Ask 'Why have you got that ... ?' about the objects in the pictures. How many different answers with *be going to* can you think of?



apple



camera



roll of paper



rubber boots



map



umbrella

Why have you got an apple?

I'm going to eat it.

I'm going to give it to the teacher.

I'm going to cook it.

We use **will** + base form to predict events and to make guesses and promises about the future.

*It **will be** very expensive.*

*What **will happen**?*

*That **won't work**. No, it **won't**.*

*Will it **work**? Yes, it **will**.*

Subject	will (not)	Base form
I / he / she / it / we / you / they	will / 'll	win.
	won't	know.

We also use **will** when we make quick decisions and offers.

*I'll **take** the blue one, please.*

*I'll **get** you some water.*



*8 12.4 Listen and tick the response you hear.

▶ I'm going to try water-skiing.

☒ You'll love it.

☐ You won't like it.

1 I'm going to stay up all night.

☐ You'll feel fine tomorrow.

☐ You'll feel tired tomorrow.

☐ You'll be tired tomorrow.

2 It'll be cold this evening.

☐ No, it won't.

☐ Yes, it will.

3 I'm going to do a 10 km run.

☐ It won't be difficult for you.

☐ It'll be difficult for you.

*9 12.5 Listen. Are the sounds the same (S) or different (D)?

▶ will still S ☒ D ☐

▶ will while S ☐ D ☒

1 won't don't S ☐ D ☐

2 I'll smile S ☐ D ☐

3 won't want S ☐ D ☐

4 he'll steal S ☐ D ☐

5 she'll shell S ☐ D ☐

6 she'll feel S ☐ D ☐

7 they'll fail S ☐ D ☐

8 it'll little S ☐ D ☐

*10 12.6 Listen and repeat.

1 She'll feel better soon.

2 It'll be a little surprise.

3 I'll smile at her.

4 Do you think he'll steal it?

5 Do you think they'll fail?

6 He won't want that

6 He won't want that.

*11 Complete the + positive and - negative responses with **will** or **won't** and the verb in brackets. Read the conversations with a partner.

▶ I'm going to ask Jim about it.

- He won't tell (tell) you.

1 I'm going to see that new film at the weekend.

- You _____ (like) it.

2 I'm playing tennis with Billy tomorrow.

- You _____ (win).

3 It's the maths exam tomorrow. I really need to pass it.

+ You _____ (pass)!

4 I don't want any breakfast.

+ You _____ (be) hungry later.

5 I don't want to fall off my bike!

- That _____ (happen).

***12** Complete the conversations with the words below.

be cost 'll will will ~~won't~~ won't won't

► I think the test will be really difficult.

It won't.

1 I _____ the medicine help?

Yes, it will.

2 Will it take a long time?

No, it _____. Don't worry.

3 Will you _____ 13 next year?

Yes, I will. In April.

4 Will it be expensive?

It will _____ about £200.

5 Will he be OK?

Yes, he _____.

6 Will it be dangerous?

No, it _____. You'll be fine.

7 The phone's ringing!

I _____ get it!

***13** Look and complete the predictions with *will* and *won't*.



► sting



2 enjoy



4 take



1 fit



3 help



5 hurt

► It will sting her.

1 They _____ her.

2 You _____ this.

3 That _____.

4 It _____ five minutes.

5 It _____!

***14** Write questions about the pictures in exercise 13.

Will it sting her? Will they fit her?

***15** Ask and answer the questions in small groups.

Will it sting her? What do you think?

No, it won't.

I think it will.

Maybe.

Will you enjoy it? What do you think?

No, I won't.

I think I will.

Maybe.

***16** Work in pairs. Interview your partner about the future events below. Use *Will you ever ...?* and the answers below.

live in another town or city write a book
live in another country record an album
appear in a film be rich be famous
play in a rock or pop band
speak perfect English invent something

Do you think you'll ever live in another country?

I think I will, but I'm not sure.
Do you think you'll ever speak perfect English?

I'm sure I will!

- ✓✓ I'm sure I will.
- ✓ I think I will, but I'm not sure.
- ?? I don't know. Maybe.
- ✗ I don't think I will.
- ✗✗ I'm sure I won't.

*17



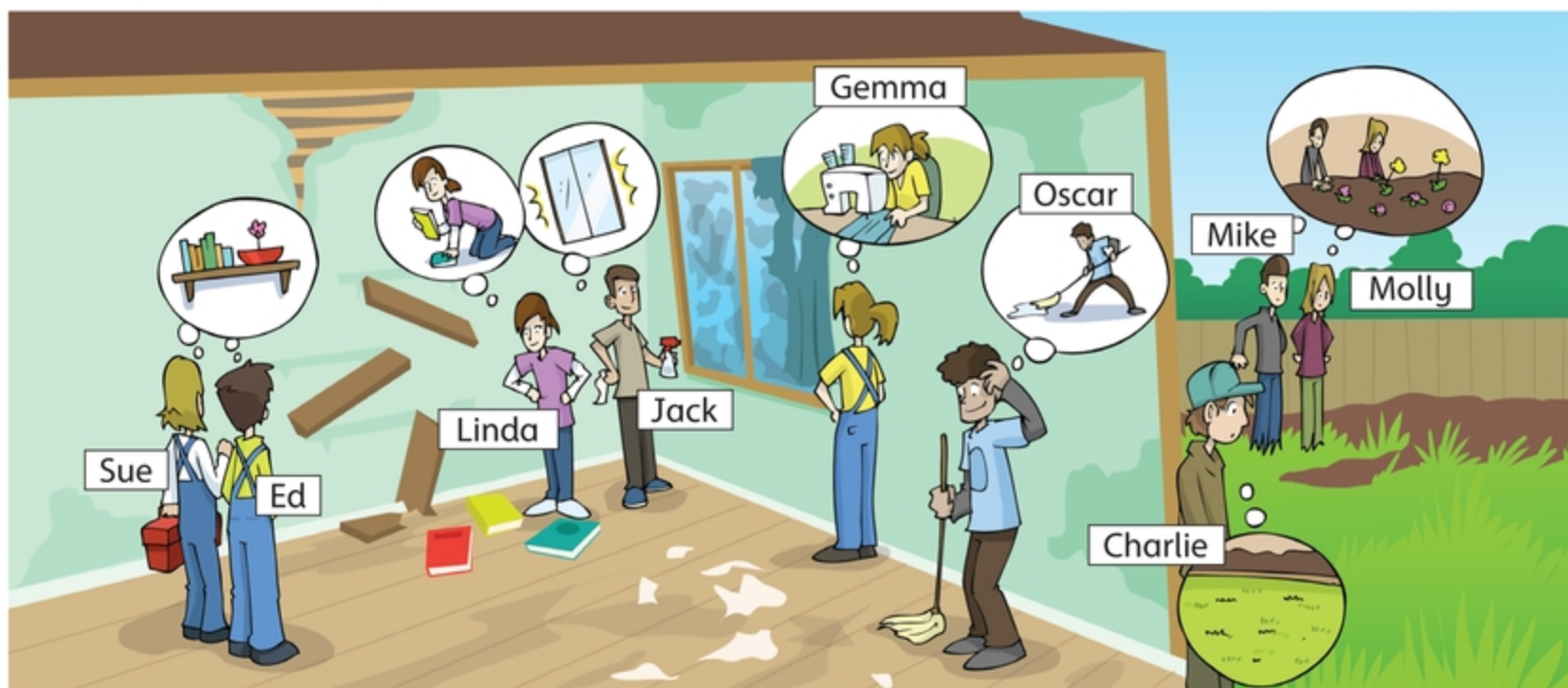
Look and write. What are they saying? Complete the offers of help with 'I'll', a verb and a noun.

Verbs

~~clean~~ cut fix make
pick up plant wash

Nouns

the books some new curtains the floor
the grass the shelf some flowers ~~the windows~~



▶ Jack I'll clean the windows.

1 Oscar I _____.

2 Ed and Sue We _____.

3 Linda I _____.

4 Gemma I _____.

5 Mike and Molly We _____.

6 Charlie I _____.

*18 GAME

How much can you remember? Who's going to do what? Cover the picture in exercise 17 and write the action plan.

ACTION PLAN

▶ Jack is going to clean the windows.

1 Oscar _____.

2 Ed and Sue _____.

3 Linda _____.

4 Gemma _____.

5 Mike and Molly _____.

6 Charlie _____.

*19 Circle the correct form, *will* or *be going to*.

▶ What are your plans for the weekend?

I'm going to / 'll tidy my bedroom.

1 Which of these notebooks would you like?

Erm... I'm going to / 'll have that one, please.

2 Have you thought about it?

Yes, I have. So, what are you going to / will you do?

3 They'll / 're going to get married.


Really? When did they decide that?

4 I can't do this.

I'm going to / 'll help you.

5 It's a secret.

I know. I promise I'm not going to / won't tell anyone.

****20**  **Work with a partner. Look at the choices. Decide who will do what.**

- 1 wash up / dry up
- 2 have the fruit salad / have the cake
- 3 make the cake / decorate the cake
- 4 chop the salad / make a sandwich
- 5 write the story / draw the pictures
- 6 hold the ladder / climb the ladder

I'll wash up.

But I hate drying up!

OK. I'll dry up.

****21** **Complete the email with will or be going to and a verb from the box.**

attend be be do do have
not be pack phone send **write**

Hi there

This will be a short email, I'm afraid. (I promise
I'll write again soon!)

I hope you're enjoying the holiday so far.

I'm writing to say that I ¹ _____ at home for
the next six weeks because I've made an important
decision. I ² _____ summer camp this year.

I ³ _____ very busy tonight and tomorrow.

I ⁴ _____ a 'goodbye' meal with my family
this evening, and tomorrow I ⁵ _____ my
bags. I also need to do some shopping before I go –
toothpaste, a notebook, things like that. Help! I've got
so much to do!


I ⁶ _____ you a postcard and

I ⁷ _____ you in a few weeks, OK? Is your
number still 07444 117816?

What ⁸ _____ (you) this summer? Email me
with your plans!

George

P.S. This is my summer homework task: 'Where do you
think you ⁹ _____ 10 years from now? What
do you think you ¹⁰ _____ every day?' So,
how about you, 10 years from now? Tell me.

****22**  **Write back to George. Include the information below.**

Your plans for tonight and tomorrow

Your plans for the summer







Your predictions about your life 10 years from now

Offer to help George with his preparations

Dear George

I'm sure you'll have a wonderful time at summer
camp. I ...

Self-evaluation Rate your progress.

		 	  
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13 Imperatives

I can recognize and use imperatives.

We use imperatives to give warnings, instructions and directions.

Imperatives are the same as the base form.

Eat this. Be careful! Always cross the road carefully.

We begin negative imperatives with **Don't**, **Do not**, or **Never**:

Don't say that! Do not open this window.

Never touch that plant.

We use **please** with imperatives to make them more polite.

Please come here. Don't do that, please.



*1 13.1 Listen and number.



*2 13.2 Match 1–9 with a–j. Listen and check. Then listen and repeat.

- | | | |
|---------------|---|---------------|
| ▶ Look | d | a me. |
| 1 Be | — | b worry. |
| 2 Wash | — | c a circle. |
| 3 Wait | — | d out! |
| 4 Turn | — | e well! |
| 5 Follow | — | f holiday! |
| 6 Don't | — | g careful! |
| 7 Draw | — | h for me! |
| 8 Sleep | — | i right. |
| 9 Have a good | — | j your hands. |

*3 Write these classroom instructions in the correct order.

▶ to / listen / me

Listen to me.

1 the / read / story

1 the / read / story

2 name / write / your

3 and / repeat / listen

4 use / don't / a pencil

5 with / your partner / talk

6 a dictionary / don't / use

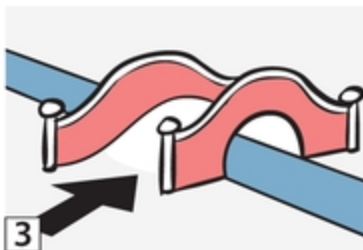
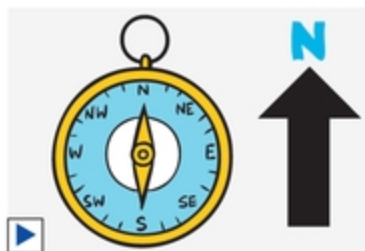
7 at page 9 / your books / open

8 your homework / don't / forget

9 quiet / be

***4 Look and match the directions to the pictures. You don't have to use all the directions.**

Take the second right. Don't turn left. Turn right. Open the gate. ~~Go north.~~
Go straight ahead. Walk south. Walk east. Go west. Cross the bridge.



► Go north.

1 _____

2 _____

3 _____

4 _____

5 _____

***5 GAME Find your way through the maze! Work with a partner.**

- 1 Put your counter on START.
- 2 Follow the instructions.
- 3 Move one square at a time.
- 4 Which colour square do you finish on?

START GO EAST	GO SOUTH	GO WEST	TURN LEFT	DON'T GO EAST OR WEST	GO EAST	GO SOUTH	DON'T GO ANYWHERE
TURN AROUND	DON'T GO ONTO A YELLOW SQUARE	TURN RIGHT	TURN AROUND	GO STRAIGHT ON	GO BACKWARDS	DON'T GO ONTO A YELLOW OR GREEN SQUARE	DON'T GO ANYWHERE
GO AHEAD FOUR SQUARES	TURN LEFT	DON'T GO EAST, NORTH OR SOUTH	TURN LEFT	MOVE ONTO THE NEXT PINK SQUARE	GO AHEAD THREE SQUARES	DON'T MOVE	DON'T GO ANYWHERE
TURN RIGHT	GO EAST	GO AHEAD TWO SQUARES	DON'T GO WEST OR SOUTH	DON'T GO ONTO A GREEN SQUARE	DON'T GO ONTO A GREEN OR BLUE SQUARE	TURN LEFT	DON'T GO ANYWHERE

***6 13.3** Treasure hunt! You are at the station. Listen to the directions and mark X on the map for the treasure.



***7 13.4** Listen again and tick ✓ the correct instruction.



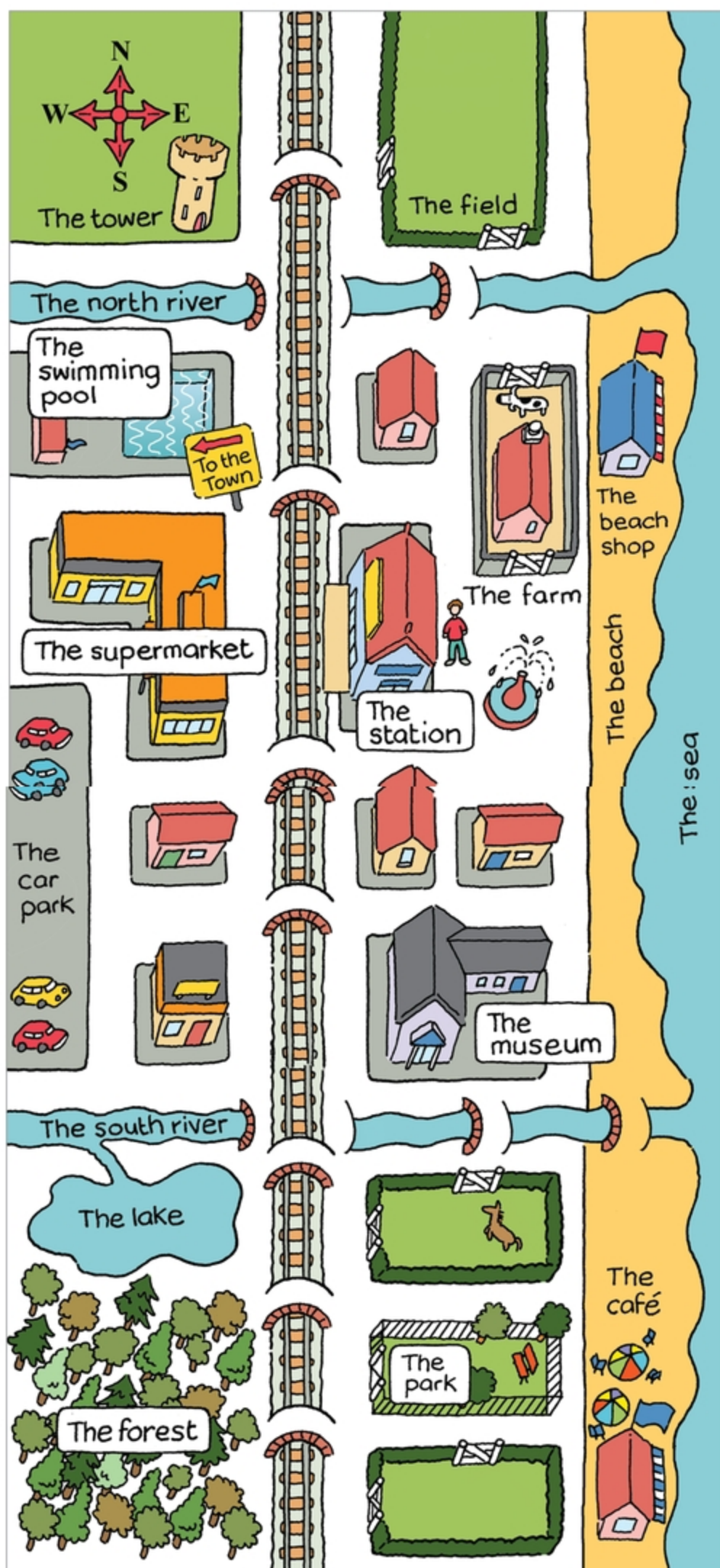
- ▶ a ☒ Leave the station.
- b ☐ Don't leave the station.
- 1 a ☐ Walk north.
- b ☐ Walk south.
- 2 a ☐ Walk to the river.
- b ☐ Don't walk to the river.
- 3 a ☐ Cross the bridge.
- b ☐ Don't cross the bridge.
- 4 a ☐ Turn left.
- b ☐ Turn right.
- 5 a ☐ Open the gate.
- b ☐ Don't open the gate.
- 6 a ☐ Dig in the ground.
- b ☐ Look on the ground.

***8** **Mystery Tour!** Give directions and follow directions.
Student A go to page 154.
Student B follow student A's directions.

*Go out of the station.
Walk south to the river.
Cross the bridge and ...*

***9 GAME** Choose a place on the map to hide your treasure. Keep it a secret. Write directions. Give your directions to another student. Can he or she find the treasure?

- Leave the station.
- Walk to the beach.
- Take the second right and ...



- *10** Complete the rules in the notices. Use the positive or negative imperative of the verbs in the boxes.



return Speak use write

Dos and don'ts at the library



Please ...

- 1 ✓ Speak quietly.
- 2 ✓ _____ your books on time.
- 3 X _____ the photocopier.
- 4 X _____ in the library books.

eat enjoy switch off take touch

Dos and don'ts at the art gallery

Please ...

- 5 ✓ _____ this collection of paintings.
- 6 ✓ _____ your mobile phone.
- 7 X _____ the paintings.
- 8 X _____ any food.
- 9 X _____ photos of the paintings.



***11**



Work in groups. Make a poster of your school's rules. Use the ideas below and your own ideas.

The classroom

mobile phone listen polite on time / late

The playground

litter walk / run

The canteen

shout wait take eat

Dos and don'ts at our school

In the classroom

Please ...

- ✓ switch off your mobile phone.
- ✓ _____
- ✓ _____
- ✓ _____

Please ...

- X don't arrive late.
- X _____
- X _____
- X _____

In the playground

Please ...

In the canteen

keep light pick play put

Dos and don'ts at the park

Please ...

- 10 ✓ _____ your dog on a lead.
- 11 ✓ _____ your litter in the bin.
- 12 X _____ loud music.
- 13 X _____ fires.
- 14 X _____ the flowers.



Self-evaluation Rate your progress.



1			
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10			
11			

Reading and writing

- 1 What does Henry say to Tim? Match a letter (a-h) with 1-5. You don't need to use all the letters.

Henry f

▶ Tim No, never.

1 Henry —

Tim Do you think so?

2 Henry —

Tim That's good. But what about jellyfish?
And are there any sharks?

3 Henry —

Tim Good. I think I'm ready ... I'm just a bit nervous.

4 Henry —

Tim OK.

5 Henry —

Tim Yes, it's beautiful. Let's go!

a You won't remember.

b I've never seen any here.

c I haven't been here recently.

d Don't worry! You'll be fine.

e Yes. We're going to see all kinds of fish.

~~f Have you ever been scuba diving before?~~

g Never? You'll love it.

h Look at the colour of the water!



- 2 Read the email and write the missing words. Write one word on each line.

Dear Suzy

I saw Jack two days ago
and he told me about your trip.

I ¹ _____ been anywhere interesting recently.

I'm sure you ² _____ have a fantastic time.

Please ³ _____ careful. Remember, it's a dangerous place. I've ⁴ _____ been there but I've heard lots of stories about it. ⁵ _____ go out into the jungle alone, OK?

Write soon.

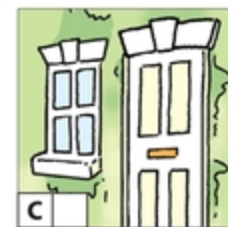
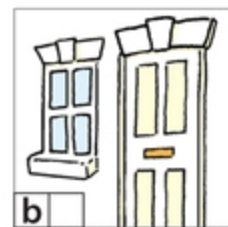
Fred



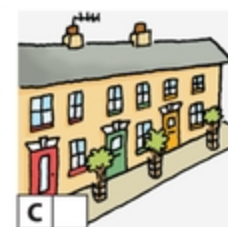
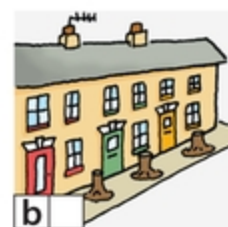
Listening

- 3 ▶ R6.1 Listen and tick ✓ the correct picture.

▶ Which is Mary's house?



1 Which is Mary's street?



2 Which picture is William Carter?



3 Which picture is Mrs Basset?



Speaking

- 4 Talk with a partner. Look. Who says these things to you?

- You'll be cold!
- You've done very well at school recently.
- Stop talking!
- Have you done your homework?
- Hurry up!
- Have you tidied your bedroom?
- Be careful!
- You're going to be late!

My brother always says 'Hurry up!'
My mum always says ...

Reading and writing

1 Look and read. Write 'yes' or 'no'.

► It's raining. no

- 1 The football's broken the window. _____
- 2 The boy with black hair's going to write on the board. _____
- 3 It will be Tuesday 12th June tomorrow. _____
- 4 The red and white sign on the door means 'Don't talk.' _____
- 5 Two people are wearing glasses. _____
- 6 The class is visiting the science museum on Friday 22nd June. _____
- 7 The girl with long hair has just dropped her book. _____

2 Read the letter and circle the correct answers.

Dear Charlie

I **'m writing** / write / wrote to you from my hotel room. I **1 was arriving** / have arrived / arrived here yesterday afternoon. Unfortunately, I didn't **2 have** / had / having a very good journey. Lots of other people **3 were travelling** / travelled / have travelled yesterday, so the roads and airports were very busy.

My room is nice but I couldn't **4 sleeping** / sleep / slept last night. People **5 are making** / were making / made a lot of noise outside my window. It was terrible.

Tomorrow we **6 're exploring** / explore / explored the Ancient City. I think it **7 was** / has been / will be very interesting.

I'll write again soon. **8 Saying** / Said / Say 'hello' to Nina from me.

Betty

P.S. The restaurant **9 's getting** / gets / got noisy again. I think I **10 ask** / 'm asking / 'll ask the manager for a different room.

Listening

3  R7.1 Listen and draw lines.

David

Jane

Jim

Suzy

Andy

Billy

Oscar



Speaking

4 Work in pairs. Ask and answer questions about Jack Smith, then ask and answer questions about you and your partner.

Name	Jack Smith
Where / live	in the city centre
What / studying	Spanish and maths
ever / had a job	no, never
What / doing / this time last year	studying in Argentina
When will / finish / studies	next summer

Name	
Where / live	
What / studying	
ever / had a job	
What / doing / this time last year	
When will / finish / studies	



14 Can and could for ability and permission

I can recognize and use **can** and **could** for ability and permission.

Can and could for ability



Can and **could** are modal verbs. We use them to talk about possibility, ability and permission. We use **can** and **can't** to talk about our present abilities.

Subject	can / can't	Base form
I / he / she / it / we / you / they	can can't	swim 1000 metres. dance.

Can	Subject	Base form
Can	I / we / she / it / we / you / they	swim 1000 metres? dance?

We use **could** and **couldn't** to talk about our abilities in the past. We often use a past time phrase.

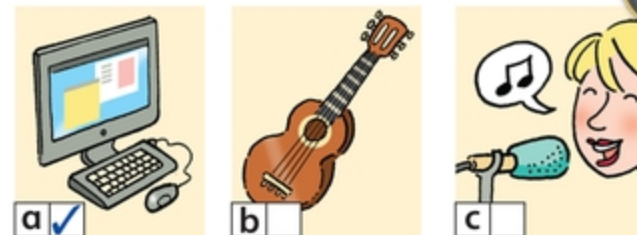
Subject	could / couldn't	Base form	Past time phrase
I / he / she / it / we / you / they	could couldn't	swim	when I was eight. when she was three. this morning. yesterday. in 2006.

We often use **can** and **could** for ability to talk about our senses.

*I can smell smoke. I can't taste it.
Can you hear me? I couldn't see it.*

*1 14.1 Listen and tick ✓ the correct picture.

► What can Sarah do?



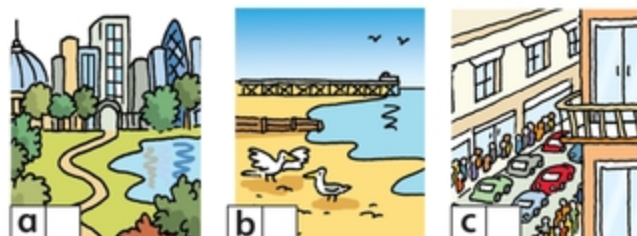
1 Why is Max late?



2 What was the weather like this morning?



3 Where's Sarah?



4 How far can Emily's dad run?



5 What can Edward cook?



***2** **14.2** Match 1–8 with a–i, then listen and check. Practise saying the sentences.



***4**



Write eight sentences using words and phrases from below. Write some sentences about now and some about the past. Write some sentences that are true and some that aren't true.

- ▶ Can you play d
- 1 I couldn't find _____
- 2 I could say _____
- 3 I couldn't see _____
- 4 I can hear _____
- 5 Can you design things _____
- 6 I can't hear _____
- 7 Emily's dad could run _____
- 8 I can't cook _____

- a on the computer? Yes, I can.
- b my book bag.
- c an egg.
- d a musical instrument? No, I can't.
- e the tree at the end of the garden.
- f some birds and the sea.
- g some words in Spanish when I was four.
- h any cars or people.
- i 10 km fifteen years ago.

***3** Complete the conversations with *can*, *can't*, *could* or *couldn't*. Then act the conversations in pairs.



- ▶ How far can you run?
About two kilometres.
- 1 _____ you dance?
No, but I _____ when I was young.
- 2 How did you know there was a fire?
I _____ see lots of smoke.
- 3 Does Leo know how to cook?
No, he _____ even make a sandwich!
- 4 Did you ride your bike yesterday?
No, I didn't. It was broken and I _____ fix it.
- 5 What's that noise?
What noise? I _____ hear anything.
- 6 Does Libby like playing the piano?
Yes, she loves it. She _____ play some songs when she was three.



I can skateboard.

I could swim when I was four.



***5**

GAME

Work in groups. Read your sentences to the other students. Can they guess which sentences are true for you?

I can cook an egg.

That's not true.

It is true! I can cook an egg!

Can and could for permission



We use **can** and **can't** to give and refuse permission.

You	can	go ...
	can't	have ...



We use **can** and **could** to ask for permission. **Could** is more formal than **can**.

Can	I	have ...?
Could	we	go ...?



***6** Complete the sentences with **can** or **can't**.



► You can't use your phone here.



1 You _____ listen to music here.



2 You _____ take photos here.



3 You _____ play ball games here.

***7**



Write one rule with **can** and one rule with **can't** for each place.

at the cinema at the library at school
on a plane at the zoo at the museum



You can't talk at the cinema.

***8**

GAME

Work in groups. Choose one of the places in exercise 7. Say the rules but don't say the place! Can the other students guess the place?

You can eat sweets. You can't talk.

At the cinema?

Yes, that's right.

***9** Tick ✓ the correct answer.



► Can I ___ it now?

- a ☐ to eat b ☒ eat

1 No, you ___ use your mobile phone in class.

- a ☐ can b ☐ can't

2 ___ say something, please?

- a ☐ I could b ☐ Could I

3 Yes, you ___ go to the party.

- a ☐ can b ☐ could

4 I'm sorry. You ___ play football here.

- a ☐ can't b ☐ couldn't

5 Excuse me, Mrs Bond, ___ I photocopy this?

- a ☐ could b ☐ can't

6 Could I take this book home, please?

- a ☐ I'm sorry but you couldn't.
b ☐ I'm sorry but you can't.

***11** **14.4** Listen again for these responses.



Then put them in the correct place.

~~Go ahead.~~ No, you can't. Of course.
OK. I'm afraid not. Sorry, no.
Of course you can.

Yes	No
<i>Go ahead.</i>	

***12**

Work in pairs. Ask your partner's permission to do something. Use ideas from exercises 8 and 10, and your own ideas. Your partner will give or refuse permission.

Can I take photos here?

No, I'm afraid not.

***10** **14.3** Listen to the conversations. Is each answer *yes* ✓ or *no* ✗?



Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
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11			
12			

15 Might and may

I can recognize and use **may** and **might** for possibility, and **may** for permission.

Might and may for possibility



Might and **may** are modal verbs. We use **might** and **may** to talk about something that is possible, but not definite.

Subject	might (not) / may (not)	Base form
It	might	land here.
She	may	want help.

We use **might / may** and **might not / may not** to talk about present possibilities.

is	might (may) be	might (may) not be	isn't
----	----------------	--------------------	-------

There **might** be a message on it.

James **may** have a pen.

We also use **might / may** and **might not / may not** to talk about future possibilities.

will	might (may)	might (may) not	won't
------	-------------	-----------------	-------

You **might** hurt someone.

It **may** land here.

We often use **I think ...** with **might / may** and **might not / may not** when we are not sure about the possibilities.

*I think I **might** go home now.*

***1 15.1** What might happen? Complete the sentences with the endings below. Then listen and check.



~~eat it~~ pop help you be a fox see a rainbow



▶ The cat might eat it !



1 I think this might _____.



2 We might _____.



3 Is it a dog? It might _____.



4 The balloon might _____!

****2** Are the sentences in exercise 1 about a present (P) or future (F) possibility? Write P or F.

▶ P 1 _____ 2 _____ 3 _____ 4 _____

*3 15.2 Listen and repeat.



might /maɪt/: weak 't'

It might be a fox.
I might not finish it.

might /maɪt/: strong 't'

The cat might eat it.
I might ask the teacher.

*4 Match rules 1–2 with a–b.

- 1 We pronounce a strong final 't' in **might** ____
 - 2 We don't pronounce a strong final 't' in **might** ____
- a when the main verb begins with a vowel sound.
b when the main verb begins with a consonant sound.

*5 15.3 Read the sentences. Is the final 't' in **might** strong? Tick ✓ or cross X, then listen and check.



- I might keep this card. ☒
- 1 He might buy it. ☐
 - 2 I might ask the teacher. ☐
 - 3 She might agree with you. ☐
 - 4 Do you think we might win? ☐
 - 5 I might act in the school play this year. ☐
 - 6 I might eat it later. ☐
 - 7 They might not want it. ☐

*6



15.4 Add responses a–e to the conversations in pictures 1–4. Listen and check, then act out the conversations with a partner.



- a It might be in your bag.
- b I think you might have flu.
- c Do you think it might be Carla?
- ~~d It might snow.~~
- e It might be a present for me!

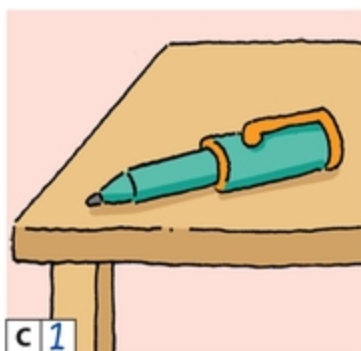
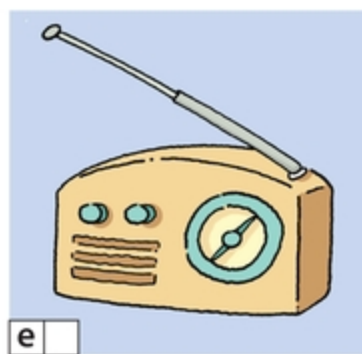
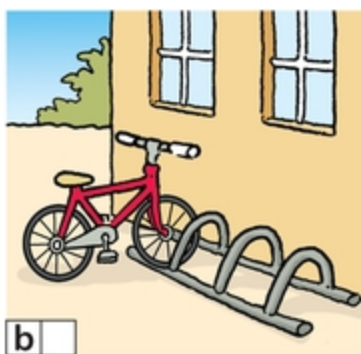


May for permission

We can use **may** in questions to ask for permission. We also use **could** but **may** is more formal.



***7** **15.5** Listen and number the conversations 1-6.



***8**

Write the questions in the correct order. Then practise the conversations with a partner.

► I / ask / a question / may

May I ask a question?

Yes, go ahead. What is it?

1 borrow / I / your / may / dictionary

?

Yes, of course.

2 photocopier / may / use / I / the

?

I'm afraid it's not working at the moment.

3 my bike / here / leave / I / may

?

Yes, of course. It'll be fine here.

4 have / may / a cake / I

?

No, you may not! You've just had breakfast!

Self-evaluation Rate your progress.

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

Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.



- It can fly and it can sing. bird
- 1 You might see this large animal on a farm.
It can run very fast. _____
- 2 You can see this black and white animal at the zoo. _____
- 3 You might not see this animal because it can change its colour. _____
- 4 It can fly. It makes honey. _____
- 5 You might see this small animal in the desert.
It can't fly. It might sting you. _____

- 2 Read the email. Choose the correct words from the box to complete the text.

~~can~~ can't could couldn't go might

Dear Kim

Please come and visit me! You can come any time – I'm not doing anything! I'm feeling much better now but I still ¹ _____ walk very much. It's so frustrating! The doctors said they ² _____ take the plaster off in three weeks but they aren't sure. That means I might not ³ _____ back to school before the summer holidays. ⁴ _____ you do something for me? I need my notebooks from school. I asked Jack but he ⁵ _____ find them. I think they're on a shelf in the classroom. Thank you!

Emily

Listening

- 3 R8.1 Listen and draw lines.

Richard Lucy Angie Martin



Billy Dora Sam

Speaking

- 4 Work in pairs. Look at the pictures. What are the people saying? Use *can*, *can't*, *could*, *couldn't*, *might* or *may*.



I couldn't swim underwater when I was young!

16 Have to, must, and shall

I can recognize and use **have to** and **must** for obligation, **mustn't** for prohibition and **shall** for offers.

Have to and don't have to

Have to and **don't have to** are modal verbs. We use **have to** to talk about things that are important because of rules and situations.

*My sister **has to** wear a school uniform. I **have to** wear glasses. My eyes aren't good.*

We use **don't have to** to talk about things that are not necessary.

*You **don't have to** buy a ticket.*

*He **doesn't have to** work.*



Subject	(don't) have to	Base form	Do / Does	Subject	have to	Base form
I / we / you / they	have to don't have to	leave now.	Do	I / we / you / they	have to	stop?
He / she / it	has to doesn't have to	work. go.	Does	he / she / it		

Do you have to work? Yes, I do. / No, I don't.

Does she have to study? Yes, she does. / No, she doesn't.

- *1** **16.1** Listen to the conversation. Then listen and repeat.

Heidi: It's half past three! I have to go.

Andy: Do you have to go right now?

Heidi: Yes, I do. I have to be home at four.

- *2** **16.2** Listen again and answer the question. Then act out the conversation with a partner.

How do we pronounce **have to**?

a /hæv tə/ ☐ **b** /hæf tə/ ☐

- *3** **16.3** Listen and tick ✓ the correct picture.

1

a ☐

b ☒

2

a ☐

b ☐

3

a ☐

b ☐

4

a ☐

b ☐

5

a ☐

b ☐

***4** Complete the questions with the correct verbs.

cook take pay phone ~~wear~~ wear

- ▶ Does she have to wear a tie?
- Do you have to _____ the beans?
 - Does she have to _____ Jim at nine?
 - Does he have to _____ the medicine four times a day?
 - Do you have to _____ special boots?
 - Do you have to _____ to go into the park?

***5** Complete the text with *has to*, *have to*, *doesn't have to* or *don't have to*.

My family

My dad works in a factory.

He has to _____ get up

very early. My mum

works in a shop. She

¹ _____ take

the bus to work. She and

the other shop workers

² _____ wear

a green uniform.

My brother and I ³ _____ take the bus

to school. We ⁴ _____ pay. We have a

special bus pass from school.

My little sister is only two so she ⁵ _____ go to school yet.



***6** Do you have to do these activities or not? What about your brother / sister / best friend? Talk with a partner or in small groups.

do homework every day

keep the house clean

keep my bedroom neat and tidy

take a bus or train to school

help with the cooking

help in the garden

My brother has to do homework every day.

I don't have to take a bus or train to school.

***7** 16.4 Read and add the missing verbs. Listen and check. Then listen and repeat.

cook do keep pay ~~spend~~
teach work work write

I don't have to spend all day on my feet.

I don't have to ¹ _____ and

² _____ the house neat.

I don't have to ³ _____ for the food that I eat.

I've got an easy life!

You're not a parent, that is true.

You don't have to do what parents do.

You don't have to work.

You study and play ...

... but you might become a parent one day!

I might become a parent, that's very true.

And then I'll do the things that parents do.

I might become a parent, you're quite right.

And then I'll have to ⁴ _____ hard – day and night!

I don't have to ⁵ _____ on the board with a pen.

I don't have to ⁶ _____ things again and again.

I don't have to ⁷ _____ every evening till ten.

I've got an easy life!

You're not a teacher, that is true.

You don't have to do what teachers do.

You don't have to work.

You study and play ...

... but you might become a teacher one day!

I might become a teacher, that's very true.

And then I'll do the things that teachers do.

I might become a teacher, you're quite right.

And then I'll have to ⁸ _____ hard – day and night!

Must and mustn't

Must and **mustn't** are modal verbs. We use **must** and **mustn't** in rules and to give orders.

Subject	must / mustn't	Base form
You	must	wait here.
You	mustn't	be late.

We use **must** to talk about obligation. **Must** is similar to **have to**.

*You **must** be there at nine o'clock.*

*You **must** write in black ink.*

Mustn't is similar to **can't**.

*You **mustn't** run in the school.*

*You **mustn't** bring your phone to school.*

To ask about obligation we usually use **Do I have to ... ?**, not **Must I ... ?**

*Do I **have to** be there at nine o'clock?*

*Do I **have to** write in black ink?*

***8** **16.5** Listen. Do we pronounce the 't' in **must**? Then listen and repeat.

- ▶ You must arrive on time. yes / no
- 1 You must eat everything. yes / no
- 2 You must open the door. yes / no
- 3 You must learn these facts. yes / no
- 4 You must bring a hat. yes / no
- 5 You mustn't say that. yes / no
- 6 You mustn't argue. yes / no

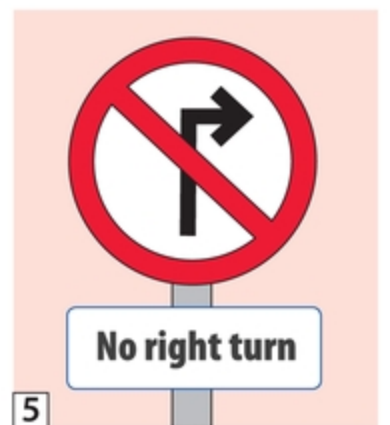
***9** **16.6** Who is saying 1–8? Guess and match. Listen and check.

- a sports teacher
- b parent
- c music teacher
- d museum attendant
- e dentist
- ~~f~~ police officer
- g doctor
- h bus driver
- i science teacher

- ▶ You must have lights on your bike at night. f
- 1 You must tidy your bedroom. _____
- 2 You must eat a lot of fruit and vegetables. _____
- 3 You must try to run faster. _____
- 4 You must listen to the beat. _____
- 5 You must sit down when we're moving. _____
- 6 You mustn't take photos in here. _____
- 7 You mustn't touch these chemicals. _____
- 8 You mustn't eat so much chocolate. _____

***10** Look at the pictures. Circle the correct answer.

- ▶ You must / mustn't stop here.
- 1 You **must** / **mustn't** pay £5 to go in.
- 2 You **must** / **mustn't** run.
- 3 You **must** / **mustn't** swim here.
- 4 You **must** / **mustn't** be over 13 to go in.
- 5 You **must** / **mustn't** turn right.



***11** Look at the signs and write sentences with *must* and *mustn't*.

▶ cross the road

You mustn't cross the road.

1 turn left

2 show your ticket

3 put rubbish in the bin

4 walk on the paths

5 light fires

6 take birds' eggs

7 close the gates behind you



***12** Cover the sentences in exercise 11 and look at the signs. Can you remember the rules?

You mustn't cross the road.

***13 GAME** Work in groups. How many rules can you write for these places? Use *must* and *mustn't*. Which group can think of the most rules?

the city the countryside a museum
the science classroom the sports field
your classroom

In the city you must stop at red lights.

You must use pedestrian crossings.

You mustn't drop rubbish on the pavement.

***14** What do people say to you? Write sentences with *must* and *mustn't*.

You must wear a hat.

You mustn't eat lots of sweets.

***15** Work with a partner. Can your partner guess who says the sentences in exercise 14?

You must wear a hat. I think your mum says that.

No, my dad says that.

***16** Circle the correct answers.

▶ Must you / Do you have to wear black shoes to school?

1 You mustn't / don't have to use the photocopier. It's only for teachers.

2 You sit on the sofa all the time. You must / don't have to take some exercise!

3 You mustn't / don't have to take a bus. You can walk there.

4 I must / have to get up at six o'clock every day.

Shall for offers

We use **Shall I ... + base form** to make offers.

Shall I carry your bag?

Shall I make lunch?

Look at these replies:

to say 'yes'

Yes, please.

Thank you very much.

That would be nice. Thank you.

to say 'no'

It's OK, thanks.

No, don't worry.

I'm OK, thanks.

I can manage.



*17 Write the words in the correct order to make offers.

- ▶ a photo / shall / take / I

Shall I take a photo?

- 1 the door / shall / I / close

- 2 wait for / I / shall / you

- 3 tell you / I / the answer / shall

- 4 shall / a clue / I / give you

*18 Work in pairs and have conversations. Use these ideas or your own.

switch the TV on sing you a song light a fire
tell you a joke get you a drink tell my mum

- ▶ I'm bored.

- 1 I'm worried about my sister.
- 2 I've got a really bad headache.
- 3 I can't use this camera.
- 4 I'm thirsty.
- 5 I'm cold.

I'm bored.

Shall I switch the TV on?

No, don't worry.

Shall I ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
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17			
18			

17 Should

I can recognize and use **should** and **shouldn't** for giving opinions and advice.

We use **should** to give opinions and advice.

Subject	should (not)	Base form
I / he / she / it / we / you / they	should shouldn't	tell him. be here.

We **should** get a taxi.
You **shouldn't** do that.

We form questions like this.

should	Subject	Base form
Should	I / he / she / it / we / you / they	leave? open it?

Should I tell Dave? Yes, you **should**.
What **should** I do?

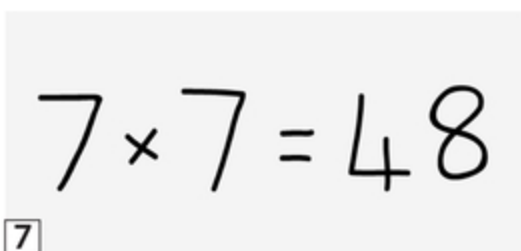
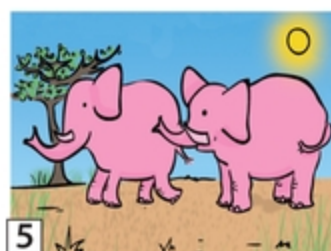
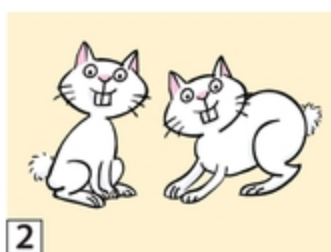
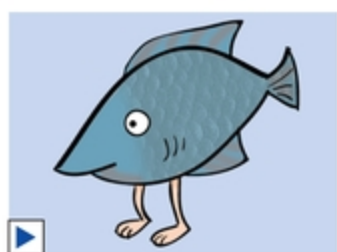
We often use **I think ...** and **I don't think ...**
with **should**.

I think he **should** leave now.

I don't think you **should** eat a lot of sweets.



*1 **17.1** Look and read. Circle the correct answers. Then listen and check.



► The fish **should** / **shouldn't** have legs.

1 The clock **should** / **shouldn't** have twelve numbers.

2 They **shouldn't** have **short** / **long** ears.

3 It **should** / **shouldn't** have six numbers.

4 It **should** have **two** / **four** legs.

5 They **shouldn't** be **pink** / **grey**.

6 The diary **should** / **shouldn't** say 'Monday, Tuesday, Wednesday'.

7 The answer **should** be **49** / **48**.

*2 **GAME** Work in pairs. Cover the sentences in exercise 1. How many sentences can you remember?

- *3** Work in pairs. Look. How many things are in the wrong place? Where should they be?

in / on the ...

cage sofa vase fish tank fridge microwave
CD rack mantelpiece wall shelf floor table



The cushion should be on the sofa.

And the fish ...

- *4** **17.2** Listen and number the conversations 1-4.



- *5** **17.2** Listen again and complete the conversations with *should* or *shouldn't*. Act out the conversations with a partner.

- *Should* I buy it?
I don't know. Maybe.
- 1 I take the flowers?
Yes, why not?
- 2 he stop? What do you think?
No, he keep going.
He stop now.
- 3 What he do?
He move his head. The girl
phone for help.

- *6** Complete the sentences with *should* and verbs from the box below.

be be eat ~~have~~ have
help learn play work

- Teenagers *should have* computers in their bedrooms.
- 1 People meat.
- 2 There more public holidays.
- 3 Teenagers credit cards.
- 3 Teenagers credit cards.
- 4 Boys and girls with the housework.
- 5 Teenagers one day a week.
- 6 All boys cooking.
- 7 All girls football.
- 8 Every weekend three days, not two.

- *7** Do you agree or disagree with the opinions in exercise 6? Work in pairs or small groups. Compare your answers. Use *I think ...* and *I don't think ...*

I don't think teenagers should have their computers in their bedrooms.

Really? Why not? Teenagers use computers to do their homework.

8 Complete the sentences with *should* or *shouldn't* and the words in brackets.

- ▶ It's cold outside. You should wear (wear) a hat.
- 1 I _____ (eat) any more chocolate. I'll feel sick.
- 2 _____ (I / stand) up or sit down?
- 3 You _____ (sit) so close to the TV. It's bad for your eyes.
- 4 You _____ (touch) that. The paint's not completely dry yet.
- 5 That was very kind of him. You _____ (write) a thank-you letter.
- 6 You _____ (do) what you promised to do.
- 7 I don't think they _____ (be) in the swimming pool.
- 8 _____ (she / tell) the teacher?
- 9 He _____ (do) that. It's very dangerous.
- 10 _____ (we / leave) now?

9 Look at the pictures. Talk about what the people *should* and *shouldn't* do.



I think he should buy another ice cream.

Yes, and he should be careful next time!

10

Read the text messages and write replies. Give advice.

Hi, I'm really worried about the exam tomorrow. I think I'm going to stay up all night and study. Jenny

Hi, Can you believe this? I found a purse in the street today – and it's got LOTS of money in it! Vicky says I should take it to the police. What do you think? Ed

Hi, I need your advice. Tim was copying answers from Charlie's paper in the exam today. Should I tell Mr Paul? Polly

Hi, Emma invited me to her party on Saturday and I said 'yes'. But now Claire has invited me to her party on the same night. I really want to go to Claire's party. What should I do?

Hi Jenny
I think you should ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
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6			
7			
8			
9			
10			

Reading and writing

- 1 Read the email. Choose the right words and write them on the lines.



Hi Alice

I've just finished making your jumper, and I thought, 'I must tell Alice!' I really hope you like it.

1 _____ I post it to you or do you want to come and get it from my house? You don't

2 _____ to pay me for it. A friend gave me the wool, so it didn't cost me anything.

The washing instructions are very important. You

3 _____ wash it in cold water, OK? And wash it by hand. You 4 _____ put it in the washing machine. Never do that!

I'm really tired! I 5 _____ do the washing-up now, but I really don't want to. I think I'll just go to bed now and do it in the morning.

Sarah

- | | | |
|-----------|-----------|-------------|
| ▶ mustn't | shall | <u>must</u> |
| 1 Shall | Must | Shouldn't |
| 2 have to | must | should |
| 3 shall | must | have to |
| 4 mustn't | shouldn't | don't |
| 5 shall | shouldn't | should |

- 2 Read the text. Choose a word from the box. Write the correct word next to numbers 1-5.

do don't has have must mustn't
shall should shouldn't think

'I love playing the piano. I often perform at concerts. A lot of people ask me, 'Do you have to practise every day?' Well, I 1 _____ practise every day but I usually practise three or four times a week. I learnt to play the piano when I was a child. I 2 _____ all children should learn to play a musical instrument. You 3 _____ to work hard at first. But then it becomes more creative and you 4 _____ have to think so much – you just 'feel' the music. Do you like classical music? 5 _____ I play something for you now?'

Listening

- 3 ▶ R9.1 Listen and write.



MOUNTAIN HIKE

▶ Arrive at school 8.45 a.m.

- 1 Clothes wear light, _____ clothes
- 2 Shoes walking boots or _____
- 3 In backpack lunch, drink, _____ and a waterproof jacket
- 4 What food? Sandwiches, fruit, _____
- 5 What drink? _____

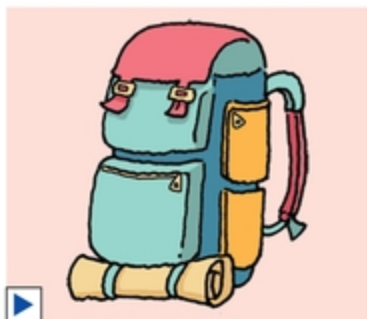
Speaking

- 4 Talk in pairs. Look at the pictures. What are the people saying? Use *mustn't*, *shall*, *have to*, *should* or *shouldn't*.



Reading and Writing

- 1 Look and read. Choose the correct words and write them on the lines.



1



3



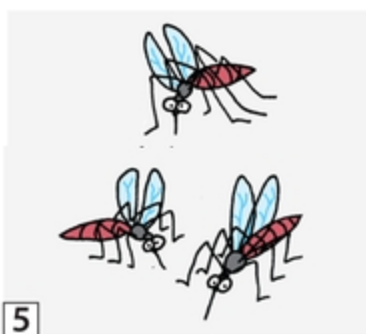
1



4



2



5

mosquitoes postcards injection
sun cream passport **rucksack**

- ▶ You can put lots of things in it. A customs officer might look inside it at the airport.
rucksack
- Are you going to travel to another country?
You have to have this. _____
 - Are you going to travel to a hot country?
A doctor might give you this before you go.

 - You can buy these at popular tourist places.
You can write on them and send them to your friends. _____
 - You should use this in sunny places to protect your skin. _____
 - They might bite you. They can make you ill.
They can fly. _____

- 2 Read the conversation. Match 1–5 with a–h. You don't have to use all the letters.



- ▶ e
Hi! Yes, of course.
- ____
Yes. Would you like a tea or coffee?
 - ____
OK. What about a biscuit?
 - ____
You can eat here, if you like.
 - ____
Oh, that's a shame.
 - ____
Yes, go ahead. It's in the kitchen.

- I have to have lunch at work today, unfortunately.
- Shall I put my coat here?
- May I use your phone for a quick call?
- Could I just have some water, please?
- ~~Hello. Can I come in?~~
- I might not sit down.
- No, thanks. I must go and have lunch soon.
- I can cook a meal for us.

- 3 Read the email. Choose the words and write them on the lines.

can't couldn't don't might **must**
shall shouldn't can should

Dear Helen

I must tell you about the new drama club at the Lighthouse Theatre. I love it! You
1 _____ have to be a good actor. You can choose from different games and activities. When I started at the club, I was shy and I 2 _____ stand up and speak to the group. Now I can do it with no problems! You 3 _____ come with me next time. 4 _____ I send you the link to the website?

Jane

P.S. I'm not sure, but I 5 _____ ask Elizabeth to come to us, too. What do you think?

Listening

4 R10.1 Listen and write.



- Go everywhere in the castle? yes
- 1 Explore the castle park? _____
- 2 Explore Bayham forest in the morning? _____
- 3 Wear school uniform? _____
- 4 You can bring a _____
- 5 You must bring a _____

5 R10.2 Who does each object belong to? Listen and write a letter in each box.



► Alex's sister ☒ c



3 Alex's mum ☐



1 Alex's grandfather ☐



4 Alex's dad ☐



2 Alex ☐



5 Alex's brother ☐



b



c



d



e



f



Speaking

- 6 Work in pairs. Complete the table. Ask your partner questions to get the information you need. Use *Can you ...?* and *Do you have to ...?* and the prompts.

Sunny Vale High School

call a teacher / his or her first name	no
stand up / when a teacher comes in	yes
wear / a school uniform	yes
run / in the playground	yes
What subjects / have to do	maths and English
What sports / can / do	tennis, swimming

Your school

call a teacher / his or her first name	
stand up / when a teacher comes in	
wear / a school uniform	
run / in the playground	
What subjects / have to do	
What sports / can / do	

- 7 Work in different pairs. Ask your partner the questions from exercise 6.

Can you call the teacher by his or her first name at Sunny Vale High school?

No, you can't.

Can you call the teacher by his or her first name at your school?

Yes, you can.

18 Adjectives

I can recognize and use adjectives in sentences to describe people and objects.



We use adjectives to describe nouns (things and people).

You're **crazy**!

That isn't a **beautiful** picture.

Adjectives stay the same with singular and plural nouns.

It's a **nice** colour.

They're **nice** colours.

We put an adjective before a noun.

	Adjective	Noun
I like	funny	films.
We ate a	big	breakfast.

We put an adjective after **be**:

	be	Adjective
It	's	red .
He	was	nice .

But when there is an article (**a**, **an** and **the**), the article goes between **be** and the adjective.

	be	Article	Adjective	Noun
It	's	a	red	bag.
He	was	a	nice	man.

The film was **good**. It was **a good** film.

Sometimes the article changes from **a** to **an** or **an** to **a** when we use an adjective. When the adjective begins with a vowel we use **a**; when an adjective begins with a consonant we use **an**.

a → an

It's **a** book.

It's **a big** book.

It's **an old** book.

an → a

He's **an** engineer.

He's **an English** engineer.

He's **a French** engineer.

We also use adjectives after **become**, **get**, **seem** and verbs of sensation (**look**, **feel**, **taste**, **smell**, **sound**).

You **seem sad** today. I'm **getting cold**.

For more information on verbs of sensation, see unit 7.

*1 Circle twelve more adjectives in the story.

Last week our teacher took us on a fantastic class trip. We took the train to the city centre to visit two big museums. In the morning we went to the Natural History Museum. We saw lots of old dinosaur skeletons and other interesting things. We had our lunch and a hot drink in a café. In the afternoon we went to the Science Museum. It was good too, but I was getting tired by this time. Unfortunately, the journey home was long. The train was late *and* it was slow. But we sang some traditional songs and told some funny stories, so time passed quickly.

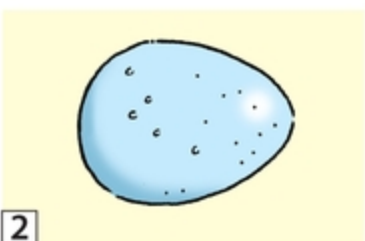


***2 Write the opposites.**

~~hot~~ easy boring fast long late
dirty short modern safe heavy old

- | | | | |
|---------------|------------|-------------|-------|
| ► cold | <u>hot</u> | 6 tall | _____ |
| 1 dangerous | _____ | 7 early | _____ |
| 2 short | _____ | 8 difficult | _____ |
| 3 clean | _____ | 9 slow | _____ |
| 4 interesting | _____ | 10 old | _____ |
| 5 light | _____ | 11 young | _____ |

***3 Look at the pictures and circle the correct adjective. Write phrases with the adjectives. Use the nouns in the box.**



~~a football~~ a drink an egg a car a ring
an ice cream a TV show a door

- | | |
|------------------------|-------------------------|
| ► clean / <u>dirty</u> | <u>a dirty football</u> |
| 1 hot / cold | _____ |
| 2 brown / blue | _____ |
| 3 fast / slow | _____ |
| 4 expensive / cheap | _____ |
| 5 big / small | _____ |
| 6 funny / boring | _____ |
| 7 open / closed | _____ |

***4 GAME 18.1 Memory Game! Don't look at exercise 3. Listen. Are these sentences right or wrong? Correct the wrong sentences.**

The football was clean.

That's wrong! The football was dirty.

***5 18.2 Listen and answer the questions about pronunciation. Then listen again and repeat.**

1 Circle the stressed words in each sentence.

They were old shoes.
She's got a red bag.
The meal was expensive.
It's a new watch.
She bought a white hat.
The sea will be cold.

2 Circle the words that we often stress.

nouns
pronouns
verbs
articles
auxiliary verbs (will, be)
adjectives

***6 18.3 Circle the correct answers. Then listen and check. Listen again and repeat.**

► He famous is / 's famous

- That's my computer old / old computer.
- You tired look / look tired. Are you OK?
- It's an good / a good idea.
- Can I have the red pen / pen red, please?
- We're going to be late / late be.
- Those pizzas are bigs / big.
- Come on! It's time to ready get / get ready!
- This soup tastes good / good tastes.
- She's a beautiful girl / beautiful a girl.
- This is an interesting / a interesting story.

7 Rewrite the sentences so that the meaning stays the same.



9



Work in pairs. Ask and answer the questions in exercise 8. Give your own answers.

What does your best friend look like?

He's short. He's got dark hair.

- ▶ These are good books.
These books are good.
- ▶ That lesson was interesting.
That was an interesting lesson.

1 This is a heavy bag.

2 Those drinks were expensive.

3 This party will be good.

4 That's a strange photo.

5 That test was easy.

6 These are beautiful flowers.

7 This is a slow computer.

8 Those shoes are nice.

8 **18.4** Match the questions to the answers. Then listen and check.



▶ What does your best friend look like? d

- 1 How are you feeling? ____
- 2 What's your schoolbag like? ____
- 3 How was your weekend? ____
- 4 What's the weather like today? ____
- 5 What's your bedroom like? ____
- 6 What are your neighbours like? ____

- a It was good, thanks.
- b They're quiet but friendly.
- c It's warm. It's cloudy.
- ~~d She's tall. She's beautiful.~~
- e It's small. It's got white walls.
- f It's old. It's dirty. It's heavy.
- g I'm happy. I'm hungry.

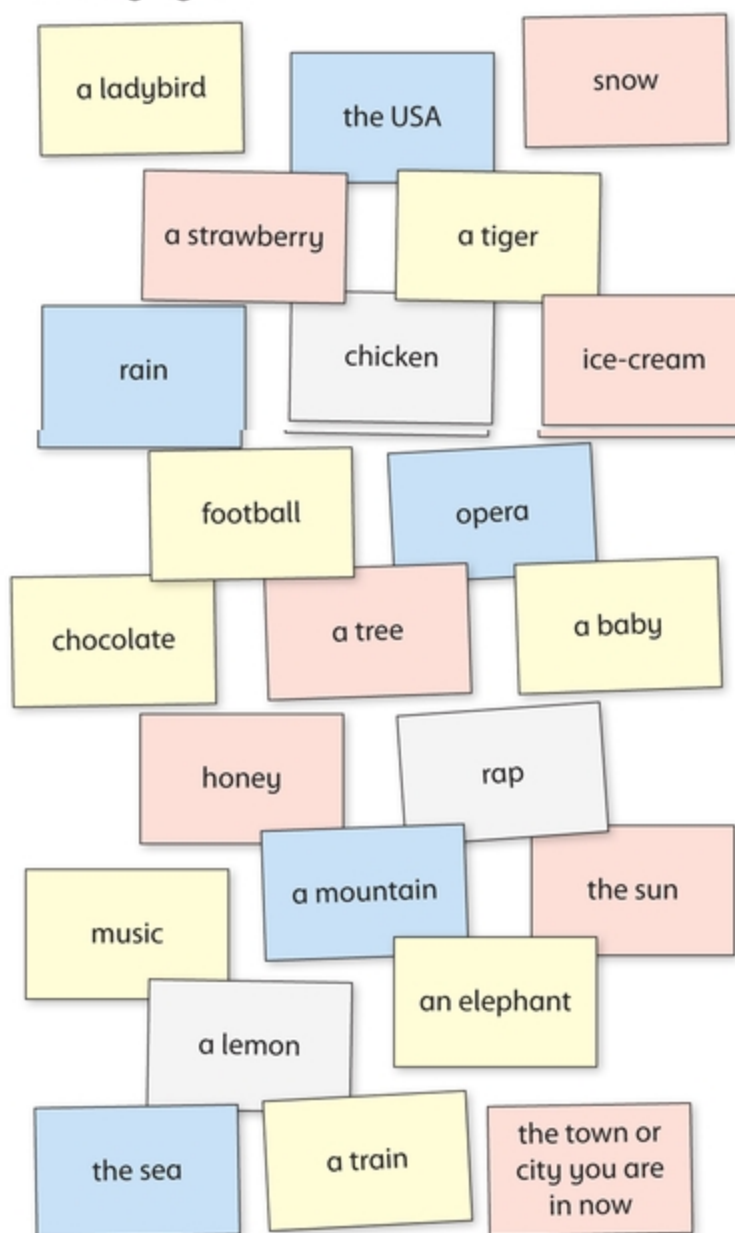
10



Work in groups. Read the instructions and play the game.

Instructions

- 1 Choose a word card. Keep it secret.
- 2 Write down three adjectives to describe it.
- 3 Read your three adjectives to your group.
- 4 The first person to guess the card wins a point.
- 5 Play again.



It's cold. It's wet. It's big.

The sea!

Yes. One point for you.

Adjective order

When we use two or more adjectives, they usually follow this order:

Article	Size	Age	Colour	Nationality	Material	Noun
the	big		black			dog
an		old		French		chair
a			white		cotton	shirt
a		modern		Japanese		car
the	small				wooden	table



small



cheap



woollen



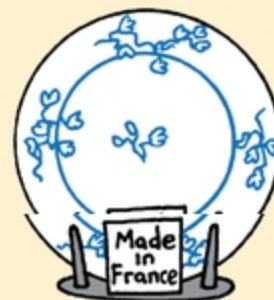
metal



leather



cotton



French



wooden

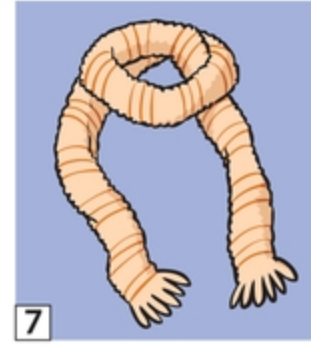
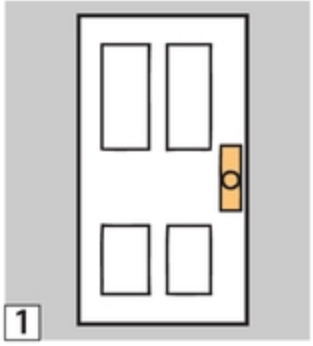
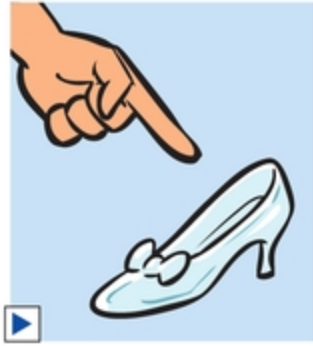
***11** Are the adjectives in the correct order? Tick ✓ the sentences that are correct. Change the order of the adjectives that are wrong.



- ▶ I'd like an old leather jacket. ✓
- ▶ We found a metal small box. small metal
- 1 I need a paper white bag. _____
- 2 They put everything in a big cardboard box. _____
- 3 Let's get some modern wooden furniture. _____
- 4 There were some small white mice. _____
- 5 He's a Spanish old actor. _____
- 6 Is that a new glass vase? _____
- 7 I'm wearing cotton blue socks. _____
- 8 He's got blue big eyes. _____
- 9 We watched an old Russian film. _____
- 10 I can't find my grey woollen jumper. _____
- 11 I'd like an American big car. _____
- 12 She's got black short hair. _____
- 13 Use the new white cups. _____

***12** Complete the descriptions of the people and things. Use the adjectives in the box.

big blue woollen green red Egyptian short metal paper black-and-white
brown cotton old small glass long wooden German small white



- It's a small glass shoe.
1 It's a _____ door.
2 They're _____ sheets.
3 They're _____ robots.
4 It's an _____ film.

- 5 She's got _____ hair.
6 They're _____ cups.
7 It's a _____ scarf.
8 He's got _____ eyes.
9 It's a _____ car.

***13 GAME** Work in pairs. Look at the pictures in exercise 12 but cover the adjectives and sentences. How many descriptions can you remember?

***14** Write about each of the topics below.

An important possession

Write about its age, size, colour and material.
Where does it come from?
Why is it important to you?

A special person

What does he / she look like?
Write about his / her hair and eyes.
What is he / she like?
Write about his / her character and personality.

A SPECIAL POSSESSION

I have an old ring. It's small and it isn't beautiful but it's important to me. It was ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

19 Adverbs

I can recognize and use adverbs of manner, time and frequency.

Types of adverbs and adverbs of manner



Already, quickly, and always are different kinds of adverbs. They give information about time, manner and frequency.

Adjectives describe nouns (things and people).
She has a **quiet** voice.
It's a **noisy** dog.

They often answer questions with **What ... ?**

Adverbs of manner describe how people do things.
She speaks **quietly**. The dog barks **noisily**.

They often answer questions with **How ... ?**



Most adjectives change to adverbs of manner like this.

Most regular adjectives	Adjectives ending in -y	Adjectives ending in -ble
+ ly	-ily	-bly
nice → nicely	angry → angrily	comfortable → comfortably

There are some irregular adverbs of manner.
good → **well**

He's a good swimmer. → He swims **well**.

fast → **fast**

She's a fast runner. → She runs **fast**.

hard → **hard**

They're hard workers. → They work **hard**.

We usually use adverbs after verbs.

She sings **beautifully**.

However, we use adjectives after the verbs **be, seem, become, get, look, feel, taste, smell** and **sound**.

Her voice **sounds beautiful**.

You'll **get hungry**.

*1 Change the adverbs into adjectives.

- nicely nice 3 easily _____
1 quickly _____ 4 hard _____
2 well _____ 5 beautifully _____

*2 Circle the correct form.

- You walk **slow** / slowly!
- You seem **sad** / **sadly** today.
 - She plays volleyball **good** / **well**.
 - Are you **angry** / **angrily** with me?
 - I can speak French, but **bad** / **badly**!
 - I can **easy** / **easily** finish this book today.
 - Are you sitting **comfortable** / **comfortably**?
 - Read it **careful** / **carefully**.
 - My feet are getting **cold** / **coldly**.

*3 19.1 Listen and write the correct adverb.

Use the adjectives below.

noisy ~~careful~~ clear fast
happy polite quiet slow

- He's working carefully.
- She's speaking _____.
 - He's riding his bike very _____.
 - She's speaking _____.
 - He's working _____.
 - They're singing very _____.
 - He's asking _____.
 - She's walking _____.

4 **19.2** Listen. Which animals are the people talking about? Write the number.



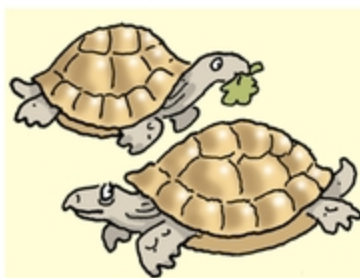
parrots ____



hummingbirds ____



ants ____



tortoises ____



cheetahs ____



dogs 1

5 **19.3** Choose a verb and an adverb for each animal. Listen again to check.

Verbs

~~see, hear and smell~~ move speak
run communicate shine

Adverbs

clearly funnily slowly brightly
~~very well~~ fast

- 1 Dogs see, hear and smell very well.
- 2 Ants _____.
- 3 Parrots _____.
- 4 Tortoises _____.
- 5 Cheetahs _____.
- 6 Hummingbirds _____.

6



Write six sentences using words and phrases from below. Work in small groups. Read your sentences to your group. Are any of your sentences the same?

- My best friend dances very badly.*
- My sister works hard.*

I
my sister
my best friend
my brother

can run
can paint can ski
walks work(s) eat(s)
cook(s) sing(s) dance(s)
read(s) draw(s) people
play(s)
golf / football / chess
speak(s)
English / French /
Chinese / Arabic

well quickly
hard slowly very
badly easily
beautifully clearly
realistically

7

GAME

Work in groups. Act an action from the box with an adverb from the box. Can your friends guess the adverb?

Actions

say 'hello' write your name clap your hands
close your book ask for a dictionary
stand up and sit down again

Adverbs of manner

quickly slowly quietly funnily nicely
angrily happily clearly

Are you writing your name slowly?

Yes, I am.

Adverbs of frequency

We use adverbs of frequency to say how often something happens.



0%

never

hardly ever

rarely

sometimes

often

usually

always

100%



It **never** rains here.

It **always** rains here.

We often use these adverbs of frequency with the present simple.

We **rarely** go to the cinema.

Jane **sometimes** wears glasses.

We use **ever** with the present simple and present perfect to ask about habits and experiences.

Do you **ever** go running?

Have you **ever** read this book?

We can also use **often** and **never** with the present perfect when we talk about experiences.

I've **often** thought about it.

They've **never** been here.

We put the adverb before main verbs.

Robert **hardly ever** walks to school.

She **always** wakes up early.

We put the adverb after **be** and auxiliary verbs like **don't**, **can** and **have**.

You're **always** hungry!

He **can usually** do it.

She **doesn't often** sit there.

We also use adverbial expressions to talk about frequency. These expressions go at the end of the sentence.

present simple + **every day**, **on Wednesdays**

She **phones me every day**.

They **meet on Fridays**.

present perfect + **once**, **twice**, **a few times**

He's **visited us twice**.

I've **been to Paris a few times**.

***8** Put the words in brackets in the correct place in these sentences.

- usually
- Carla has a big breakfast. (usually)
 - 1 You phone me. (hardly ever)
 - 2 He's been to hospital. (a few times)
 - 3 The train's late. (often)
 - 4 Have you climbed a tree? (ever)
 - 5 My grandma's very kind. (always)
 - 6 Do you have bad dreams? (ever)
 - 7 How do you drink milk? (often)
 - 8 There's anybody in that café. (rarely)

***9** **19.4** Read and ask your partner the questions. Listen and repeat. Say the chant with a partner.

Do you always brush your teeth?
Do you? Do you?
Yes, I always brush my teeth. Of course I do!
Do you ever bite your nails? Do you? Do you?
Well, I sometimes bite my nails.
I sometimes do that.
Are you ever late for school? Are you? Are you?
No, I'm never late for school. Of course I'm not.
Do you always make your bed?
Do you? Do you?
Yes, I always make my bed ...
Well, I usually make my bed ...
Well, I often make my bed ...
but sometimes I forget!

Adverbs of time: still, yet, already

We use **still**, **yet** and **already** to show how we feel about events in time.

We use **still** to show that something is taking or lasts a long time. It goes after auxiliary verbs and **be**, but before main verbs and negative auxiliaries or modals (e.g. **haven't**, **can't**).

*Lily **still** hasn't done her homework.*

*I'm **still** waiting for the bus.*

We use **already** to show that something is happening or has happened more quickly than is normal or expected. **Already** can go before the main verb or at the end of the sentence.

*I've **already** cleaned the bathroom.*

*I've cleaned the bathroom **already**.*

We use **yet** at the end of questions and negatives to emphasize 'up to now'.

*Do you know the answer **yet**? No, not **yet**.*

*She hasn't written the letter **yet**.*

We can use **still**, **yet** and **already** with the present simple, present continuous and present perfect.

Are you a teenager **yet**?

No. I'm **still** 12.

I'm 13. I'm **already** a teenager.

*10 Choose the correct answers.

- ▶ They're not ready **still** / **yet**.
- 1 Wait! I **already** / **still** can't find my bag.
- 2 Has Julia finished eating **yet** / **still**?
- 3 I don't believe it! You **still** / **yet** haven't finished that book!
- 4 What do you want for lunch?
Erm ... I've **still** / **already** had lunch!
- 5 Has it stopped raining?
No, not **already** / **yet**.
- 6 We've got Mr Wood for maths again this year.
Do you **still** / **already** have Mr Wood?
We've got a different teacher this year.

*11 Complete each sentence with **still**, **yet** or **already**.

- ▶ I've had lunch but I'm still hungry!
- 1 Have you phoned Billy _____?
- 2 I've had a holiday but I'm _____ thinking about my next holiday!
- 3 I haven't met your new friends _____.
- 4 Wow! You've _____ done your homework. That was quick!
- 5 Pat got in the bath at seven o'clock and he's _____ there now.
- 6 That film was scary! I'm _____ thinking about it!

*12



Look at the events in the box. Put a tick in the column that's true for you, then write sentences with **still**, **already** or **not yet**. Use the present simple, the present continuous or the present perfect.

Life events	still	already	not yet
be at school			
be a teenager			
get my own phone			
visit a foreign country			
live with my family			
learn to swim			
learn to drive			
choose my career			
meet my husband / wife			



I'm still at school. I'm already a teenager. I haven't got my own phone yet.

*****13** Work in small groups. Compare your answers.

I'm still at school. Me too.
I haven't chosen my career yet.
That's the same for me.

*****14** Are the adverbs in the correct place? Tick ✓ the sentences that are correct. Correct the sentences that are wrong.

- Have you yet told her? ✗
Have you told her yet?
- 1 She can well speak French.
 - 2 The train hasn't left yet.
 - 3 He slowly drives.
 - 4 I have sometimes eggs for breakfast.
 - 5 I've drunk all my water but I'm still thirsty.
 - 6 She's already said 'goodbye' six times!
 - 7 I don't watch usually the news on TV.

*****15** How well do you know your group? Complete the sentences with the names of people in your group.

- Olly can speak English well.
- 1 _____ is usually happy.
 - 2 _____ has never arrived late for school.
 - 3 _____ can already ride a motorbike.
 - 4 _____ always speaks politely to the teacher.
 - 5 _____ is sometimes late for school.
 - 6 _____ draws well.
 - 7 _____ hasn't eaten any fruit yet today.
 - 8 _____ can swim fast.
 - 9 _____ often makes people laugh.
 - 10 _____ speaks quickly.
 - 11 _____ has been abroad a few times.
 - 12 _____ never sits quietly!

*****16** Work in groups. Read your sentences. Do your friends think your ideas are right?

Olly can speak English well.
That's true.
I agree!
But he speaks English slowly.
That's not a problem.
He speaks clearly.

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

20 Comparative and superlative adjectives

I can recognize and use comparative adjectives and superlative adjectives.

Comparative adjectives

We use comparative adjectives when we compare two people, places, animals or objects.
*Elephants are **taller** than horses.*
*Giraffes are **taller** than elephants.*

Adjectives change to comparative adjectives like this.

Short adjectives: + er / + r

Adjective	Comparative adjective
tall	taller
big*	bigger
nice	nicer

* Double the final consonant in adjectives that end vowel + consonant: *big* → **bigger**

Adjectives ending with -y

Adjective	Comparative adjective
hungry	hungrier
friendly	friendlier

Long adjectives (two or more syllables)

Adjective	Comparative adjective
difficult	more difficult
intelligent	more intelligent

Irregular adjectives

Adjective	Comparative adjective
good	better
bad	worse



Giraffes are the tallest animals in Africa.

We can use comparative adjectives after **be**, **look**, **get** and **feel**.

We usually use **than** after comparative adjectives.
*They're **more expensive** than apples.*

We can sometimes use a comparative adjective on its own to describe a change.
*The weather's getting **colder**. (= colder than it was before)*
*I feel **better** now. (= better than I felt yesterday)*

*1 Write the comparative form of these adjectives.

- fast → faster
- 1 long → _____
- 2 thin → _____
- 3 special → _____
- 4 easy → _____
- 5 slow → _____
- 6 beautiful → _____

- 7 funny → _____
- 8 strong → _____
- 9 small → _____
- 10 good → _____
- 11 nice → _____
- 12 pretty → _____
- 13 red → _____

***2 20.1** Write these sentences in the correct order. Listen and check, then listen and repeat.

► bikes / than / cars / faster / are

Cars are faster than bikes.

1 worse / the / getting / weather's

2 gold / paper / more / is / than / expensive

3 are / stronger / you / me / than

4 better / getting / English / my / is

5 giraffes / taller / lions / are / than

6 than / heavier / stone / wood / is

7 looks / that / comfortable / bed / more

8 more / your / mine / than / book / interesting / looks

***3 20.2** Listen to the questions and tick ✓ the correct picture.

1 Janet



☒ a

Edith



☐ b

2



☐ a

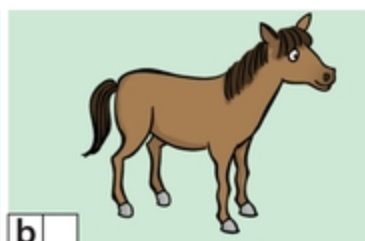


☐ b

3

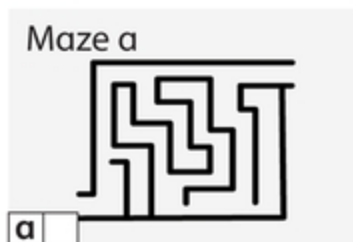


☐ a

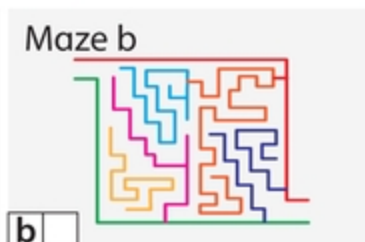


☐ b

4



☐ a



☐ b

***4**



Write more sentences about the pictures in exercise 3 with *be* or *look* + a comparative adjective. Use the adjectives in the box.

colourful safe interesting fast noisy
quiet friendly slow happy sad
dangerous young



Janet is younger than Edith.

Edith looks happier than Janet.

***5**

Complete the questions with the comparative form of the adjective in brackets and *than*.

► Are your shoes *cleaner than* (clean) my shoes?

1 Are you _____ (old) me?

2 Is your chair _____ (comfortable) mine?

3 Are your hands _____ (big) mine?

4 Is your bag _____ (heavy) my bag?

5 Are films _____ (interesting)

6 Are books _____ (interesting) books?

7 Are computers _____ (intelligent) people?

8 Were people in the past _____ (happy) people today?

9 Is English _____ (complicated) other languages?

10 Is the countryside _____ (safe) the city?

11 Are boys (good) _____ girls at sport?

***6**



Ask and answer the questions in exercise 5 with a partner.

Are your shoes cleaner than my shoes?

*I don't know. Let's compare.
No, your shoes are cleaner than my shoes!*

Superlative adjectives

We use superlative adjectives when we compare a person, animal, place or thing with all of the group they are in.

*That giraffe is **the tallest** animal in the zoo.*

*Giraffes are **the tallest** animals in the world.*

Adjectives change to superlative adjectives like this.

Short adjectives

Adjective	Superlative adjective
young	the youngest
rich	the richest
sad	the saddest*

* Double the final consonant in adjectives that end vowel + consonant:

sad → **the saddest**, *wet* → **the wettest**

Adjectives ending with -y

Adjective	Superlative adjective
funny	the funniest
happy	the happiest

Long adjectives (two or more syllables)

Adjective	Superlative adjective
comfortable	the most comfortable
delicious	the most delicious

Irregular adjectives

Adjective	Superlative adjective
good	the best
bad	the worst

We always use **the** before superlative adjectives.

*Ronny's **the funniest** person in the class.*


After superlative adjectives we usually use **in** or **on** before the name of a place.

*It's **the biggest** lake **in** Europe.*

*It's **the most dangerous** place **on** Earth.*

***7** Comparative or superlative? Circle the correct form.

- ▶ What's **stronger** / **the strongest** bone in the human body?
- 1 Is a lion **bigger** / **biggest** than a tiger?
- 2 What's **hotter** / **the hottest** place in the world?
- 3 Who's **younger** / **the youngest** person in this class?
- 4 Excuse me, where's **nearer** / **the nearest** post office?
- 5 This computer is getting **slower** / **the slowest**.
- 6 You're getting **taller** / **the tallest**!
- 7 Your hair is **longer** / **the longest** than mine.
- 8 He's **more** / **the most** intelligent person in my family.

***8**  **20.3** Write the superlative form of these adjectives. Listen and repeat.

- ▶ nicest → the nicest
- 1 long → _____
- 2 good → _____
- 3 sad → _____
- 4 tasty → _____
- 5 difficult → _____
- 6 noisy → _____
- 7 safe → _____
- 8 bad → _____
- 9 dry → _____
- 10 colourful → _____
- 11 funny → _____
- 12 thin → _____

***9** Complete the sentences.

- ▶ My grandma is the oldest person in my family.
- 1 He's _____ (young) musician in the band.
- 2 That's _____ (comfortable) chair in the room.
- 3 She's _____ (tall) player in the team.
- 4 The Amazon is _____ (long) river in South America.
- 5 February is _____ (short) month of the year.
- 6 It's _____ (thin) book on the shelf.
- 7 The double bass is _____ (large) instrument in the orchestra.

- *10** Write the questions with superlative adjectives. Then use the questions to interview a partner.

Who's the youngest person in your family?

My cousin Frank. He's six months old.

- Who / young / person / your family?
Who's the youngest person in your family?
- What / beautiful / place / in this country?

 - What / bad / day of the week for you?

 - What / good / part of the day for you?

 - Where / near / supermarket?

 - Who / tall / person / in this class?

 - Who / clever / person / in your family?

 - Who / good / singer / in the world?

 - What / old / area / in this town?

 - What / important / thing / in your life?

 - Who / important / person / in your life?

 - What / interesting / book / on your bookshelf?

 - What / expensive / thing / in your room?

- *11** Which is the best gift for each person? Talk in pairs, using the words below. Then compare your choices with other pairs.

expensive fun cheap safe beautiful
 useful interesting nice special



Peter



some grapes



some flowers



a puzzle book



some chocolates



Your aunt



a necklace



some flowers



a magazine



a pair of socks



Milly



a blanket



a toy rabbit



a camera



some earrings



Your teacher



a box of chocolates



a plant



a book



a pen

Which is the best present for Peter?

Grapes are nice, but the puzzle book is more interesting.

Yes, I think the puzzle book is the best present.

General knowledge quiz



1 The deepest (deep) ocean on Earth is:

- A ☐ the Atlantic Ocean
B ☒ the Pacific Ocean
C ☐ the Indian Ocean



2 _____ (dry) desert on Earth is:

- A ☐ the Gobi Desert, China
B ☐ the Sahara Desert, Egypt
C ☐ the Atacama Desert, Chile



3 Scientists believe _____ (old) living species of animal in the world is a kind of:

- A ☐ insect B ☐ crab C ☐ bird



4 _____ (heavy) animal in the world is:

- A ☐ the blue whale
B ☐ the saltwater crocodile
C ☐ the hippopotamus

5 _____ (large) cut diamond in the world is:

- A ☐ the Cullinan 1
B ☐ the Koh-i-Noor
C ☐ the Millennium Star



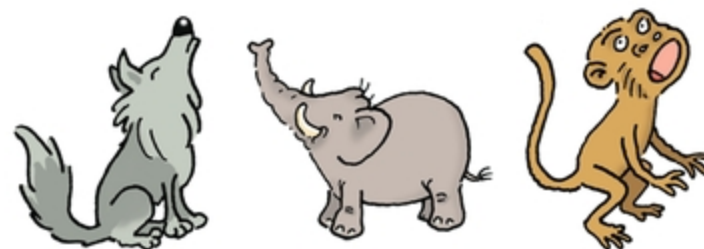
6 _____ (long) snake in the world is:

- A ☐ the python
B ☐ the cobra
C ☐ the anaconda



7 For humans, _____ (dangerous) animals in the world are:

- A ☐ snakes
B ☐ sharks
C ☐ bears



8 _____ (noisy) animal on land is a kind of:

- A ☐ wolf
B ☐ elephant
C ☐ monkey

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
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8			
9			
10			
11			
12			
13			
14			

*13 **GAME** Work in teams. Can you guess the answers to the questions in the quiz?

*14 **20.4** Now listen to the answers to the quiz. How many correct answers did your team get?



Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.

hot air balloon ~~car~~ motorbike
rocket train walking

- ▶ You must drive this slowly in town but you can drive it fast on the motorway. car
- 1 It's faster than a plane. _____
- 2 This is the most peaceful way to travel in the air. _____
- 3 Lots of people do this every day. It's the oldest way of moving about. _____
- 4 It's the longest form of transport. It's got a lot of wheels. _____
- 5 It's got two wheels. It's bigger and faster than a bicycle. _____

- 2 Read the text. Circle the correct answers.

My great aunt Emily is than / the / a oldest person ¹ in / of / at my family. She's ninety-five years old but she is ² already / yet / still fit and well. She's very ³ calmly / calm / calmly. She sleeps ⁴ good / well / often at night. And she seems happier ⁵ that / than / of all my other family and friends.

So what's great aunt Emily's secret? She eats very ⁶ health / healthy / healthily. She isn't a vegetarian but she hardly ⁷ never / ever / rarely eats meat. She eats lots of rice and vegetables and she eats ⁸ fresh / fresher / freshly fish four times a week. Also, she gets up at 5.30 a.m. every day. She ⁹ ever / always / every says, 'The morning is the best part ¹⁰ at / in / of the day.'

- 3 Read the text. Choose the correct words from the box and write them next to 1–9.

already ~~oldest~~ bigger biggest
in more most of rarely yet

Lake Baikal and Olkhon Island

Lake Baikal in Russia is the oldest lake in the world. It is also the world's ¹ _____ lake. With an area of 730 km², Olkhon Island is ² _____ than any other island ³ _____ Lake Baikal. It's a beautiful place and it ⁴ _____ rains there. ⁵ _____ people on Olkhon are fishermen or farmers. But these days tourism is becoming a ⁶ _____ important part ⁷ _____ the economy on Olkhon and all around the lake. A tourist organisation called the Great Baikal Trail is building a 1,800 km footpath around the lake. They haven't finished the path ⁸ _____, but walkers can ⁹ _____ use some parts of it.



Listening

4 R11.1 Listen and draw lines.



Helen

Charlie

Louise



Robert

Isabel

Andy

5 R11.2 Listen and write. There is one example.



STUDY HABITS

► Read? quickly

1 Write? slowly and _____

2 At home? No, because it's _____ and noisy

3 At the library? Yes, at the town library because it's bigger and _____ than the school library

4 Study and listen to music? _____

5 Review notes? _____ a month

Speaking

6 Work in pairs. Student A look at the information below. Student B turn to page 156. Complete the table. Ask your partner questions to get the information you need. Use the prompts.



The smallest bird in the world

Name	<i>The Bee Hummingbird</i>
Bigger than a bee?	<i>yes, a little</i>
Bigger than a large spider?	<i>no</i>
Colour	<i>blue, red and green</i>
Male bird or female bird bigger?	<i>female</i>
How often / male sit on the eggs?	<i>never</i>



The biggest flower in the world

Name	<i>The Rafflesia</i>
Heavier than a one-year-old child?	
Bigger than a large bicycle wheel?	
Colour	
Smell	
How often / it / produce a flower?	

What's the smallest bird in the world?

The Bee Hummingbird.

What's the biggest flower in the world?

The Rafflesia.

21 Prepositions of place

I can recognize and use **in**, **on**, **at** and other prepositions of place to talk about location and position.

In, on and at

When we talk about place we often use the prepositions **in**, **on** and **at**.

We use **in** with three-dimensional spaces like rooms, houses, bags, cities and countries.



The satellite is **in** space.

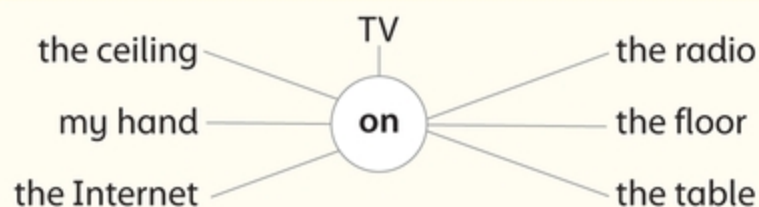
The hat is **in** a box **in** the cupboard **in** my bedroom.

We also use **in** with pictures and photos.

There are two tigers **in** the picture.

Jane's **in** this photo.

We use **on** with two-dimensional areas like walls, desks, maps and floors.



There's a spider **on** the ceiling!

Put the boxes **on** the floor.

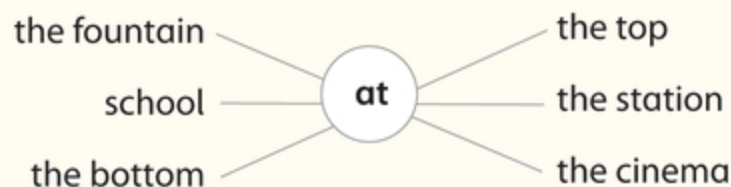
We also use **on** with the radio, TV and the Internet.

My brother was **on** TV yesterday.

I read about it **on** the Internet.



We use **at** to show where things happen:



Let's meet **at** the station.

Where's Tommy? He's **at** school.

We also use **at** with the top and the bottom.

There's a tree **at** the top of the hill.

Your shoes are **at** the bottom of the stairs.

*1 Circle the correct preposition.

▶ Leave your books **on** / **at** the table.

1 You've got paint **in** / **on** your arms!

2 There's some milk **in** / **at** the fridge.

3 He works **at** / **on** the new university.

4 It was very dark **in** / **on** the forest.

5 They live **on** / **in** Brazil.

6 Don't put your bag **on** / **at** the ground! It's wet!

7 Kelly's **on** / **at** school.

8 Are you **in** / **on** this photo?

9 I'll see you **in** / **at** the bus stop at eight o'clock.

10 Let's sit **on** / **at** the grass.

11 Room 3 is **at** / **on** the top of the building.

12 There's some writing **at** / **on** the ceiling.

****2** Look and write *in*, *on* or *at*.



- They're at the beach.
- 1 She's _____ the car.
- 2 It's _____ the car.
- 3 They're _____ the bus stop.
- 4 It's _____ the painting.
- 5 It's _____ the painting.
- 6 He's _____ the newspaper.
- 7 They're _____ a tennis match.
- 8 She's _____ home.

****4**

Complete the questions with *in*, *on* or *at*. Then use the questions to interview a partner.

- Have you got anything in your pockets?
- 1 Do you ever write _____ your hands?
- 2 Have you got a T-shirt with a picture _____ it? What's the picture?
- 3 Who in your family is _____ work at the moment?
- 4 When were you last _____ the cinema or theatre?
- 5 What's _____ your bag?
- 6 Do you listen to music _____ your bedroom?
- 7 Have you ever been _____ TV?
- 8 When you're _____ home where do you play? Where do you do your homework? Where do you eat breakfast?
- 9 Do any of your friends or family members live _____ Australia?
- 10 Is anyone in your family _____ university?

Have you got anything in your pockets?

Yes, I've got some money and a tissue.

****3** **21.1** Look at the picture. Listen and write 'true' or 'false'. Correct the false sentences.

- True
- False
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Other prepositions of place

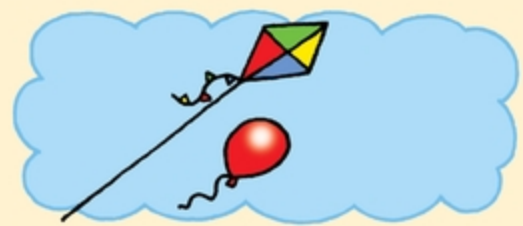
Like **in** and **on**, these other prepositions of place describe an object's location in relationship to another object.



It's **in front of** the sun.



It's **behind** the tree.



It's **above** the balloon.
(at a higher level)



It's **below** the bird.
(at a lower level)



It's **near** the house.



It's **between** the books and the photo.



It's **next to** the tennis racket.



It's **opposite** the photo.

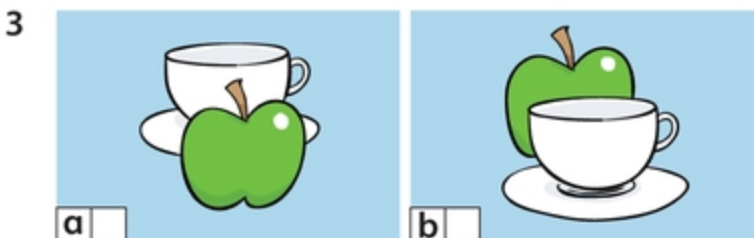


It's **under** the bed.
(covered by)

5 **21.2** Listen and tick ✓ the correct picture.



6 Circle the correct preposition.



► What's that **above** / **behind** / **below** your back? Show me!

- Carrots grow **near** / **under** / **behind** the ground so you can't see them.
- There's a big tree **behind** / **below** / **between** the school.
- We live on the second floor. Mr Cox lives **next to** / **above** / **below** us, on the first floor.
- I stood **near** / **below** / **opposite** the fire and it was hot.
- Stand **behind** / **between** / **in front of** the tower. I'll take a photo of you.
- Can I sit **opposite** / **next to** / **behind** you at the cinema?
- Someone's coming! Quick! Hide **behind** / **under** / **above** that wall!
- I can't see the TV! You're standing **next to** / **behind** / **in front of** it!

7 Look and read. Add the missing prepositions.

behind between in in front of next to ~~on~~ on on opposite under



MY BEDROOM

My bedroom is on the first floor of the house. We live ¹ in a block of flats – I can see the flats from my bedroom window.

There are some music posters ² on the wall.

Most of my clothes are ³ in the wardrobe, but there are lots of shoes ⁴ under my bed. My books and other things are ⁵ on the shelves.

There's a big mirror ⁶ opposite the shelves and the wardrobe, and some stickers ⁷ on the mirror.

I've got two tables. One is ⁸ next to the window and the other is ⁹ behind my bed.

The radiator keeps the room warm. It's ¹⁰ under the table.

8 Write about your bedroom and your classroom. Answer the questions.

My bedroom

- 1 Where is your bedroom in your house or flat?
- 2 What's above and below it?
- 3 Do you have these things in your bedroom? If so, where are they?

a clock posters photos a lamp books shelves a wardrobe a chair
clothes shoes a rug a mirror a table a radiator or air-conditioning unit

MY BEDROOM

My bedroom is at the top of the house. Our kitchen is below it. The neighbour's kitchen is above it. My bed is next to the window and there is ...

My classroom

- 1 Where is your classroom in the school?
- 2 What's above and below it?
- 3 Where do you sit in the classroom?
- 4 Do you have these things in your classroom? If so, where are they?

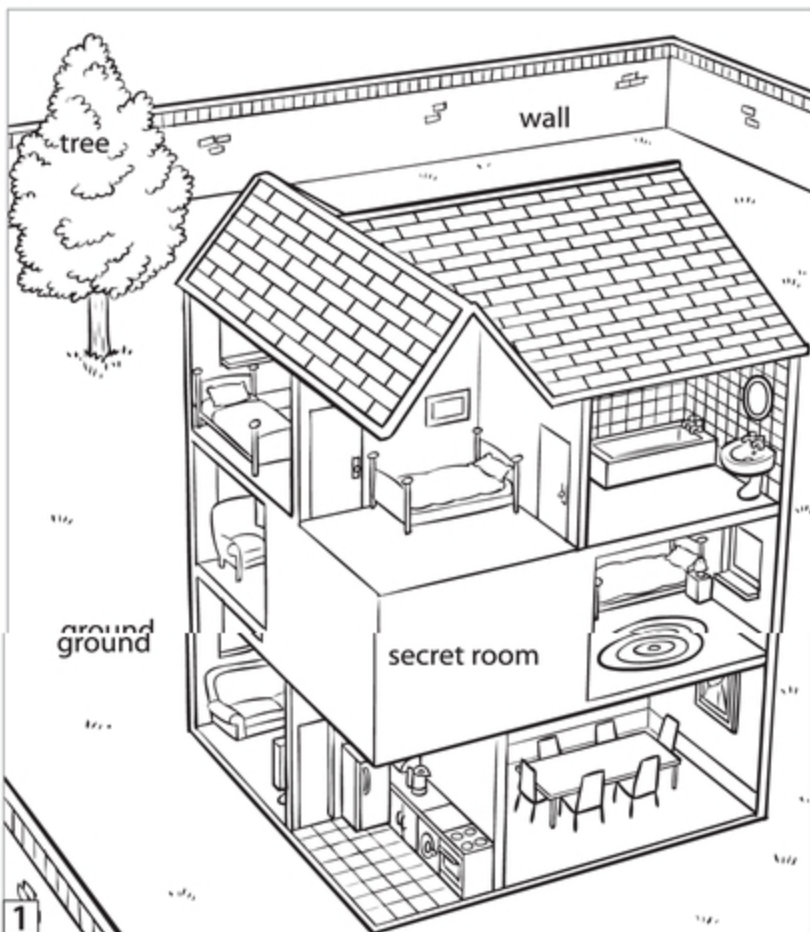
notices signs charts a clock shelves pictures a fire extinguisher books
a bin a computer rubbish a radiator or air-conditioning unit

- Student A** Draw the objects in the first row on picture 1, then describe your picture to student B. Now listen to student B and draw the objects in the second row.
- Student B** Listen to student A and draw the objects in the first row on picture 2. Now draw the objects in the second row and describe your picture to student A.

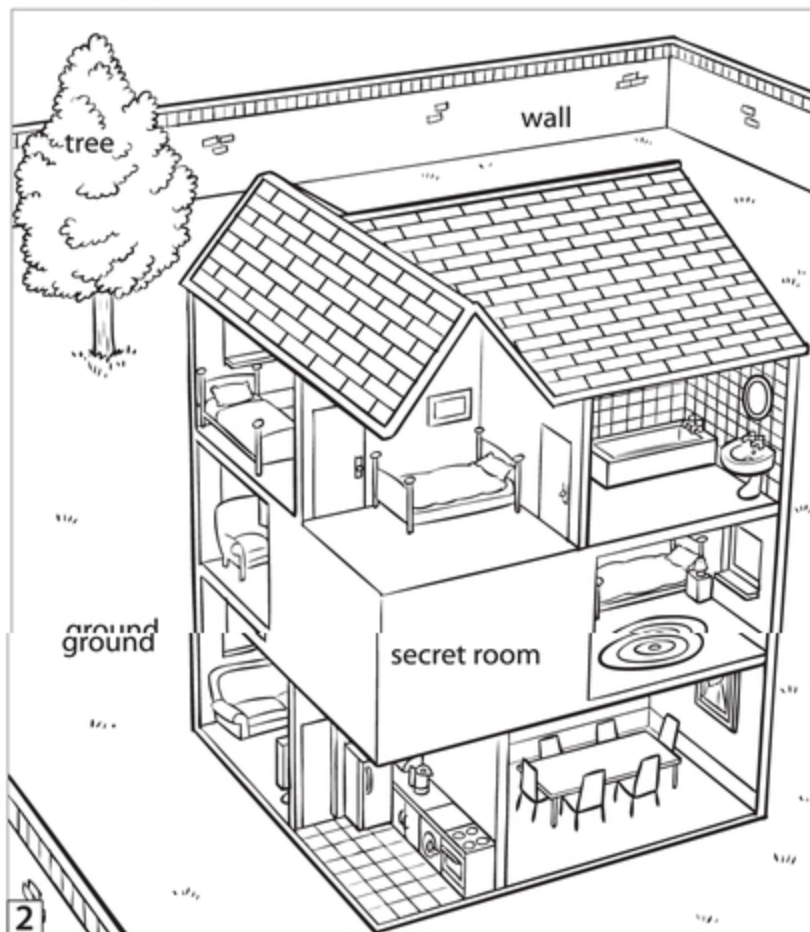
The box is next to the tree and the diamond is in the box.



Student A



Student B



Talk in small groups. Where are these things in your home?

a clock posters photos a lamp books shelves a wardrobe a chair clothes shoes a rug a mirror a table a radiator or air-conditioning unit

Where is your clock?

It's on the wall.

Where are your posters?

I haven't got posters!

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

22 Prepositions of time

I can recognize and use prepositions of time.

In, on and at

When we talk about time we often use the prepositions **in**, **on** and **at**.

We use **in** with years, seasons, months and parts of the day.

*We go skiing **in** the winter.*

*He's going to the USA **in** June.*

*I get up **at** six **in** the morning.*

We use **on** with dates, days and parts of days.

*The concert is **on** 3rd May.*

*Mr Ashton teaches us **on** Fridays.*

We use **at** with clock times and other regular times (e.g. the weekend and traditional festivals).

*It finishes **at** ten o'clock **at** night.*

*What do you do **at** New Year?*

I started reading this book **at** ten o'clock **in** the morning **on** 14th August.

At ten o'clock **this** morning, you mean?



No, **at** ten o'clock **in** the morning **on** 14th August **last** year!

*1 Circle the correct preposition.

- We came home **in** / **at** lunchtime.
- 1 See you **in** / **on** Wednesday!
- 2 He was born **in** / **at** 1972.
- 3 The film starts **at** / **on** six o'clock.
- 4 Bats and foxes don't sleep **in** / **at** night.
- 5 My birthday is **in** / **at** the spring.
- 6 We play tennis **at** / **on** Fridays.
- 7 I always do my homework **in** / **on** the morning.
- 8 There's a music festival **in** / **on** 2nd May.

*2 Write the words in the correct place.

~~four o'clock~~ October the evening Mondays
the weekend 19th January night the winter
Friday morning half past six 2006
his birthday break-time

in	on	at
		four o'clock

*3



22.1 Complete the conversations with **in**, **on** or **at**. Then listen and check. Use the questions to interview a partner.

- When did you start school?
In 2006.
- 1 When do you do sport?
_____ Mondays, Thursdays and Fridays.
- 2 Is your birthday _____ the autumn?
No, it's _____ the spring.
- 3 When does this lesson finish?
_____ quarter to three.
- 4 When do you brush your teeth?
_____ the morning and _____ bedtime.
- 5 When will you next see your grandparents and cousins?
_____ my birthday.
- 6 What do you have for breakfast _____ school days?
Cereal and milk.



Time expressions

We also use the words **before**, **after**, **ago**, **every**, **this**, **last** and **next** to talk about time.

Before / after + noun / date / time

I did my homework **before** breakfast.
She bought it the day **before** yesterday.
We can go to a café **after** school.
I'll see you the day **after** tomorrow.

Time period + **ago**

I saw him five minutes **ago**.
Dinosaurs lived 200 million years **ago**.

Every + day / week / month / season / year

I play football **every** Saturday. (= on Saturdays)
We have a barbecue **every** summer.
I go to the dentist **every** six months.

This + part of day / week / month / year

I told you **this** morning! (= earlier today)
I'll tell you **this** afternoon. (= later today)
You must do your homework **this** week.

Last / next + day / week / month / year

The police came **last** Wednesday.
What are you doing **next** month?

I'll tidy my room **before** the weekend, OK?

You said that **three weeks ago**!

We use **last** and **next** in questions like this:

When did you **last** ... ?

(= What was the last time that you ... ?)

When will you **next** ... ?

(= When will be the next time that you ... ?)

When did you **last** see Gemma?

This morning.

And when will you **next** see her?

This evening.

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

ago ago after before every
every **last** last next next

- I stayed there **last** summer.
- When will you _____ have a break?
 - I saw Fred the day _____ yesterday.
 - It happened six months _____.
 - When did you _____ go on holiday?
 - Charlie's coming the day _____ tomorrow.
 - I go to Bella's house _____ Friday.
 - We're preparing for exams _____ month.
 - It all happened a long time _____.
 - We have the same problem _____ winter.

*5 22.2 Look at the calendar. Today is Wednesday 16th May. Write time expressions with **before**, **after**, **ago**, **every**, **this**, **last** and **next**. Then listen, check and repeat.

MAY						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

► Sunday 13th May = **three days ago**

- June = n_____ m_____
- 2nd May = t_____ w_____ a_____
- Friday 18th May = the d_____ a_____ t_____
- 23rd May, 30th May, 6th June, 13th June, 20th June = e_____ W_____
- Monday 14th May = the d_____ b_____ y_____
- 7th–11th May = l_____ w_____
- 14th–18th May = t_____ w_____



General knowledge quiz



► How often does the football World Cup take place?

- A ☐ every two years
B ☒ every four years

1 When did France win the World Cup?

- A ☐ in 1998
B ☐ in 2002

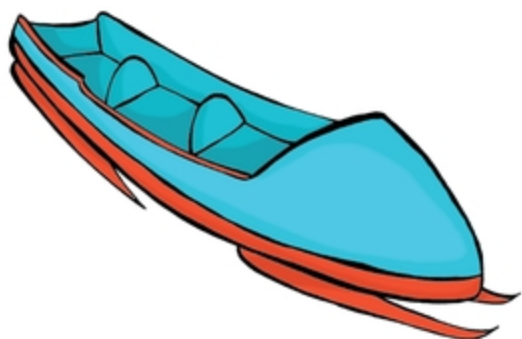
2 When were the first Ancient Olympic Games?

- A ☐ about 1300 years ago
B ☐ about 2800 years ago



3 When did the first modern international Olympics take place?

- A ☐ in 1896
B ☐ in 1924



4 How often do the winter Olympics take place?

- A ☐ every two years
B ☐ every four years



5 When do bears go to sleep for the winter?

- A ☐ in October
B ☐ in December

6 And when do they wake up again?

- A ☐ in February or March
B ☐ in April or May

7 When did the Internet begin?

- A ☐ this century (2000–now)
B ☐ in the last century (1900–1999)



8 When did the Chinese invent fireworks?

- A ☐ about 1400 years ago
B ☐ about 400 years ago



9 When did the French build the Eiffel Tower?

- A ☐ after 1900
B ☐ before 1900

10 How often do people vote for President in the USA?

- A ☐ every five years in December
B ☐ every four years in November

► on my birthday
~~in 13th June~~
in the summer

1 every two or three hours
two or three hours ago
at two or three hours

2 on breakfast
at breakfast
after breakfast

3 at month
this month
last month

4 in 2010
in midnight
in February

5 45 minutes ago
a week ago
Monday ago

6 ~~at July~~
in July
last July

7 on the last day of June
at the end of the day
in 31st January

8 this week
next 10 o'clock
last month

9 every Friday afternoon
on Friday afternoons
in Fridays

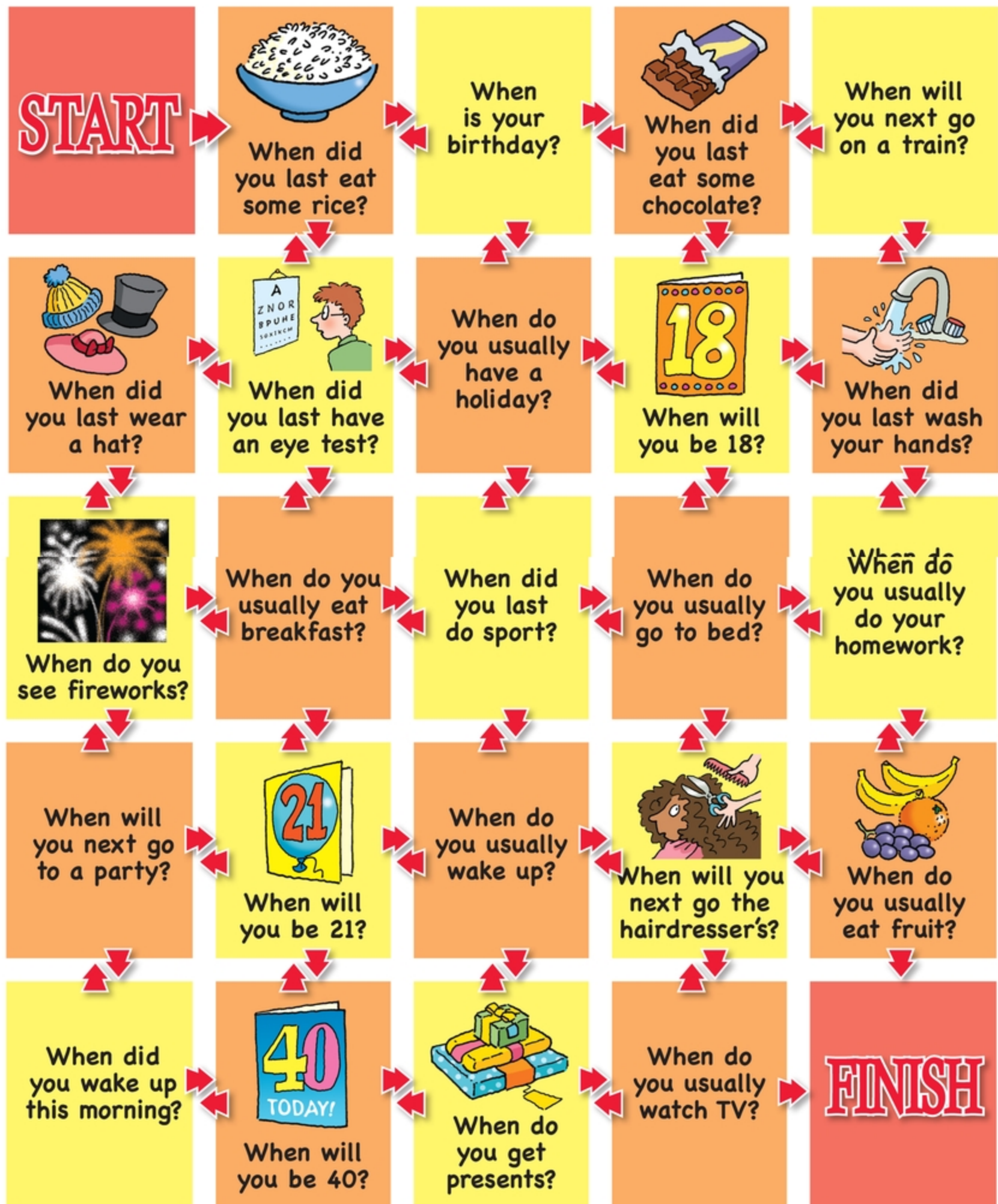
10 20th August ago
before 20th August
on 20th August

11 after evening
after the lesson
after ten o'clock

Work in small groups. Take turns to answer a question. Move one square each time you get a question right. The first person to reach the finish is the winner.

When did you last eat some rice?
Did you have some yesterday?

No, that's wrong. I had
some two weeks ago.



9 Add the missing prepositions and time expressions.



'I love mornings! I get up at six o'clock and I go running ¹ _____ breakfast. I can't run with a full stomach!' **Amy, 16**



'School finishes ⁴ _____ half past three. ⁵ _____ school, I go to the park with my friends.' **Tom, 13**



'We go skiing ¹⁰ _____ the winter. It's the same ¹¹ _____ year: we ski ¹² _____ the morning, then we have lunch at one o'clock. ¹³ _____ lunch we always watch a film.' **Jane, 13**



'I started a new school a few months ² _____. I like it. I've got some new friends there. We chat together ³ _____ break-time.' **Isabel, 13**



'I'm from Switzerland. Our National Day is 1st August. ⁶ _____ year we have a barbecue with friends and family. ⁷ _____ the evening we watch fireworks. ⁸ _____ year it rained ⁹ _____ 1st August but we still had a good time.' **Sally, 15**



'What's my typical week? I go to school ¹⁴ _____ day from Monday to Friday. I always play basketball ¹⁵ _____ Wednesday afternoons. I don't do much ¹⁶ _____ the weekend. I just relax.' **Robert, 14**

10 Choose four of the topics below. Write three sentences about each one.

my mornings my evenings my school day
my birthday my holidays my last holiday
a festival in my country a typical weekend
a typical school day a typical week
New Year summer winter autumn spring

AUTUMN

I like autumn because my birthday is in October. The new school year starts in the autumn, so every September I ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Reading and writing

1 Look and read. Write 'yes' or 'no'.



- There is a cup on the table. yes
- The woman is sitting next to the window. _____
 - There is a red suitcase above the man. _____
 - There is a green rucksack under the woman's seat. _____
 - There is a newspaper between the man and the woman. _____
 - The train is at a station. _____

2 Read the email. Choose the correct words from the box and write them next to 1–7.

ago after ~~at~~ before between every
in in last near next on this

Dear Jason,

Would you like to come and stay with me and my family at the weekend? We're going to be ¹ _____ our holiday cottage ² _____ the sea. We go there ³ _____ year. It's in a beautiful location, ⁴ _____ a lake and a forest. We will spend some time ⁵ _____ the beach and maybe have a barbecue ⁶ _____ the evening. What do you think? Let me know.

Frank

P.S. I phoned you ⁷ _____ night but there was no answer. Where were you?

3 Read the email. Choose the right words and write them on the lines.



Inti Raymi (or 'Festival of the Sun') is an important Andean celebration. It takes place every summer ¹ _____ Cusco, Peru. The festival started during the Inca Empire, about 800 years ² _____.

Every year ³ _____ June, many visitors go to Sacsayhuamán, an area ⁴ _____ Cuzco, to see a theatrical performance of Inti Raymi. This tradition started ⁵ _____ 1944.

- at every on 3 in on at
1 on this in 4 near against on
2 last ago before 5 in on at

4 Read the letter and write the missing words. Write one word on each line.

Dear Mr Carr,

2 July

Thank you for your application. We would like to invite you for an interview on Wednesday 18 July ¹ _____ 10.30 a.m. Please come to our central office. It is located ² _____ the first floor of Cavendish House, 29 Milton Road. You are welcome to stay for lunch ³ _____ the interview. This will be served for all interview candidates ⁴ _____ the Garden Room. Please let us know ⁵ _____ week (before 6 July) if you would like to attend the interview.

Yours sincerely
Mary White

Listening

5 R12.1 Listen and write.



HILLVIEW SUMMER CAMP TIMETABLE

► **Tennis lessons: Where?** In the sports hall
(next to the swimming pool)

1 **Tennis lessons: When?** At ten o'clock _____

2 **Music session: When?** _____

3 **Music session: Where?** In the room _____
the café

4 **Film: When?** _____, at four o'clock.

5 **Film: Where?** In Room 4, _____ Reception

6 R12.2 Listen and tick ✓ the correct picture.

► Where is Debbie?



a



b



c

1 Where are the theatre tickets?



a

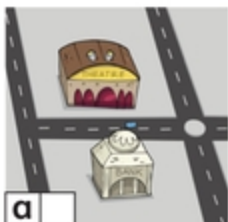


b

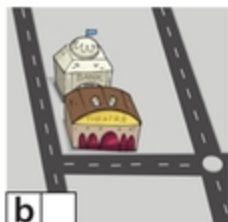


c

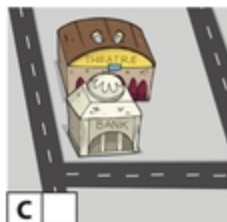
2 Where is the theatre?



a



b

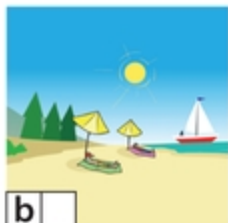


c

3 When did Andy last go to the theatre?



a



b



c

Speaking

7 Work in pairs. Look at the pictures. Can you find 10 differences?

Picture 1



Picture 2



In picture 1 the handbag is on the chair but in picture 2 it's on the floor near the door.

23 Question words

I can recognize and use question words.

Who, where, what, when, why, how

We use question words (**who**, **where**, **what**, **when**, **why** and **how**) when we ask for information.

Questions with question words usually have the same word order as **yes/no** questions.

Do you like it? Yes, I like it.

Why do you like it?

Is he leaving? Yes, he's leaving.

When is he leaving?

Did it happen? Yes, it happened.

How did it happen?

Will you go? Yes, I'll go.

Where will you go?

Did you do it? Yes, I did it.

What did you do?

We often use **who** as the subject of a question, without **do**, **does** or **did**.

Who likes pizza?

Who wrote this?

We can also use it in the same pattern as a **yes/no** question.

Can you talk to someone?

Yes, I can talk to someone.

Who can you talk to?



*1 Circle the correct question word.

- **Why** / **When** does the film start?
At seven o'clock.
- 1 **Who** / **Where** has the books?
Kate.
- 2 **What** / **How** will you open it?
With the key.
- 3 **Where** / **What** did you eat?
At home.
- 4 **What** / **Where** did you eat?
Chicken and rice.
- 5 **Where** / **Why** is he at the hospital?
He's visiting George.

- 6 **Who** / **How** did you talk to?
Lots of people.
- 7 **Who** / **What** said that?
Me.
- 8 **How** / **When** are you meeting him?
Tomorrow.
- 9 **Who** / **Where** is your best friend?
John Davies.
- 10 **What** / **Who** are you going to do?
I'll phone the police.

***2 Complete the questions with the words below.**

how how what when where
where ~~who~~ who who why why

► *Who* are you going with?
My sister.

1 *_____* are you sad?
Because I failed my exam.

2 *_____* did you go?
To the shops.

3 *_____* is your teacher?
Mrs Harris.

4 *_____* did you break it?
I dropped it.

5 *_____* is Perth?
In Australia.

6 *_____* said that?
Anna.

7 *_____* did he buy?
A notebook.

8 *_____* can we meet?
~~How about Friday?~~

9 *_____* do you get to school?
I walk.

10 *_____* did you say that?
Because it's true!

***3 23.1 Listen and answer the question about pronunciation. Then listen again and repeat. Do the last words in these questions go up  or down .**

Who makes you laugh?
Who do you live with?

***4 Read these sentences. Be sure to make your voice go up and down correctly.**

Who makes you laugh?
Who makes you cry?
Who do you live with?
Who do you talk with?
Who do you learn with?

***5 Write down your answers to the questions in exercise 4. Then ask and answer the questions with a partner.**

Who makes you laugh?

My brother.

***6 GAME Work in pairs. Read the sentences and think about your partner. Circle the answer you think is true or write your own answer. Ask your partner questions. How many of your guesses were right?**

I think my partner ...

- drank tea / coffee / milk / juice / hot chocolate at breakfast.
- came to school by bus / by car / on foot / by train today.
- is planning to study / do sports / watch TV / meet friends at the weekend.
- last bought something this morning / yesterday / two days ago / a week ago / a long time ago.
- will go on holiday with friends / family / friends and family next year.
- is going home / to a club / to a friend's house / to the park after school today.

how what what when where who

What did you drink at breakfast?

Juice.

I was right! And how did you come to school today?

On foot.

Oh. I was wrong!

Questions with **what** + noun and **how** + adjective / adverb

We can ask questions with **what** + noun.

What kind of music do you like?

What time is it?

What colour are her eyes?

We also ask questions with **how** + adjective / adverb.

How long is the film?

How high is that mountain?

We ask questions about quantity with **how many** and **how much**. (For more information, see unit 3.)

How many sisters have you got?

How much water have we got?

- *7** **23.2** Complete the conversation with **what** or **how**. Listen and check. Then act out the conversation with a partner.



- What did you do yesterday?
I went fishing at the lake.
- How long did you stay there?
About forty-five minutes.
- 1 How many fish did you catch?
Just one.
- 2 How big was it?
About 50 or 60 cm – like this.
- 3 What kind of fish was it?
I'm not sure.
- 4 What colour was it?
Grey.
- 5 How heavy was it?
About one kilo.
- 6 What did you do with it?
I put it back in the water.

- *8** Work in pairs. Act out the fishing conversation again. Change the answers to questions 1-6 to make your own story.

How long did you stay there?

About two hours.

- *9** Complete the questions with the words below.

big fast kind many much
often size time well

- How big was it?
The same size as a cat.
- 1 How often do you wash your hair?
Every day.
- 2 What time did you get home?
About ten o'clock.
- 3 How well does he play tennis?
He's an excellent player.
- 4 How much did that game cost?
£40.
- 5 What size do you want?
Medium, please.
- 6 What kind of bird was it?
A parrot.
- 7 How many exams are there?
Five.
- 8 How fast can you drive on the motorway?
70 miles per hour.

10 Write the questions in the correct order. Then use the questions to interview a partner.



- ▶ this / how / lesson / is / long
How long is this lesson?
- 1 got / cousins / how / you / many / have

- 2 did / who / you / breakfast with / have

- 3 sort of / what / do / like / you / music

- 4 today / water / drunk / have / much / you / how

- 5 where / you / your homework / do / do

- 6 are / you / why / wearing / shoes / those

- 7 walls / are / your / colour / bedroom / what

- 8 by / how / you / often / do / travel / bus

- 9 wake up / what / you / time / did

- 10 you / did / last / a photo / when / take

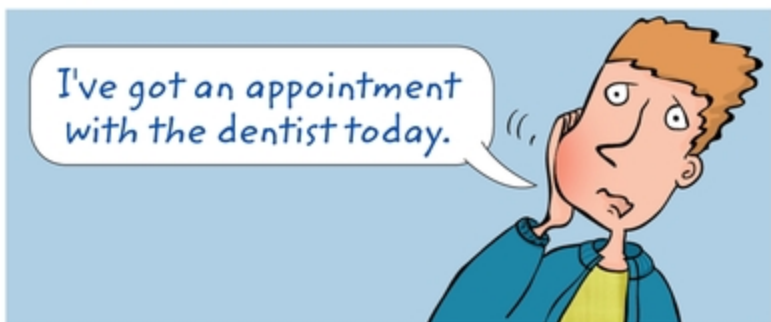
11 Complete the second question so that it means the same as the first. Use three, four or five words. Then interview a partner.

- ▶ Do you live in the city centre, near the city or in a village?
Where do you live?
- 1 Did you get up at six o'clock or seven o'clock today?
What _____ get up today?
- 2 Can you ride a bike very well or not very well?
_____ ride a bike?
- 3 Have you got blue eyes, green eyes or brown eyes?
What _____ got?
- 4 Are you learning English because you want to or because you have to?
_____ learning English?

12 GAME



How many questions? Work in teams. Think of as many questions for each statement as you can. The team with the most questions wins.



***13 GAME

General knowledge quiz. Work in two teams, A and B. Team A look at the information on this page. Team B look at the information on page 155.

Team A

- 1 Prepare quiz questions from the information.
- 2 Ask team B your quiz questions.
- 3 Answer questions from team B.
- 4 The team with the most correct answers wins.

How old is Machu Picchu?

I think it's 400 years old.

No, it's 600 years old!

Machu Picchu

Machu Picchu is around 600 years old. It is 2,400 metres above sea level.



- 1 200 / 400 / 600 years old?

How old is Machu Picchu?

- 2 2400 / 2600 / 2500 metres above sea level?

Crocodile, baby crocodile

A crocodile has about 65 teeth. A baby crocodile is only about 20cm long.



- 3 65 / 75 / 85 teeth?

- 4 baby crocodile: 20cm / 50cm / 80cm long?

The human brain

The human brain uses about 25 per cent of the glucose in our blood for energy. It is not fully developed until we are 18 years old.



- 5 brain fully developed: 14 / 18 / 25 years old?

- 6 brain uses 15% / 25% / 40% glucose in our blood for energy?

***14



Imagine you can interview your favourite film star, pop star or sports person. Write fifteen questions for the interview. Use question words. Ask about the topics below.

The past

childhood memories school days
important experiences

Now

daily routine likes and dislikes
special places important people

The future

hopes goals dreams plans

QUESTIONS FOR... (name)

1 Where were you born?

2 What did you like at school?

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

24 Question tags

I can recognize and use question tags in conversation and to check information.



A question tag is a short question that we can add at the end of a statement. We form it with the auxiliary verb + subject.

The subject of the tag and the statement are the same.

The auxiliary verb in the tag reflects the verb in the statement.

You're coming with us, aren't you?

The film has already started, hasn't it?

Gabriel speaks Russian, doesn't he?

They stayed a long time, didn't they?

A positive statement has a negative tag.

+	-
<i>I can leave it here,</i>	<i>can't I?</i>
<i>You'll like that,</i>	<i>won't you?</i>
<i>She understands,</i>	<i>doesn't she?</i>
<i>He told you the story,</i>	<i>didn't he?</i>
<i>I'm right,</i>	<i>aren't I?</i>

Note: *I'm right, aren't I?* (~~amn't I?~~)

A negative statement has a positive tag.

-	+
<i>You weren't angry,</i>	<i>were you?</i>
<i>She couldn't do it,</i>	<i>could she?</i>
<i>It isn't very nice,</i>	<i>is it?</i>
<i>You've never met Lee,</i>	<i>have you?</i>

*1 **24.1** What are the people in the picture saying? Match 1–6 with a–f. Then listen and check.



- 1 He looks happy, doesn't he?
- 2 That was a big meal, wasn't it?
- 3 ~~It's cold today, isn't it?~~
- 4 She's going to win, isn't she?
- 5 He can't get it, can he?
- 6 We haven't met before, have we?

*2 **24.2** Choose the correct tag. Then listen, check your answers and repeat the sentences.

- She wasn't here,
☒ was she? ☐ wasn't she?
- 1 It isn't easy,
☐ is it? ☐ isn't it?
 - 2 Alice can't swim,
☐ can she? ☐ can't she?
 - 3 You like this music,
☐ do you? ☐ don't you?
 - 4 He saw us,
☐ did he? ☐ didn't he?
 - 5 You've lost your ticket,
☐ have you? ☐ haven't you?
 - 6 You aren't going to do it,
☐ are you? ☐ aren't you?
 - 7 I'm fast,
☐ am I? ☐ aren't I?
 - 8 This has never happened before,
☐ has it? ☐ hasn't it?

***3** **24.3** Circle the correct answer. Then listen, check your answers and repeat the sentences.

- ▶ She 's / was swimming, wasn't she?
- 1 Philip **hasn't phoned** / **didn't phone**, has he?
 - 2 Jane **plays** / **played** tennis, didn't she?
 - 3 It 's **going to** / **will** work, won't it?
 - 4 They **can't** / **couldn't** do it, could they?
 - 5 You 're **eating** / **eat** fish, don't you?
 - 6 He **isn't going to leave** / **hasn't left**, is he?
 - 7 This programme 's / **was** interesting, isn't it?
 - 8 You 're **not leaving** / **won't leave**, are you?



***4** Add the correct subject from the box to each tag.

they they it ~~you~~ he we you she I

- ▶ You're Italian, aren't you _____?
- 1 They were happy, weren't _____?
 - 2 I can wear this hat, can't _____?
 - 3 Your sister's passed her exam, hasn't _____?
 - 4 Kate and Charlie didn't know, did _____?
 - 5 The music was good, wasn't _____?
 - 6 You and your sister play golf, don't _____?
 - 7 Your dad's a pilot, isn't _____?
 - 8 You and I have the same surname, don't _____?

***5** **GAME** Work in three teams, A, B and C. Read the instructions and play the game.

Instructions

Take turns to make sentences with the question tags below.
When you use a tag correctly, you 'win' it and write your team's letter on it (A, B or C).
When you 'win' a tag it is out of action for the rest of the game.
Think fast! You only have 10 seconds for your turn!
The team with the most tags at the end wins the game.



_____ ?

hasn't she?	can't she?	aren't we?	haven't you?
isn't it?	will we?	weren't you?	has he?
am I?	doesn't it?	didn't they?	Have I?
didn't they?	aren't I?	shouldn't we?	won't we?
wasn't he?	don't you?	can he?	did he?

It's your turn, team B.

OK... the 'don't you?' tag.
You walk to school, don't you?

Correct sentence. You win the tag.

~~don't you?~~ B

Question tags in conversation



We can use question tags to make conversation.

It's a lovely day, isn't it?

Lucas didn't like it, did he?

Here, the tag means: 'I think you will agree with my statement.'

*6 Add the correct tags to the conversations.

have you? is it? did she? can she? won't it?
hasn't he? were they? don't you? doesn't he?

- ▶ You like cheese, don't you?
- ☑ No, I don't, actually.
- 1 ☑ He has lunch at school, _____
☑ Yes, he does.
- 2 ☑ She can't ski, _____
☑ Yes, she can, actually.
- 3 ☑ He's got a dog, _____
☑ Yes, I think so.
- 4 ☑ It isn't funny, _____
☑ No, it isn't.
- 5 ☑ It'll be cold, _____
☑ No, I don't think so.
- 6 ☑ You've never been to Italy, _____
☑ Yes, I have! Lots of times!
- 7 ☑ Jim and Alice weren't playing, _____
☑ No, they weren't.
- 8 ☑ She didn't phone, _____
☑ No.

*7 Look again at exercise 6. Does speaker 2 agree or disagree with speaker 1 in each conversation? Write A (agree) or D (disagree).

- ▶ D 2 _____ 4 _____ 6 _____ 8 _____
- 1 _____ 3 _____ 5 _____ 7 _____

*8 Complete the questions with question tags. Then add responses from the box below.



No, he might fall.
Actually, I fell asleep in the middle.
~~Yes, the view's amazing.~~
Actually, I think it's too big.
Yes, I don't understand.
No, I think it's got a virus.

- ▶ ☑ It's beautiful here, isn't it?
☑ Yes, the view's amazing.
- 1 ☑ It's not working, _____
☑ _____
- 2 ☑ He shouldn't do that, _____
☑ _____
- 3 ☑ It's strange, _____
☑ _____
- 4 ☑ The new TV's great, _____
☑ _____
- 5 ☑ That was exciting, _____
☑ _____

*9 24.4 Listen and check your answers to exercise 8. Then act out the conversations with a partner.

Question tags to check information

We use question tags to check information.

79 plus 21 makes 100, *doesn't it?*

You eat meat, *don't you?*

Here, the tag means:

'Is the statement correct?'

Egypt's in Europe, *isn't it?*

Yes, I think so.

No, it isn't! Egypt is in Africa.

***10** **24.5** Listen to people checking information. Where are the mistakes?

School Disco

Friday ^{8th} ~~6th~~ March
7 p.m. - Midnight

1 Charlie Jenkins phoned about Saturday job
Age: 16

2

- 1 Paris
- 2 red, white and blue
- 3 about 65,000
- 4 14th July

3

Richard ✓	Mary ✗
Jack ✓	Bella ✓

4

Largest rainforest in the world Produces 20% of the world's oxygen

The Amazon Rainforest

Has 2m plant and animal species Nine different countries Most of it is in Ecuador

***11** **24.6** Add the question tags. Listen and check, then practise reading the conversations with a partner.

- ▶ Your sister's left school now, hasn't she?
- No, she finishes next summer.
- Oh, OK.
- 1 You went to the USA last year, _____
- Yeah, we had a really good time.
- 2 A spider's got six legs.
- No, it's got eight legs, _____
- Oh yes, I think you're right.
- 3 I will see you again, _____
- Of course you will! Don't worry.
- 4 It's made of glass.
- No, it's made of plastic, _____
- No, it's definitely glass. Feel it.
- Oh yes.
- 5 James can swim, _____
- No, I don't think he can, actually.
- 6 It isn't raining, _____
- Yes, I'm afraid it is.

***12



What personal information would you like to check? Work in groups. Write sentences with tag questions for the people in your group. Use these topics.

birthdays hobbies family likes and dislikes experiences habits and routines future plans

- Paul, your birthday's in June, isn't it?
- Molly, you like rock music, don't you?
- Andy, you've got two brothers, haven't you?
- Sarah, you're going to swimming club tomorrow, aren't you?

***13



Talk in groups. Use your sentences with question tags from exercise 12 to check if your ideas are correct.

Paul, your birthday's in June, isn't it?

No, it's in July.
Molly, you like rock music, don't you?

Yes, that's right.

***14

GAME

Work in small groups. There are ten errors (scientific, historical, mathematical, geographical) in this picture. Can you spot them? Look at page 154 to find the answers.

They speak Portuguese in Brazil

New Delhi
INDIA

zebras

sunflowers

Leonardo da Vinci painted the Mona Lisa.

Elephants can't jump.

Versuvius is in Italy

Buenos Aires
VENEZUELA

Butterflies make honey.

beef

$7 \times 7 = 84$

$11 \times 11 = 121$

$H_2O = \text{carbon dioxide}$

The Netherlands won the World Cup in 2010.

Ag = silver

People first landed on the moon in the 1920s.

camels

Fish and eggs are full of vitamin B

Ag is silver, isn't it?

Yes, I think so.

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
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7			
8			
9			
10			
11			
12			
13			
14			

Reading and writing

1 Match 1–5 with a–h to complete the conversation. You don't have to use all the letters.

▶ b

I'm fine, thanks.

1 _____

Yes, I went to the cinema.

2 _____

Joe and Heidi.

3 _____

'Down in the City'.

4 _____

Yes, it is.

5 _____

About half past ten.

a That's a really long film, isn't it?

~~b How are you?~~

c What kind of film is that?

d You went out last night, didn't you?

e Who did you go with?

f What time did you get home?

g What film did you see?

h How long did it last?

3 Read the letters and write the missing words. Write one word on each line.

Dear Oscar

Where are you? ¹_____ haven't you answered my phone calls? I'm worried about you. You remember Julia, ²_____ you? She gave me your address. I asked, ³_____ did you last speak to Oscar?' and she replied, 'I don't know. It was a long time ago.' Now she's worried about you too. You are OK, ⁴_____ you?

Please, please write.

Ivy

Dear Ivy

Thank you for your letter. You sent your letter to my old address. I've moved house and started a new school. I didn't hear your phone calls. How ⁵_____ times did you call? When? You've got the Internet, ⁶_____ you? I've put my email address at the end of this letter. You will write again, ⁷_____ you? It was so good to hear from you.

Oscar

P.S. ⁸_____ is Julia?

2 Read the emails. Choose a word from the box. Write the correct word next to numbers 1–5.

how is many much kind what when where who why

Dear Julia

Is _____ the bike still for sale? What ¹_____ of bike is it? ²_____ colour is it?

Ben

FOR SALE

Bicycle: £30

**Contact Julia at
Julia_21@onmail.com**

TO RENT

*Holiday Cottage for
six people; beautiful views
£450 a week
Email Tom at
tom854@vmail.com*

Dear Tom

I'm interested in your holiday cottage, but I'd like some more information. ³_____ is it? How ⁴_____ bedrooms does it have? ⁵_____ big is the garden? Can you send me a photo?

Thanks

Bella Lyell

Listening

4 R13.1 Listen and tick ✓ the correct picture.

► Where are Paul and Sandra?



1 Why does Paul need new shoes?



2 How does Paul pay for the shoes?



5 R13.2 Listen and draw lines.

Mike

Dave

Vicky



Sidney

Carla

Mandy

Speaking

6 Work in pairs. Student A look at the information below and student B turn to page 157. Complete the table. Ask your partner questions to get the information you need. Use the prompts.

Bus to city centre

bus stop / it leave from	<i>number 9</i>
long / the journey	<i>forty-five minutes</i>
much / a single ticket cost	<i>three pounds</i>
often / the bus leave	<i>every ten minutes</i>
time / next bus	<i>2.20</i>
where / buy a ticket?	<i>on the bus</i>

Train to city centre

platform / it leave from	
long / the journey	
much / a single ticket cost	
often / the train leave	
time / next train	
where / buy a ticket?	

What bus stop does the bus to the city centre leave from?

Number nine.

What platform does the train to the city centre leave from?

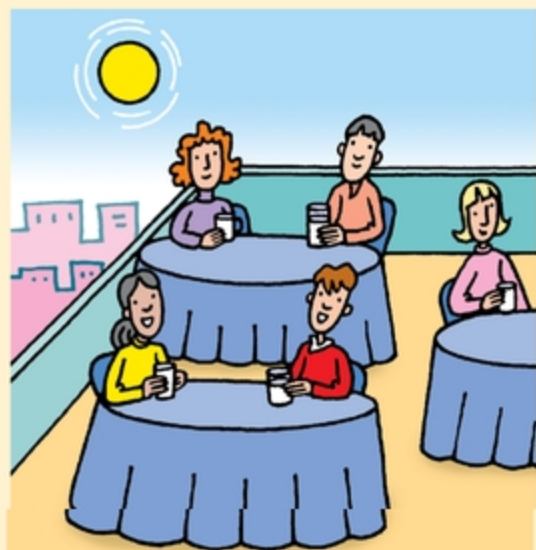
Number seven.

25 Conjunctions

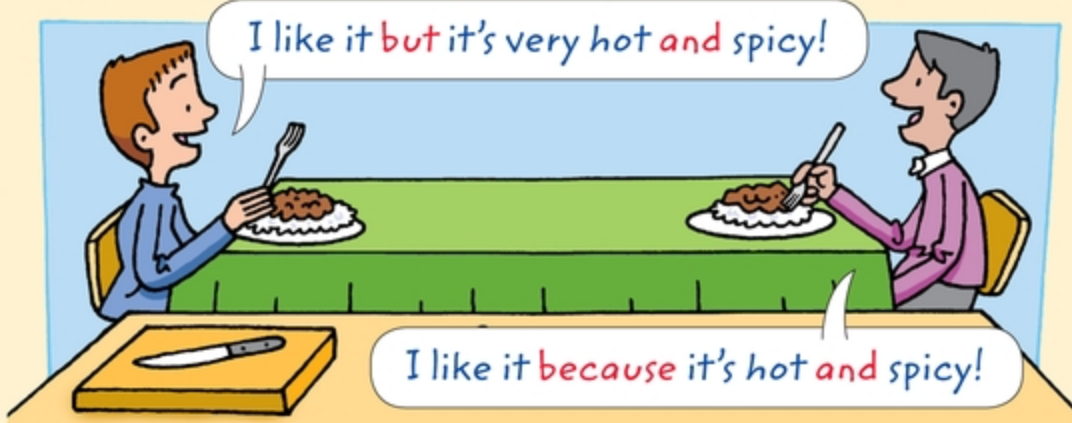
I can recognize and use the conjunctions **and**, **but**, **or**, **because** and **so** to link ideas in sentences.

And, but and or

We use conjunctions to link ideas together when we speak or write. We use them to show ideas like similarity, difference, reason, options, and result or consequence.



We use **and** to link two similar ideas in one sentence.
The sun's shining. It's 31°C.
*The sun's shining **and** it's 31°C.*
*It's sunny **and** warm.*



We use **but** to contrast two different ideas in one sentence.
The sun's shining. It's -5°C.
*The sun's shining **but** it's -5°C.*
*It's sunny **but** cold.*



We use **or** to talk about two different possibilities or options.
We can sit outside. We can sit inside.
*We can sit outside **or** inside.*
*Do you want to sit here **or** go inside?*

*1 Choose the correct conjunction.



► She has black hair and / or brown eyes.

- 1 Would you like to stay in **and** / or go out this evening?
- 2 I have a bike **or** / **but** I don't use it.
- 3 I can play the guitar **and** / **but** the piano.
- 4 I think she's a doctor **but** / or a teacher. I'm not sure.
- 5 I like pizza **and** / **but** I don't like pasta.
- 6 That tiger is beautiful **but** / or it's very dangerous.

*2 Read and complete the sentences with **and**, **but** or **or**.

- All my friends liked the film ...
 ... but I thought it was boring.
 ... and I loved it too.
- 1 You can have chocolate sauce ...
 ... _____ you have to pay extra.
 ... _____ strawberry sauce.
 - 2 I was late for school ...
 ... _____ I missed the first lesson.
 ... _____ I didn't miss the exam.
 - 3 Would you like to go to the beach ...
 ... _____ go to the mountains?
 ... _____ have a swim in the sea?

***3** Match 1–7 with a–h and add *and*, *but* or *or*.

► I could come at 1 b

1 Do you want a pen ____

2 He's very kind ____

3 She likes walking ____

4 Was it easy ____

5 It was difficult ____

6 There were lots of sheep ____

7 We can stop now ____

a ____ running.

b or 2 o'clock.

c ____ have a break.

d ____ no cows.

e ____ helpful.

f ____ a pencil?

g ____ I did it.

h ____ difficult?

***4** **GAME** Play this memory game in small groups. Take turns to add an item to the list.

I went to the shop and
I bought a pen.

I went to the shop and I
bought a pen and an apple.

I went to the shop and I bought
a pen, an apple and a hat.

I went to the shop and ...

***5** Talk in pairs. How many ways
can you finish these sentences?

Computers are expensive but ...

Snow is beautiful but ...

Money is important but ...

Chocolate is nice but ...

Cars are useful but ...

Sunshine gives us vitamin D but ...

Computers are expensive
but they are useful.

***6** **25.1** Listen. Which intonation pattern do all
the questions below have – a, b or c? Listen
again and repeat the sentences.



1 Do you prefer hot food or cold food? ____

2 Are you over the age of 12 or under the
age of 12? ____

3 Do you prefer watching sports or doing
sports? ____

4 Do you live in a house or a flat? ____

***7** Use the questions in exercise 6 to
interview a partner.

***8** Work with a partner. Take turns to ask
questions about the choices. Use *Do
you ... or ... ?* or *Are you ... or ... ?* and
the prompts.

Do you prefer chess or computer games?

*I prefer computer games because they're
more exciting, but I like chess too.*



chess / computer games



books / TV



only child / brothers
and sisters



cats / dogs



a morning person /
an evening person

Because and so

Because and **so** are conjunctions. We use **because** to give the reason for a fact or situation. It answers questions with **Why?**



Fact or situation	Reason
He's got wet hair.	He's been swimming.
He's got wet hair because he's been swimming.	

It's cold **because** the window's open.
I'm happy **because** I passed my exams.

In writing we usually use **because** in the middle of a sentence. In speech we can also use it at the beginning of a sentence.

- Why has he got wet hair?
Because he's been swimming in the sea.

We use **so** to talk about the result of something. It answers the question *What happens next?*

Fact or situation	Result
She felt ill.	She went to the doctor.
She felt ill so she went to the doctor.	

I was tired **so** I went to bed.
The birds were beautiful **so** I took a lot of photos.

*9 25.2 Listen and tick ✓ the correct picture.

► Why didn't you come to the party?



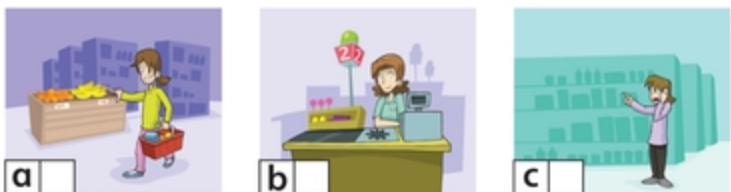
1 Why aren't there any more biscuits?



2 Why are you late for school?



3 Why are you going to the supermarket?



4 Why have you got that backpack?



*10 Work in pairs. Ask and answer questions from exercise 9. Think of different reasons.

Why didn't you come to the party?

Because I was on holiday.

*11 Choose the correct conjunction.

- I live a long way from school **because** / **so** I go by bus.
- He's hungry **because** / **so** he didn't have any breakfast this morning.
 - You broke it **because** / **so** you can pay for a new one!
 - Fish makes Alison ill **because** / **so** she never eats it.
 - The Atacama Desert is dry **because** / **so** it hardly ever rains there.
 - Ryan wanted to buy a new computer **because** / **so** he got a job.
 - I woke up early **because** / **so** I went for a walk.
 - She can't walk **because** / **so** she's hurt her leg.

***12 25.3** Listen to two people playing a game. Tick all the 'odd ones out' they find.

Odd one out

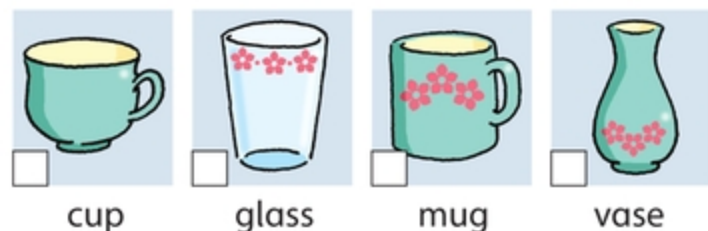
Rules of the game

Work in small teams. Find as many 'odd ones out' as you can.

Group 1



Group 2



Group 3



Points

2 points for every 'odd one out' you find.
5 points for an 'odd one out' reason that no other team thinks of.

***14 25.5** Complete the second part of the conversation with the conjunctions in the box. Then listen again and check.

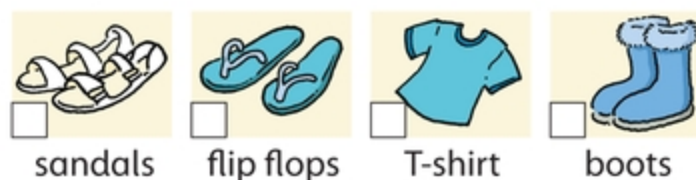
but or ~~because~~ so and because

- Group 2 – well, the vase is the 'odd one out' because it isn't for drinks ¹ _____ the cup is the 'odd one out' because it hasn't got flowers on it.
- OK. Group 3. The doctor's the only woman ² _____ she's the 'odd one out'.
- Yes, and the thief's the 'odd one out' because the teacher, the taxi driver and the doctor all help people ³ _____ the thief doesn't help people.
- And the teacher is the 'odd one out' ⁴ _____ she works in the day but the others all – sometimes ⁵ _____ always – work at night.

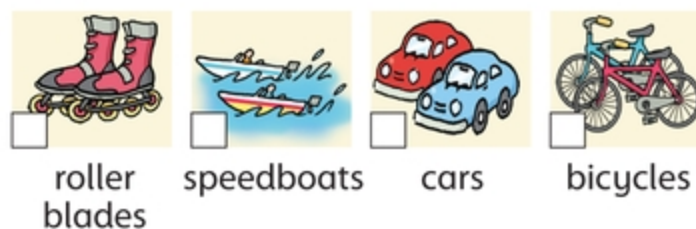
Brilliant!

***15 GAME** Work in pairs. Find the 'odd ones out' in each group. Use the points system from exercise 12.

Group 4



Group 5



Group 6



The sandals are the 'odd one out' because they aren't blue.

And the T-shirt is the 'odd one out' because ...

***13 25.4** Circle the correct conjunctions in the conversation. Then listen again and check.

- Group 1 – the zebra, the tiger and the fish all have two colours or but the whale is only one colour, ¹ so / **because** the whale is the 'odd one out'.
- Yes, ² **but** / **because** the fish is also the 'odd one out'.
- Why?
- ³ **And** / **Because** the others are all animals.
- ⁴ **Or** / **But** the whale is a fish!
- No, it isn't. It lives in the water but it isn't a fish ⁵ **or** / **because** it has to have air.
- Oh, yes!

Work in pairs. Read the letter from a magazine and make decisions about your trip. Think about the reasons for your decisions. Make notes.

Around the world in six weeks!

Congratulations! You have won a 'round-the-world' travel ticket! You and a friend and your two families can travel around the world for six weeks – free!

Now it's time to make some important decisions!

1 Route

Which way around the world would you like to travel?

Option A: east to west

Option B: west to east



Shall we ... or ...?

2 Cities

Which cities would you like to stop in? Choose SIX. If you're not sure where they are, find them on a map.

Toronto St Petersburg
Moscow Seoul
New York Oxford Tokyo
London Paris Bangkok
Cairo
Los Angeles Shanghai
Mexico City Mumbai
Rio de Janeiro Cape Town
Canberra

I'd like to go to ... and ...

I like ... so ...

Would you prefer to go to ... or ...?

3 Transport

How would you like to travel?



by coach



by ship



on horseback



by hot-air balloon

I'd like to do this part of the journey by ... because ...
It's a long way from ... to ...
so I think we should ...

4 Luggage

What form of luggage will you take? Choose ONE.



backpack



suitcases

... is better because ...

5 Equipment

What will you take? Choose FIVE.



We need to take ... because ...
We don't need to take ... because ...
It will be cold in ... so ...

Tell the rest of the class about your plans in exercise 16.

We're going to travel from west to east because ...

Write to the magazine about your plans for your trip around the world.

Thank you for my prize!
We'd like to travel from west to east because ...

****19** Choose the correct answer.

- Has she got blue eyes or ___ eyes?
a green ☒ b she got green ☐
- 1 I don't like it because ____.
a boring ☐ b it's boring ☐
- 2 She can sing and ____.
a can dance ☐ b dance ☐
- 3 You can have a sandwich or ___ hot food.
a some ☐ b can have some ☐
- 4 It's nice but ___ very expensive.
a it's ☐ b is ☐
- 5 It started raining so ___ home.
a we went ☐ b went ☐
- 6 Do you prefer maths or ____?
a art ☐ b prefer art ☐

****20**  Choose three of the topics below. Write a short paragraph about each one. Use *and, or, but, because* or *so* to link ideas in your sentences.

A long journey

Where did you go? Why was it a long journey?
How did you feel?

A time I was ill

Why did you get ill? How did you feel?
What happened?

A time I was late for something

What were you late for? Why were you late?
What happened?

When I received a gift

Who gave you the gift? Why did they give it
How did you feel? to you?

When I gave a gift

Who did you give it to? Why did you give it
How did they feel? to them?

A LONG JOURNEY

I went to the beach in the car with my family. It was a long journey because there was a lot of traffic on the roads and ...

****21** Join the pairs of sentences to make one sentence. Use *and, or, but, because* and *so*. The new sentence will be the number of words in brackets.

- It's beautiful. It's very expensive. (6 words)

It's beautiful but it's very expensive.

- 1 I want to go home. I'm cold. (8 words)

- 2 You can do it now. You can do it later. (7 words)




- 3 I didn't feel well. I went home early. (9 words)

- 4 He can ski. He can snowboard. (5 words)

- 5 I started the book. I didn't finish it. (9 words)

- 6 I've studied conjunctions. Now I can use them correctly. (10 words)

Self-evaluation Rate your progress.

			
1			
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21			

26 Zero conditional

I can recognize and use the zero conditional.



We use zero conditional sentences to describe things that always happen.

We also use it to talk about things that happen in the same way every time. These can be scientific or technical facts, or personal habits.

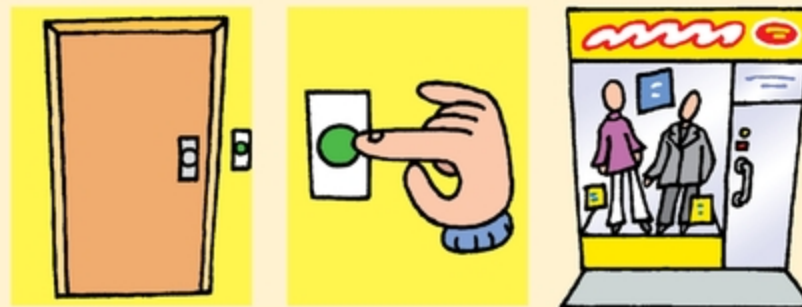
If you mix red and yellow you get orange.

He doesn't go out if the weather's bad.

Conditional sentences show a link between two events.

All conditional sentences are formed of two clauses. The 'condition' clause describes the cause and the 'result' clause describes the effect.

There are different kinds of conditional sentences. In zero conditional sentences, we use the present simple in both clauses. We use **if** to link the clauses.



Condition

Result

You press that button.

The door opens.

If + present simple present simple

If you press that button, the door opens.

The result clause can come before the condition clause. We only use a comma (,) when the **if** clause comes first.

Result

Condition

The door opens if you press that button.

***1 26.1** Match 1–6 with a–g. Listen and check, then listen and repeat.

► If you don't eat healthy food, g

1 If you don't eat, ____

2 If you don't drink, ____

3 If you don't sleep, ____

4 If you stay too long in the sun, ____

5 If you spend too much time alone, ____

6 If you don't do any exercise, ____

a you get hungry.

b you get unfit.

c you get sunburn.

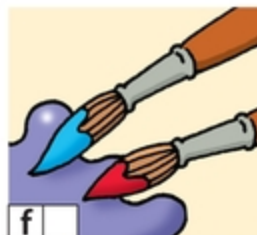
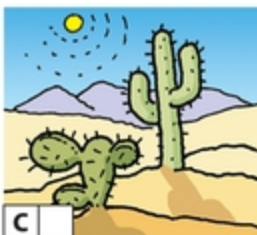
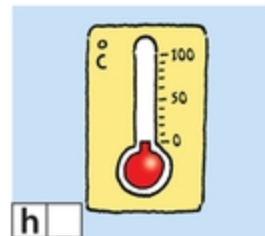
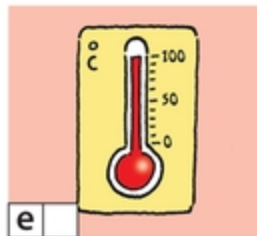
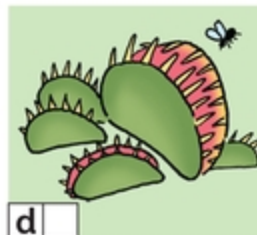
d you get thirsty.

e you get lonely.

f you get tired.

~~g you get ill.~~

***2 26.2** Listen and number the pictures.

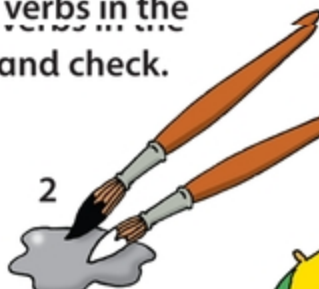


***3** **26.3** Complete the sentences with the correct form of the verbs in brackets. Then listen again and check.



- 1 **A rainbow** If it is (be) sunny and raining at the same time, this appears (appear) in the sky.
- 2 **100°C** If you _____ (heat) water to this temperature, it _____ (boil).
- 3 **Venus flytrap** This plant _____ (close) if an insect or spider _____ (walk) on it.
- 4 **Purple** You _____ (get) this colour if you _____ (mix) red and blue.
- 5 **Brown** You _____ (see) this if you _____ (mix) all the colours of the rainbow together.
- 6 **Cacti** These plants _____ (be) OK if they _____ (not get) much water.
- 7 **100°C** Water _____ (freeze) if it _____ (cool) to this temperature.
- 8 **Icicles** These _____ (form) if water _____ (drip) and _____ (freeze).

***4** **26.4** Complete the zero conditional definitions with the verbs in the correct form. Listen and check.



be cut get ~~have~~ keep
mix need rain ~~use~~ wear

► **Tissues** You use these if you have a cold.

- 1 **Sunglasses** People _____ these if it _____ very sunny.
- 2 **Grey** You _____ this colour if you _____ black and white.
- 3 **An umbrella** This _____ you dry if it _____.
- 4 **A plaster** You _____ this if you _____ your finger.

***5**

GAME

Cover the sentences in exercise 4. Look at the pictures. How many definitions can you remember?

***6**

How well do you know your partner? Guess, and circle, your partner's answers. Then talk to your partner to see if you are right ✓ or wrong X.

You ...	✓ / X
cry / don't cry if you watch a sad film.	
laugh / don't laugh if someone tickles your feet.	
get in a bad mood / feel fine if you don't have any breakfast.	
are patient / impatient if you have to wait for something for a long time.	
read / sleep / look out of the window / listen to music / start a conversation with a stranger if you go on a long train or bus journey.	
ask for help / don't ask for help if you can't do something.	
get angry / stay calm if someone gets cross with you.	
get anxious / feel happy if someone talks to you in English.	
say hello / smile / don't do or say anything if you see your neighbour.	
feel happy / anxious if someone gives you a baby to hold.	

You don't cry if you watch a sad film.

No, that's not true! I cry!

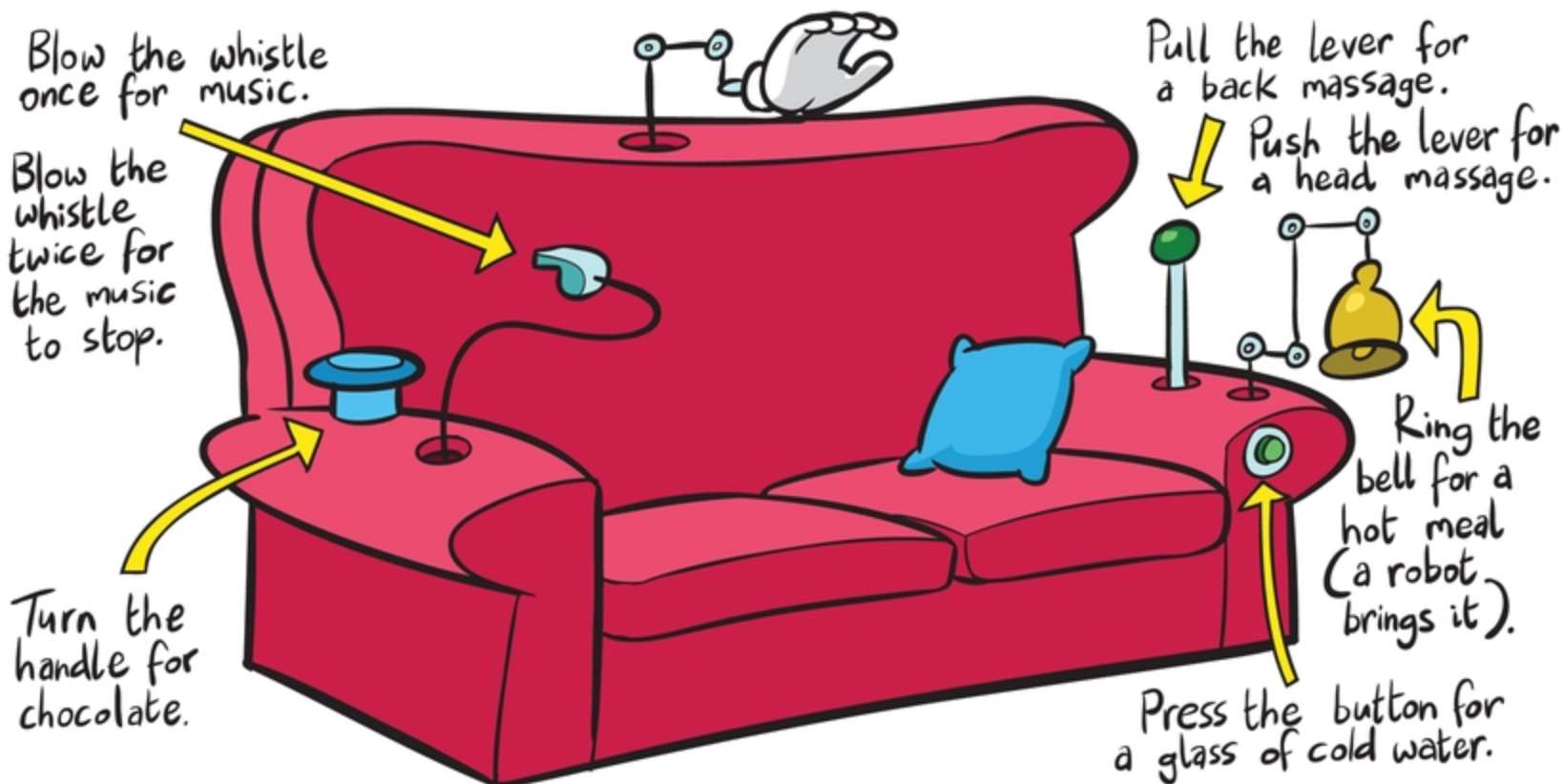
***7**



Write about your partner. Use the information from exercise 7.

Edward cries if he watches a sad film but he doesn't laugh if someone tickles his feet. He ...

***8** Look at the picture and complete the sentences with the 'Action' and 'Result' verbs in the correct form.



Action

blow ~~blow~~ press
pull push turn ring

Result

get give get bring
massage ~~play~~ stop

► If you blow the whistle once, music plays.

1 If you _____ the whistle twice, the music _____.

2 If you _____ the lever, the machine _____ you a back massage.

3 If you _____ the lever, the machine _____ your head.

4 If you _____ the handle, you _____ chocolate.

5 If you _____ the bell, a robot _____ you a hot meal.

6 If you _____ the button, you _____ a glass of cold water.

***9**



Work in small groups. Design one of the machines below. What levers, buttons and handles does the machine have? What do they do? Write about the machine using zero conditional sentences.

The Hot Day Machine
The Snowy Day Machine
The 'I Can't Get to Sleep' Machine
The 'I Need to Get Fit' Machine

THE SNOWY DAY MACHINE

If you press this button, your clothes get warmer and ...

***10**



Explain your machine to other groups. Whose machine do you like the best?

This is our machine. It's called 'The Snowy Day Machine'. It's very clever. If you press this button, your clothes get warmer and if you ...

Self-evaluation Rate your progress.

	😊	😊😊	😊😊😊
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Reading and writing

- 1 Match 1–5 with a–h to complete the conversation. You don't need to use all the letters.



- It's nine o'clock.
b
- 1 I like this green paint – and I like this blue paint.
—
- 2 OK. Anything else I need to know?
—
- 3 What do you mean?
—
- 4 OK, I'll be careful. Can we start now?
—
- 5 Oh no! I'll go and get some.
—
- a If you get this paint on your clothes, it doesn't wash out.
b ~~Yes, and we've got a lot to do, so we should start now.~~
c I think so ... but we haven't got any brushes!
d We need this because the paint is very old.
e Yes. Don't get paint on your clothes because it'll ruin them.
f If you do that, the paint dries very quickly.
g OK. If you do that, I can put these newspapers down.
h The blue's lovely, but there isn't a lot of it, so don't use too much.

- 2 Read the article. Choose the right words below and write them on the lines.

Reading



Reading is an excellent way to improve your English. There are lots of stories for students of English, so why not look for one in your school library ¹ _____ bookshop today? Of course, there will be a lot of words that you don't understand, ² _____ you don't need to worry about every new word. It slows you down ³ _____ you use a dictionary all the time. Keep reading, ⁴ _____ you will find that some new words appear again ⁵ _____ again. Make a note of these words ⁶ _____ check them in a dictionary. You don't need to read different kinds of books in English. ⁷ _____ you like reading crime stories in your own language, it's a good idea to read crime stories in English. Don't try to read books that are above your level ⁸ _____ they will be too difficult ⁹ _____ you won't be interested in them. Remember, you don't just have to read books. You can read newspapers ¹⁰ _____ magazines in English too.

- so because but 6 and because so
1 or but so 7 If So Because
2 if but because 8 because so but
3 because if or 9 but and if
4 so and if 10 or but so
5 or but and

Listening

3 **R14.1** Listen and write.



VITAMINS AND MINERALS IN OUR DIET

► A balanced diet rice, pasta, meat, fish, cheese, nuts, fruit and vegetables

- 1 Vitamin _____ keeps us healthy – found in tomatoes, potatoes and peppers
- 2 Vitamin A good for growth and our _____
- 3 Vitamin _____ important for strong muscles
- 4 Vitamin D good for our bones and _____
- 5 Vitamin D in fish and milk and from _____

4 **R14.2** What do the buttons on the TV remote control do? Listen and write a letter (a–f) in each box.



- a makes picture brighter
- ~~b switches TV on and off~~
- c changes TV to DVD
- d makes sound louder
- e changes channel
- f makes sound quieter



1



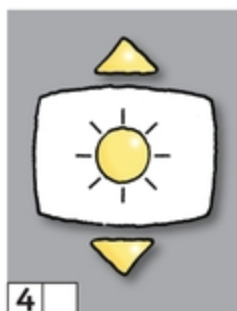
3



5



2



4



6

Speaking

5 Look at the pictures and tell the story.



1



3



2



4

6 Ask and answer the questions with a partner.

- Do you prefer mornings or evenings? Why?
- What do you do if you wake up very early in the morning?
- What do you do if you feel tired and sleepy in the afternoon?
- Do you prefer reading or listening to music at bedtime? Why?
- What do you do if you can't get to sleep at night?

Do you prefer mornings or evenings?

Why?

I prefer mornings.

Because I...

Reading and writing

- 1 Look and read. Choose the correct words and write them on the lines.

apples balloons ~~carrots~~ feathers future
iron history potatoes present roof sky

- They're orange. They grow under the ground. carrots
- 1 It's already happened. It can't happen again. _____
- 2 You have to cook them if you want to eat them. _____
- 3 It hasn't happened yet. _____
- 4 It's above us. We can see it but we can't touch it. _____
- 5 It's happening now. _____
- 6 It's made of metal. It makes clothes flat and it makes them look smart. _____
- 7 They're light. You might find them on the ground. Birds have them. _____
- 8 They're round. They're made of rubber. You fill them with air or gas. _____

- 2 Read the text and write the missing words. Write one word on each line.

above below ~~ever~~ last lot
many so when walked walking

The Kalka-Shimla Hill Railway

Have you ever been on a really amazing train ride? I have. I went on the Kalka-Shimla Hill Railway ¹_____ I was visiting family in India with my parents ²_____ year. The train leaves Kalka station at 656 m ³_____ sea level. It climbs 1420 m to Shimla station, high up in the mountains. There are a ⁴_____ of tunnels and bridges on the way. One thing surprised me. We saw local people ⁵_____ on the railway track. That doesn't seem safe to me.



- 3 Look at the picture and read. Write 'yes' or 'no'.

- The woman's eating. no
- 1 The grey cloud looks like a hand. _____
- 2 The man has already caught some fish. _____
- 3 There aren't any boats, cars or planes. _____
- 4 The baby is crying noisily. _____
- 5 The tennis racket is against the picnic basket. _____
- 6 The ball is smaller than the picnic basket. _____
- 7 The boy in the red T-shirt is the youngest person in the picture. _____



- 4 What does Amy say to Robert? Match 1–5 with a–h. You don't have to use all the letters.

▶ b

No, they're chocolate truffles.

1

I didn't buy them. I made them.

2

I mixed warm chocolate with cream.

3

Of course. Go ahead.

4

They're good, aren't they?

5

a How long do you have to cook them?

~~b Are those chocolate cakes?~~

c That tastes delicious!

d How did you make them?

e Yes, they're better than chocolate cakes!

f May I have that little truffle?

g Do you like making cakes?

h Were they expensive?



- 5 Read the letter and write the missing words. Write one word on each line.



Dear Brian,

You've heard about my plans for a trip to the jungle, haven't you? I'm ¹_____ to study some very unusual butterflies, and I think it'll be very interesting.

²_____ Suzy tell you about her adventures in the jungle last year?

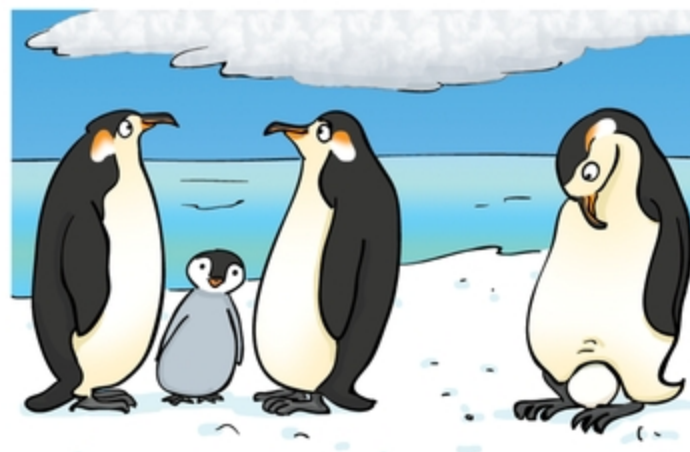
³_____ had a lot of difficulties and got ill, too. ⁴_____ worry about me. I'll be fine. I've got a good guide and I've been to that jungle three times.

Now, I must go and pack my bags. I ⁵_____ even started packing!

Richard

- 6 Read the article. Choose the right words and write them on the lines.

Emperor Penguins



Where do Emperor Penguins live?

Emperor Penguins live in Antarctica, at the South Pole. ¹_____ spend the entire winter on the open ice. No other animals do this.

²_____ big are Emperor Penguins?

Emperor Penguins are about 115 cm high. They are the ³_____ kind of penguin in the world.

⁴_____ is the life cycle of Emperor Penguins?

⁵_____ winter the female Emperor Penguin lays one egg. She ⁶_____ the egg with the male, then goes away for two months to find food. A strong wind makes the temperature ⁷_____ to about -50°C, but under the male penguin's body the egg is nice and ⁸_____. Incredibly, the male penguin doesn't eat ⁹_____ food at this time. After two months the female returns ¹⁰_____ looks after the chick. The male goes away to find food.

▶ in on at

1 It He They

2 What How Who

3 big bigger biggest

4 What How When

5 At On Every

6 leaves 's leaving left

7 fall falling to fall

8 warmly warm warmest

9 any some many

10 so and because

Speaking

11 Work in pairs. Look at the pictures. Can you find 10 differences?

In Picture 1 there are two tables but in Picture 2 there are six tables.

Picture 1



Picture 2



12 Look at the pictures and tell the story.



The boy went to Europe's biggest music festival in 2010 and there were balloons with ...

Unit 3

Articles and quantifiers

- 9 Look at the pictures on page 16 for two minutes, then answer the questions below.
- ▶ How many jars of water are there? 6
 - 1 How many pots of paint are there?
 - 2 Are there six tubs of glitter?
 - 3 How many tubes of glue are there?
 - 4 How many pieces of paper are there?
 - 5 Are there seven bags of clay?
 - 6 How many bottles of ink are there?
 - 7 Are there two rolls of brown paper?
 - 8 How many sticks of charcoal are there?

Unit 10

Past continuous

- 9 Look at the picture for two minutes, then answer the questions on page 55.



Unit 13, student A

Imperatives

- 8 Student B is at the station. Give him or her directions to these places.
- the café the lake the museum
- 1 It's a mystery tour, so don't tell student B where he or she is going. Use these phrases.
Go ... / Don't go ... Turn left/right ...
Take the first/second left/right ...
 - 2 Now you are at the station. Listen to student B's directions. Where does he or she take you?

Unit 24

Question tags

- 14 The ten errors on page 136 are:
- 1 Sunflowers are yellow or orange, not blue.
 - 2 Camels have one or two humps, not three.
 - 3 Oranges contain lots of vitamin C, not vitamin A.
 - 4 $7 \times 7 = 49$.
 - 5 Beef comes from cows, not sheep. Lamb comes from sheep.
 - 6 The capital of Venezuela is Caracas, not Buenos Aires. Buenos Aires is the capital of Argentina.
 - 7 H_2O is water, not carbon dioxide. Carbon dioxide is CO_2 .
 - 8 Butterflies don't make honey; bees do.
 - 9 People first landed on the moon in the 1960s.
 - 10 Spain won the football World Cup in 2010.

Unit 18, student A

Adjectives

- 14** Talk about the pictures with student B. Are they the same or different? Write S or D.

Picture 1 D



Picture 5 ____



Picture 2 ____



Picture 6 ____



Picture 3 ____



Picture 7 ____



Picture 4 ____



Picture 8 ____



Picture 1 is a picture of a small black dog.

The dog in my picture is small but it's white. That's different.

Unit 23, team B

Question words

- 16** General knowledge quiz. Play the quiz.

Team B

- 1 Prepare quiz questions from the information.
- 2 Answer questions from team A.
- 3 Ask team A your quiz questions.
- 4 The team with the most correct answers wins.

How old is the Eiffel Tower?

I think it's 160 years old.

No, it's 130 years old!

The Eiffel Tower

The Eiffel Tower is around 130 years old. It's 300 metres high.



- 1 100 / 130 / 160 years old?
How old is the Eiffel Tower?
- 2 100 / 200 / 300 metres high?

Male peacock, tail feather

Male peacocks have around 200 tail feathers. Each tail feather is about 150 cm long.



- 3 200 / 300 / 400 tail feathers?
- 4 the tail feathers: 75 cm / 150 cm / 175 cm long?

The human brain

The human brain is a pinkish-brown colour. The average adult human brain weighs about 1.5 kilos.



- 5 pinkish-brown / greyish-white / greyish-pink colour?
- 6 about 1 / 1.5 / 2 kilos?

Unit 18, student B

Adjectives

14 Talk about the pictures with student A. Are they the same or different? Write S or D.

Picture 1 D



Picture 5 ____



Picture 2 ____



Picture 6 ____



Picture 3 ____



Picture 7 ____



Picture 4 ____



Picture 8 ____



Picture 1 is a picture of a small black dog.

The dog in my picture is small but it's white. That's different.

Revision 5, student B

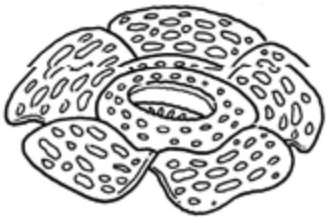
Speaking

6 Work in pairs. Student B look at the information below. Student A turn to page 114. Complete the table. Ask your partner questions to get the information you need. Use the prompts.



The smallest bird in the world

Name	The Bee Hummingbird
Bigger than a bee?	
Bigger than a large spider?	
Colour	
Male bird or female bird bigger?	
How often / male sit on the eggs?	



The biggest flower in the world

Name	The Rafflesia
Heavier than a one-year-old child?	yes
Bigger than a large bicycle wheel?	yes
Colour	red, brown and white
Smell	horrible
How often / it / produce a flower?	hardly ever

What's the smallest bird in the world?

The Bee Hummingbird.

What's the biggest flower in the world?

The Rafflesia.

Revision 7, student B

Speaking

- 6** Work in pairs. Student A look at the information below and student B turn to page 138. Complete the table. Ask your partner questions to get the information you need. Use the prompts.

Bus to city centre

bus stop / it leave from	
long / the journey	
much / a single ticket cost	
often / the bus	
time / next bus	
where / buy a ticket?	

Train to city centre

platform / it leave from	<i>number 7</i>
long / the journey	<i>20 minutes</i>
much / a single ticket cost	<i>six pounds</i>
often / the train	<i>every 15 minutes</i>
time / next train	<i>2.30</i>
where / buy a ticket?	<i>at the ticket office</i>

What bus stop does the bus to the city centre leave from?

Number nine.

What platform does the train to the city centre leave from?

Number seven.

Unit 13, student B

Imperatives

- 10** Student A is at the station. Give him or her directions to these places.

the swimming pool the tower the beach shop

Go ... / Don't go ... Turn left / right ...

Take the first / second left / right ...

Word list

Word	Unit		
a few	11, 12, 19, 22	comfortable	7, 19, 20
a little (adj, det)	9, 12	comic	3
after	22	competition	6
ago	22	cook (n)	8
air	9, 25	cotton	5, 18
already	19	could (v)	14, 24
angry	5, 7, 19, 26	cross (v)	13
anything	26	cry (v)	5, 8, 9, 10, 11, 23, 26
anywhere	13	cut (v)	7, 11, 12, 26
arrive	11	dance (v)	5, 6, 9, 14, 19, 25
artist	1	dangerous	12, 18, 20, 25
astronaut	6	dark	10, 18, 21
aunt	20	date (n)	22
away	10	dear (adj)	6, 9, 12
bark (v)	7	decide	10, 12
before	22	dentist	6, 16, 22, 23
begin	9	desert	11, 20, 25
bin	13, 16, 21	diamond	20, 21
blow (v)	8, 26	diary	8, 17
boat	3, 7, 8, 9	dictionary	1, 11, 13, 15, 19
bored	7, 16	dinosaur	18, 22
born	9, 11, 22, 23	direction	13
bottom	12, 21	dirty	8, 10, 18
break (v)	11, 23	donkey	2
bridge	13	drum (n)	10
broken	11, 14	dry	12, 17, 20, 25, 26
brush (n, v)	2, 11, 8, 19, 22	duck (n)	4, 10
build (v)	11	east	13, 25
burn (v)	11	engineer	18
bus stop	21	ever	11
butter	3	everyone	5
butterfly	1	everything	5, 9, 16, 18
button	26	exam	6, 9, 12, 17, 22, 23, 24, 25
calm (adj)	5, 7, 26	excellent	23
camel	24	factory	16
camp (v)	11	fall	5, 9, 10, 11, 12, 24
card	15	fall over	10
career	19	famous	6, 12, 18
caterpillar	1	far (adj, adv)	4, 12, 14
ceiling	12, 21	fast (adj, adv)	18, 19, 20, 23, 24
century	22	feel	7, 15, 16, 18, 19, 20, 26
charcoal	3	finish (v)	8, 9, 11, 19, 22
chat (v)	6, 9, 11, 12, 22	fire (n)	12, 13, 14, 16
cheap	18, 20	fix	11, 12, 14
clay	16	flour	3
club	8, 23, 24	fly (n)	2
colourful	18, 20	follow	13
		forest	9, 21
		forget (v)	11, 13
		friendly	18, 20
		front	21
		full	24
		fun (adj, n)	7, 12, 20
		future	12, 15, 23
		gate	13
		get off	10
		get on	10
		get to	23, 26
		glass (adj)	5, 7, 18, 21, 24, 25, 26
		glitter	3
		glove	2, 10
		glue (n, v)	3
		go out	6, 13, 25, 26
		gold (adj, n)	3, 6, 20
		golf	6, 19, 24
		goose	2
		ground (n)	6, 13, 21
		group	9, 20, 25
		grow	5, 11, 21
		half (adj, n)	8, 10, 16, 22
		happen	10, 11, 12
		hard (adj, adv)	11, 16, 19
		hardly	19
		hate	6, 12
		hear	4, 7, 14
		heavy	18, 20
		high	23
		hill	21
		hit (v)	9, 10
		honey	3, 7, 18, 24
		hotel	11
		hour	9, 11, 22
		husband	8, 19
		ice (n)	3
		icicle	26
		ill	5, 10, 25, 26
		important	11, 12, 16, 18, 23
		ink	3
		insect	20
		interesting	4, 7, 18, 20
		into	10, 11
		invent (v)	6, 9, 12
		jam (n)	3
		job	6

journalist	8	outside	6, 17, 25	shelf	2, 12, 17, 20
journey	9, 25	over (adv, prep)	16	should	17
just	15	paint (n)	3, 10	silver (adj, n)	3, 24
kilo	2, 3	paper (adj, n)	3, 5	since	11
kilometre	14	past (n, prep)	9, 23	sing (v)	5, 6, 7, 8, 9, 10, 16
kind (adj)	17	pepper	5	singer	8, 20
knife	2	photographer	8	ski (n, v)	6, 12, 19, 22, 24, 25
land (v)	10, 15	piece (n)	3	sky	1, 12, 26
language	20	pilot	6, 8, 24	slice (n)	3
late (adj, adv)	6, 9, 13, 18, 19, 25	pizza	6, 18, 23, 25	smell (n, v)	7, 14, 18, 19
later	12, 25	planet	9	sneeze (v)	5, 12
laugh (v)	5, 7, 9, 10, 26	plastic (adj, n)	5, 7	snow (n)	5
leather	5, 18	player	7, 9, 20, 23	snowman	7
leave (v)	9, 11	pocket	9, 21	so (adv, conj)	17, 25
left (adj, n)	13	policeman/woman	7	soap	3
lie down	9	pollution	3, 5	someone	7, 15, 23, 26
light (adj, n)	13, 18	pony	2	soon	8, 12
lightning	9	post (v)	4, 12	sound (n, v)	7, 18, 19
litre	3	post office	20	south	13
litter (n)	13	postcard	12	space	21
little	12	prefer	25	speak	6, 8, 13, 19, 24
look like	7, 18	press (v)	26	spend (v)	9, 16
lovely	24	problem	9	spicy	5, 25
made of	5, 24	programme	24	spin (v)	5
magazine	3, 6, 20	pull (v)	26	spoon	3
married	11, 12	push (v)	26	spoonful	3
maths	12, 19, 25	quarter	22	stamp (n)	1, 23
may (v)	15	queen	1	station	13, 21
meal	18, 24	radiator	21	stay	6, 9, 11, 24, 26
medicine	5, 12, 16	rainbow	2, 15, 26	steal	12
meet	8, 9, 19, 21	rarely	19	still (adv)	19
metal (adj, n)	5, 18	ready	18	storm (n)	9
midnight	22	recently	11	straight ahead	13
might	15	relaxed	5	straight on	13
minute	11, 22	remember	1	strange	18
mix (v)	26	rich	6, 12, 20	strong	5, 20
modern	18	right (adj, n)	13	study (v)	8, 9, 11, 16, 23
month	11, 20, 22	ring (n, v)	2, 9, 18, 26	suddenly	10
moon	1, 6	rubber (material)	5	sugar	3
much (adv, det, pron)	3, 4, 16, 23	rubbish (n)	3, 16, 21	suitcase	25
museum	14, 16, 18	rug	21	sure	12
necklace	3, 2, 20	safe	18, 20	surname	24
news	19	salt (n)	3	sweet(s)	5, 14, 17
newspaper	8, 21	same	22, 23, 24	taste (n, v)	7, 18, 19
next (adj, adv)	21, 22	scissors	3	taxi	17, 25
noisy	9, 19, 20	scream (v)	5	teach	16
north	13	seatbelt	1	team	20
of course	14, 15, 24	secret	12	teenager	19
office	20	seem	7, 18	tent	8, 9
once	11, 19	sell	4	thank (v)	6, 16, 25
other (det, pron)	3, 21, 25	send	12	theatre	21

Word	Unit				
thirsty	5, 6, 19, 26	uniform (n)	16	win (v)	6, 9, 11, 12, 22, 24
through	9, 23	university	21	wish (n)	6
tidy (adj, v)	6, 9, 16, 22	until	11	wolf	2, 20
tin	3	use (v)	11, 13, 15, 26	wood	5, 20
together	19	usually	9, 19, 22	wool	5
tomorrow (adv, n)	8, 12, 22	warm	1, 7, 9, 21, 25	year	2, 8, 22
tonight (adv, n)	12, 23	way	2, 25	yet	19
traffic	3	west	13	zero	26
trophy	6	where	9, 10, 20, 21, 23		
tube	3	whistle (v)	7, 26		
turn (v)	13	wife	2, 19		
twice	11, 19	will (v)	12, 18, 23, 24		

Irregular verb list

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was	been	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	run	ran	run
catch	caught	caught	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	send	sent	sent
do	did	done	sing	sang	sung
drink	drank	drunk	sit	sat	sat
drive	drove	driven	sleep	slept	slept
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spend	spent	spent
feel	felt	felt	stand	stood	stood
find	found	found	swim	swam	swum
fly	flew	flown	teach	taught	taught
forget	forgot	forgotten	take	took	taken
get	got	got	tell	told	told
give	gave	given	think	thought	thought
go	went	gone, been	understand	understood	understood
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
know	knew	known	win	won	won
leave	left	left	write	wrote	written