



Student's DVD-Rom

**OXFORD** 

# Oxford Grammar 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

<b>0.0</b> 0.0 (=track number)	Listening activity
	Speaking activity
GAME	Game
	Extended writing activity
<b>©</b>	Pronunciation activity
192	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.
Не	painted	them.
Jack and Heidi	like	the picture.
Theu	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 su	bject	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 \_\_\_\_\_

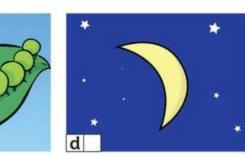
- \$3 Choose the correct answer.
  - ▶ I've got(them)/ they.
  - 1 Can you help us / we?
  - 2 Him / He lives here.
  - 3 They / Them are German.
  - 4 He doesn't know me / I.
  - 5 I can go with she / her.
  - 6 I / Me drink juice in the morning.
- **\*4** Write the sentences in the correct order.

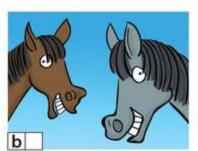


-	her/he			e / remem			em	bers	
	He	re	m	e	m	Ь	ers	he	r.

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. <u>They</u>
	keep your feet war	m.
1	's in the	sky. At night,'s
	yellow.	
2	live in fie	elds and on farms. People
	ride	
3	rules a c	country. You see
	on coins and stam	os.
4	/s small.	's green.
	will cha	nge into a butterfly one day
5	keeps _	safe in the car.

27 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

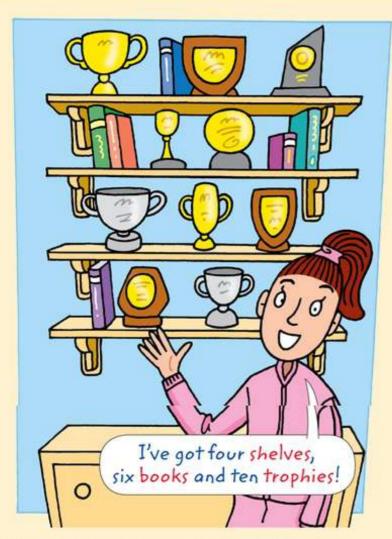
_61

Self-evaluation	Rate y	our progress.

	9	<b>3</b>	و و	9
1				
2				
3				
4				
5				
6				
7				

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.

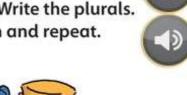
key keys toy toys Change -y to -ies in nouns ending in consonant + -y.

pony pon**ies** family famil**ies** 

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



1 one face



two hats



tw



2 one knife



two



3 one brush



two\_



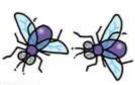
4 one leaf



two.



5 one fly



two



6 one tomato



two\_



7 one donkey



8 one apple

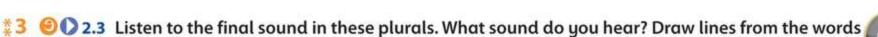


two.



two\_

/z/: flowers, potatoes, ponies, keys, shelves /s/: cats, rocks, ships





to the sounds.

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





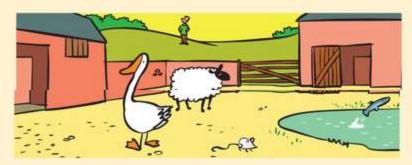


## Irregular plurals

These nouns have irregular plural forms.



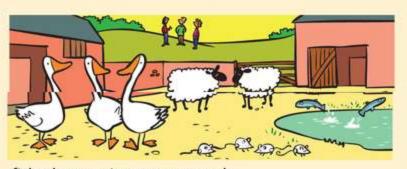
man, woman, child, tooth, foot



fish, sheep, mouse, goose, person



men, women, children, teeth, feet



fish, sheep, mice, geese, people



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 \_\_\_\_\_\_.

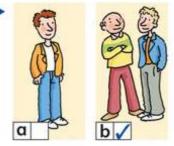
- 4 He has one tooth.
  - I have thirty \_\_\_\_\_.
- 5 He has one fish. I have six \_\_\_\_\_\_.
- 6 I can see one woman. He can see four \_\_\_\_\_
- 7 You can see one person. I can see three \_\_\_\_\_

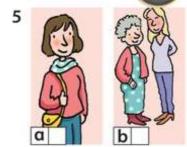
8 This is a radio.

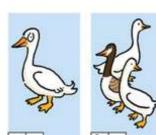
These are \_\_\_\_\_\_.

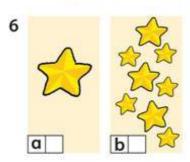
- 9 Ow! My foot! Ow! My \_\_\_\_\_!
- 10 One sheep. One hundred \_\_\_\_\_

#### \$5 2.5 Listen and tick the correct picture.

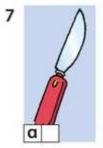


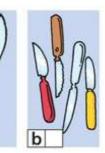


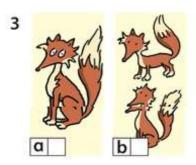




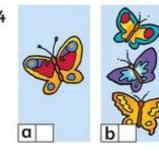


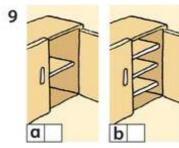












#### \$6 Write the singular form.

-	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



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

365

There are seven colours in a rainbow.

There are 12 months in a year.

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





Sandwichs: £3.50, Cakes: £4.00

9

lock.
ree
5
lo

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

و و	CLOTHES QUESTIONNAIRE	
9 >	How many rings do you have?	0_
1 پ	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?	_
3 4	How many necklace do you have?	
	How many dress do you have?	_
96	How many hat do you have?	
ے 7 پ	How many watch do you have?	
333	How many glove do you have?	-

CONTRACTOR OF THE PARTY OF THE		on Rate yo	eren Latera Zaneren
	<b>9</b>	99	000
1			
2			
3			
4			
5			
6			
7			
8			
9			

## Reading and writing

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



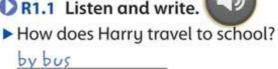
I have a big fam	ily . There are lots of
1 my	mum, my three older sisters,
my two aunts an	d my grandma. There's just
one <sup>2</sup>	– my dad. My oldest sister
is married. She's o	got two girls and two boys.
That's four 3	! My grandma is lovely.
4 is 79	years old. We call ⁵
'Granny Rose'.	

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

Dear Ben,	
Thank you for yo arrived yesterda are great! I look	y. The photos
every day. How is	s your brother? Is
say 'hello' to 3	
	again soon. Or
maybe we can sp some time?	beak on the phone
I can call 5	
From Andy	

## Listening

3 R1.1 Listen and write.



- 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.

# 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	plural countable
nouns	nouns
	TALL OF THE PARTY

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 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 \_\_\_\_ 22 traffic 8 time

9 money 23 piece 24 juice

10 petrol 25 furniture \_\_\_\_ 11 cup

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	а	spoonful	of	honey.
There are	100	kilos	of	rice.
There's	а	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 03.2 Listen and tick \( \square \) the correct picture of Millville.









- ▶ 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

Work in pairs. Cover your answers in

exercise 6. How many phrases can you remember?

a cup of tea

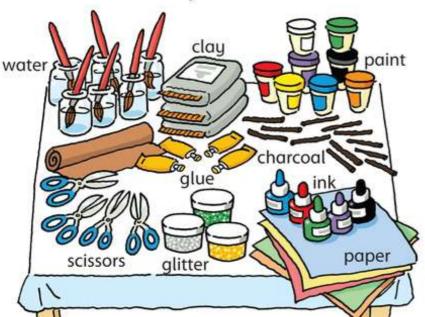
a tube of ...

- \*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!
    - \_there?
  - 2 How many slices of cake are there? \_there?
  - 3 How many bags of rice are there?
  - \_there?
  - 4 How many bottles of water are there?
  - 5 How many tins of paint are there? How \_\_\_\_\_ \_ there?
  - 6 How many pieces of fruit are there?
    - \_there?
  - 7 How many jars of jam are there? How \_\_\_ there?
  - 8 How many loaves of bread are there? 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.



**\*10** 

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

- Have you got <u>any</u> family in other countries?
  - No, but I've got <u>some</u> friends in Italy.
- I need \_\_\_\_\_ old family photos for a school project.
  - There are \_\_\_\_\_ old photos in that box.
- 2 Have you got \_\_\_\_\_ gold jewellery?
  - No. I've got \_\_\_\_\_ silver rings but I haven't got \_\_\_\_ gold jewellery.
- 3 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.

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



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					
2					
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6					
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12					

## Demonstratives

I can recognize and use demonstrative adjectives and pronouns.

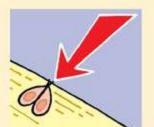








This and these indicate nouns that are near us.



Look at this!

What are these mushrooms?

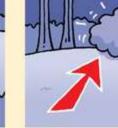
#### Demonstrative adjective + noun

We can use this, that, these and those with a

This song is really good. Who's that girl? I want these pens. Those bags are nice.

That and those indicate nouns that are far from us.





Look at those footprints!

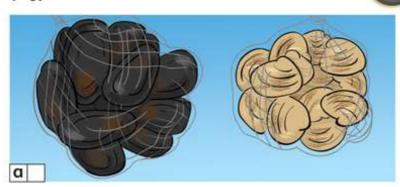
Can you hear that noise?

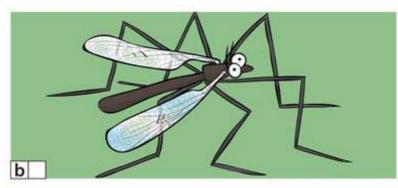
#### Demonstrative pronoun + no noun

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 04.1 Listen and number the conversations













\*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 \( \bigcup 4.2 \) Listen. Are the <u>underlined</u> sounds the same or different? Write S or D. Then listen and repeat.





▶ <u>th</u>is is <u>th</u>e door <u></u>



▶ <u>th</u>ose <u>d</u>ucks <u>D</u>



1 these things \_\_\_\_



2 that zebra \_\_\_



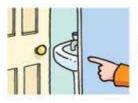
3 This is the key. \_\_\_



4 <u>Th</u>ose are <u>th</u>eir dogs. \_\_\_\_



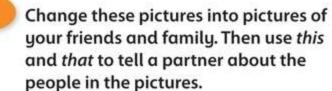
5 Are these vases? \_\_\_\_

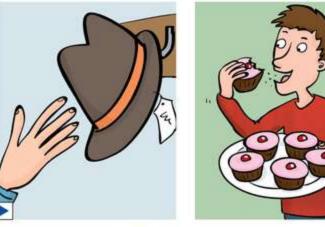


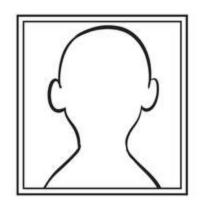
6 That's the bathroom.

\$4 \( \mathbb{O} \) 4.3 Complete the conversations with this, that, these or those. Then listen and check.



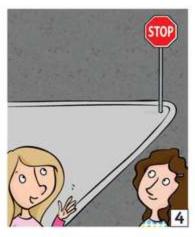


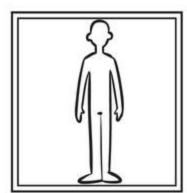


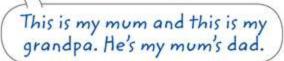


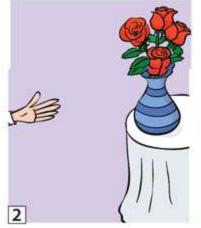














That's my brother, William. He wears glasses.



▶ 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?

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







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.





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



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. 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.

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

# Attention: all artists!

We need <u>some</u> 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.
- Sring 6\_\_\_ food for lunch and 7\_\_\_\_\_ bottle of water.
- And finally, please tell your friends! We need 8\_\_\_\_\_ help!

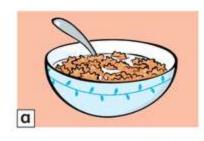
•	any	a	some
1	the	some	any
2	those	this	these
3	α	old	that
4	a lot of	much	many
5	some	any	much
6	some	а	any
7	some	a	any
8	much	many	a lot of

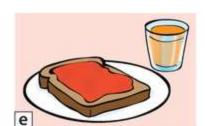
### Listening

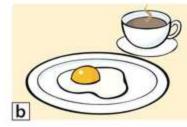
3 R2.1 What do Julia and her family have for breakfast? Listen and write a letter in each box.

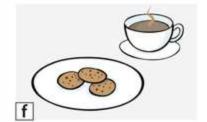


•	Julia	e	3 Mum	6	Seth	
1	Grandpa		4 Dad	7	James	
2	Grandma		5 Beth			

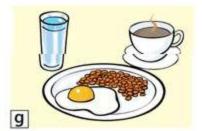


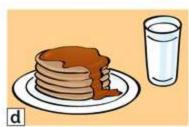


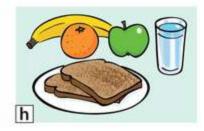








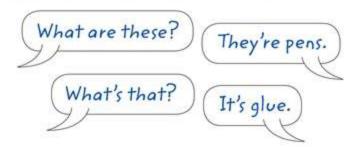




## Speaking

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?



## Reading and writing

- 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.
  - ▶ Grocer Can I help you?

Peter e

1 Grocer These are very sweet.

Peter \_\_\_\_

2 Grocer Anything else?

Peter \_\_\_\_

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

Peter \_\_\_\_

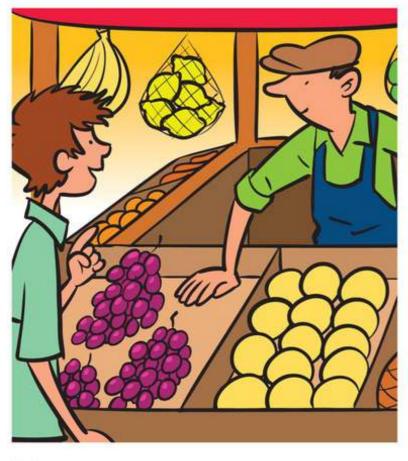
4 Grocer Six.

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?



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

> 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	
sisters. <u>We</u> called Hanbridge. Har farms – you can see o in the fields around h	
Write and tell 4 hometown.	about your
Iris P.S. I'm writing 5 computer!	email on my new

### Listening

4 R3.1 Listen and write.



#### **Mixed Fruit Smoothie**

What is it? a delicious snack

Good points healthy and doesn't take much '\_\_\_\_

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\_\_\_\_\_

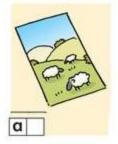
Ingredient 4 a 5 \_\_\_\_\_ of honey

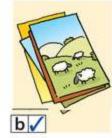
How do you make it? Blend all the ingredients in a food processor for 30 seconds – then enjoy!

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



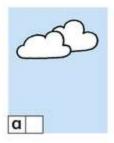
► What has Bev got?



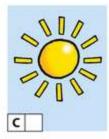




1 What weather do they usually have on the island?







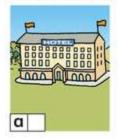
2 Which is Bev's grandma?

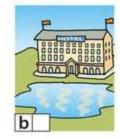






3 Which is the Island Hotel?







## Speaking

6 Look at the pictures and tell the story.











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.

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 0 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 <u>make</u> everything <u>yellow</u>



3 Yoga \_\_\_\_\_\_ people \_\_\_\_\_



1 Water \_\_\_\_\_ things \_\_\_\_\_



4 Bad drivers \_\_\_\_\_ him \_\_\_\_



2 Exercise \_\_\_\_\_\_ me \_\_\_\_\_.



5 The sun \_\_\_\_\_\_ her \_\_\_\_\_

#### 2 0 5.2 Listen and number the pictures 1–5.















#### \*3 0 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.

#### 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



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.

#### § 6 Match 1–5 with a–f.

- I don't read those books at night.
- 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.



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

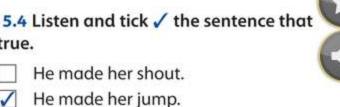
## Make somebody or something

#### + 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.
	► □ Harris de Brancher de

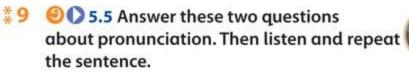


1 🗌	She made him stop.
	She made him go.
2 🗌	He made the bird fly away.
	He made the woman go away.

3 🗌	The book made her cry.
	The book made her laugh.
4 🗌	She made him fall off his bike

<b>-</b>	one made min fall on his bike.
	She didn't make him fall off his bike.
5 🗌	The pepper made the woman sneeze
П	The pepper made everyone sneeze.

$\square$	The pepper made everyone snee:
6 🗌	The dogs are making them smile.
	They are making the dogs dance.



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



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

1	The onions	-
	The clowns	
3	The boy	
4	The flowers	



5 The man \_

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.

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

7

▶ It	's made of wood	<u></u>
1 T	hey	
2 It		·
3 It		
4 T	hey	
5 It	<u> </u>	•
6 T	hey	
7 It		



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?

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





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

ف	Think of three things that
و	are made of wood
ف	pencils tables doors
۰	
۰	are made of metal
۰	
۰	are made of plastic
و	
و	are made of leather
•	I C 11
و	are made of cotton
۰	-to
۰	make people cry
و	waka sasala lavat
و	make people laugh
۰	ale and a second
و	make people sneeze
و	ales a sala casa
و	make people scream
و	1
•	make people jump
ڡ	
۰	make people happy
ف	
و	make people sad
۰	www.eka.naanla.anamu
۰	make people angry
ف	make people scared
و	
	make food sweet
	Section and the second constant of the second
-	make food spicy
-	
-	make dogs happy
۰	-
۰	make cats happy
۰	

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

- ▶ happy / makes / what / you
   <u>What makes you happy?</u>
   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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# 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.

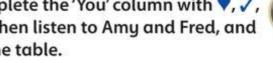
We often use love, like, don't like and hate + -ing to talk about our feelings for hobbies and everyday activities.

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

#### Write the -ing forms.

	drink	drinking	7	win	
1	play	S	8	run	
				get	
3	have		10	tidy	
4	chat		11	find	
5	go		12	lose	
6	do		13	clean	

\$3 ○ 6.1 Complete the 'You' column with ♥, ✓, X and XX. Then listen to Amy and Fred, and complete the table.



Var. Ameri Frad



	You	Amy	Fred
paint		1	XX
computer games			
basketball basketball			
ball games			

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

My sister Daisy	and I are very d	lifferent! She likes
doing (do)	sports, but I like	'(make)
things. I like 2_	(draw),	3(paint)
and 4	_ (cook). I like <sup>5</sup>	(write)
stories too. Dai	sy hates 6	(be) inside
the house. She	loves 7	(swim) in summer
and 8	_ (ski) in winter.	

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 <del>listen to</del> 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

I like watching films.

I don't like doing crossword puzzles.

board games

football

#### 5 Write the sentences.

11.



- ► 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

5

1

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

#### و

#### 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
Sally	Tanya 💙	William X	Tony <b>♥</b>	Yasmin XX

#### Verb + to + base form

We use want + to + base form to talkabout 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	<ul> <li>D 6.2 Listen and tick ✓ the correct answer.</li> <li>Sam to go to the supermarket.</li> <li>a ✓ doesn't want b _ wants</li> </ul>	the correct form of the verbs in Then listen and check. Act the conversations with a partner.	brackets.
	<ul> <li>1 Jenny wants this evening.</li> <li>a to go out b to stay at home</li> </ul>	I'd like <u>to go</u> (go) to the beach.  Me too but I don't want <u>to go</u> (g	o) in the
	<ul> <li>2 The woman to sit down.</li> <li>a  doesn't want b  wants</li> <li>3 Charlie would like to be</li> </ul>	sea.  1	
	<ul> <li>a □ a teacher b □ an astronaut</li> <li>4 Ben □ like to work in a hospital.</li> <li>a □ would b □ wouldn't</li> </ul>	(have) a cold drink.  2  I don't want (go) to school tomorrow.  Nor me. I don't want (do)	
	<ul> <li>5 Alex doesn't want</li> <li>a  to be rich b to be famous</li> <li>6 Sue speak to the teacher.</li> <li>a  doesn't want to</li> </ul>	exam.  3	ey!
9	€ € 6.3 Listen to these sentences. Answer the question about pronunciation. Listen again and repeat the sentences	*11 What do you want to do sentences with (don't) we would(n't) like. Then talk	ant and

ite and ut 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.

a /tu:/ b /tə/

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?





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. <sup>\*</sup>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 ...

ب

\$15 Complete the emails with the -ing or to + base form of the verb in brackets. Hi Kim Dear Kim Would you like 6\_\_\_\_\_ (go) on holiday with me It's a beautiful day today. I really want to cook this year? I like 7\_\_\_\_\_ (travel) to different cities (cook) a nice meal this evening. What would you like and I love \*\_\_\_\_\_ (visit) museums. How about you? 1\_\_\_\_\_(eat)? What do you like 9\_\_\_\_\_ (do) on holiday? And Dad where would you like 10\_\_\_\_\_(go)? Beth Hi Kim Dear Kim Do you like 2\_\_\_\_\_ (watch) films? I want I have two tickets for a piano concert on Saturday evening. Would you like 11\_\_\_\_\_ (come) with 3\_\_\_\_\_ (see) a film this evening but I hate me? I love 12\_\_\_\_\_ (listen) to piano music. 4\_\_\_\_\_ (go) to the cinema alone. Do you want 5\_\_\_\_\_ (come) with me? Do you? Mandy Jenny You are Kim. Reply to the emails in Self-evaluation Rate your progress. exercise 15. 1 Dear Dad 2 3 Thank you. I'd like to eat fish and salad toniaht. I love 4 sitting in the 5 6 7 Work What

	Work in pairs. What do you like doin What do you want or what would y like to do now?
-	play football eat pizza be outside o my brother be at home
I lik	vant to eat pizza now!
	I'd like to be outside

# 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
A CONTRACTOR OF THE PROPERTY O	I can see	a man	running.
So ?	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 <del>a man</del> a woman a boy a policeman two women



- ▶ I can see <u>a man talking</u> (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 07.1 What can you hear? Listen and circle the correct answer.
  - I can hear a person walking/ a horse running.
  - 1 I can hear someone singing / whistling.
  - 2 I can hear a dog barking / a bird singing.
  - 3 I can hear a clock ticking / an alarm ringing.
  - 4 I can hear a phone / phones ringing.
  - 5 I can hear a man / a woman singing.
  - 6 I can hear someone coughing / sneezing.
  - 7 I can hear people shouting / laughing.
  - 8 I can hear a person / people clapping.

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.

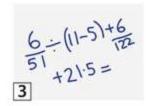
hot cold sad <del>good</del> funny angry difficult happy

- ▶ That looks good
- 1 He \_\_\_\_\_\_.
- 2 They \_\_\_\_\_\_.
- 3 That \_\_\_\_\_
- 4 She \_\_\_\_\_\_.
- 5 They
- 7 He \_\_\_\_\_



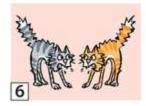






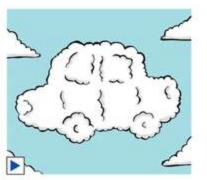




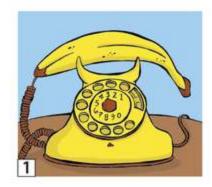


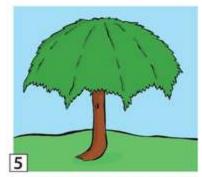


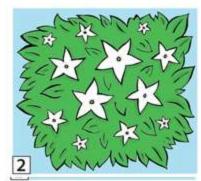
5 Look at the pictures and complete the sentences with look or looks like and a noun from the box.





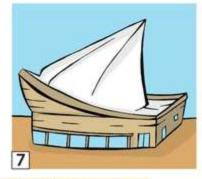












a boat a banana a bowl of fruit <del>a car</del> flowers a frog stars an umbrella

▶ It	looks	like	a	car

1	It	25
2	They	98

- 3 It \_\_\_\_\_\_.
- 4 They \_\_\_\_\_\_.
- 5 It \_\_\_\_\_\_.
- 6 It \_\_\_\_\_
- 7 It \_\_\_\_\_



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.

e x.

bad calm <del>good</del> happy interested right sweet

- ► That sounds terrible.

  It doesn't sound good
- 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 \_\_\_\_\_
- 👯 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.



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?

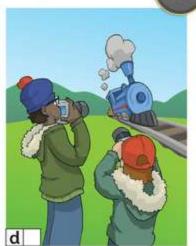
3 a thing that looks like a kite?

4 a person taking a photo?

5 a person cutting paper?

## \$11 D 7.3 Listen and number the pictures 1–5.















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

= amazing

3 (=) = OK

5 ( = exciting

2 (=) = boring

4 (\*\*) = fun

1 (%) = scary

Paintballing sounds fun.

I think it sounds scary.

## Self-evaluation Rate your progress.

	9	<b>9</b>	9 9
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.

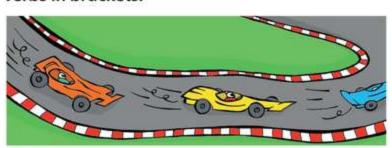
cakes <del>water</del> ice medicine onions sugar

- ▶ 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
- 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 em	nail.The picture made me
laugh (laugh)! Do	o you like 1 (watch)
motor sport? I've w	on two tickets for an event
on Saturday 17th.	I love 2(go) to things
like that, but I don't	t want 3 (go) on my
own. Come with m	el
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 f	antastic.
It was wonderful to hear you	
singing again. It made 1	
so happy! I wanted 2	tell
everyone, 'I know her! She's r	my
friend!' You sounded 3	<u> </u>
professional singer and you lo fantastic too. was your dres 4 wool?	
School holidays start next we	ek.
5 you like to meet u	
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.









1 shoes



2 armchair



3 microwave oven



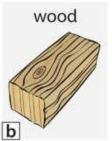
4 boxing glove

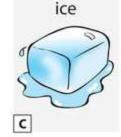


5 handkerchiefs

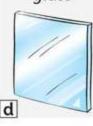








glass





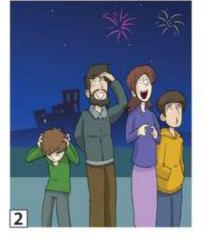


# Speaking

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**

#### Negative

#### Questions

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

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

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 → sit <b>s</b> walk → walk <b>s</b>	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?

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

	2	1)0	you do your homework
		every night?	
	Q	Yes, I <u>do</u>	
1	0	What	this word mean?
	0	I	_ know. Sorry.
2	0	What	elephants eat?
	Q	Fruit, vegeta	bles, and nuts.
3	0		your sister go to school?

Complete the sentences with the present simple form of the verbs in brackets. Then match a-g



- ▶ 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. \_\_\_



Mill 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.



Write the questions and your short

- ▶ 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.



Use the questions in exercise 5 to interview your partner.

James, do you speak Spanish?

No, I don't.

Do your friends eat meat?

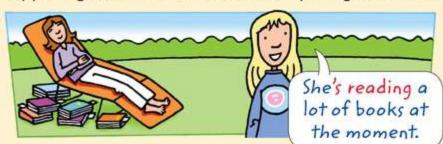
Yes, they do.

#### 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 → sing <b>ing</b> look → look <b>ing</b>				

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 08.2 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.

Mork 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



Yes, Iam.

\*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.



carrie's	diary
Sunday	
write son	as wit

Write songs with Angie B

Monday

Go shopping with

Tuesday

2 p.m. - meet new manager

Wednesday

Free day!!

Thursday

Children's hospital visit

The band's diary

Il 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.



#### 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.
- 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





Person 1 \_\_\_\_\_ Person 2 \_\_\_\_\_









































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 h	ritin	q (w	rite)	to yo	ou fro	om n	ny to	ent.
								lay -
								low, it
								blow)
It fe	eels l	ike v	vinte	r. W	hat's	the	weo	ther
like v	with	you	toda:	À,				
We	3	_ (3	stay)	in a	field	near	r th	е

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 â hôt côuntry!

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?

ž 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.

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
•	ing English / get/ better

Sel	f-evalua	tion Rate y	our progress.
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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.

3	
2	

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

- ▶ you / at school
  Were you at school
  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. start → started  $play \rightarrow played$  $ask \rightarrow asked$ 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.

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

 $cru \rightarrow cried$ 

like → liked share → shared study → studied

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

travel → travelled  $chat \rightarrow chatted$ 

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?

5 plan

#### \*3 Write the verbs in the past simple.



- 1 rain \_\_\_\_\_ 6 miss
- 2 tidy \_\_\_\_\_ 7 drop
- 3 call \_\_\_\_\_\_ 8 cook
- 4 try \_\_\_\_\_ 9 receive

## \*4 🗘 9.1 Listen and repeat.

▶ visit visited



/d/: climbed, stayed, enjoyed /t/: jumped, walked, watched

/id/: 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.

GAME 0 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.



► acted	(act) in filmsg_
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 \*\_\_\_\_\_(finish) it in August 2009. He originally \_\_\_\_ (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 <sup>7</sup>\_\_\_\_\_ (be) also problems with the weather. He \*\_\_\_\_\_ (not / sail) around

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



Jessica <sup>11</sup>\_\_\_\_\_ (be) born in Australia in 1993. When she was a child she had sailing lessons. For five years she and her family \_\_\_\_ (not / live) in a house or flat: they (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.



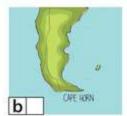


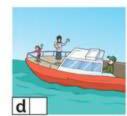
Work in pairs. Cover the article in exercise 7. Look at the pictures below and write J (Jessica) or M (Michael). Make sentences in the past simple with your partner.













Jessica had problems with her boat.

No, Michael had problems with his boat.



Complete the questions with was, were or did.



- ▶ What <u>did</u> 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?

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

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?



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

► come	came	5	sang
► become	became	6	rang
1	slept kept	7	told sold
3	thought	9	taught
	brought	10	caught

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



Dear Grandpa		
How are you? I <u>rang</u> ( Grandma said you were in		erday but
Guess what? Tommy 1 house yesterday. He 2		
him! He 3 (say), 'in the river.'		
Mum cooked the fish and D	ad 5	_ (make)
a salad. We 6 (sit	) and <sup>7</sup>	(eat)
in the garden. We all 8	(have) (	a fantastic
evening.		
See you soon.		
John		

John

14

19.4 Complete the conversations. Then listen and check. Act the conversations with a partner.

Did you drink my juice?

No, I drank my juice!

Did you sleep in a tent?

No, we on the beach!

No, I got a magazine.

No, I got a magazine.

Did you meet Julie?

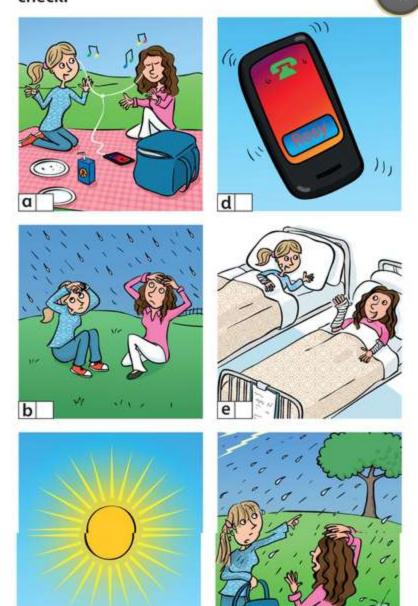
No, I pany.

No, but I saw some butterflies.

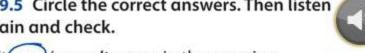
Did you have lunch?

Yes, I a sandwich.

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



\$16 O 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.

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.

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 ...

c 1

🗱 19 🎝 🦣 🕦 9.6 Read and listen. Then listen again and complete the song with the verbs below in the past simple. Match each part of the song to a picture. Listen again and repeat.



walk sit eat <del>spend</del> 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 ...



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'\_\_\_\_ 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.

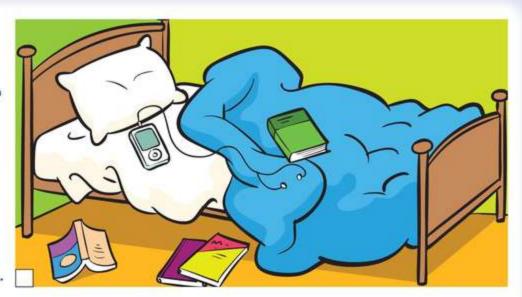
I <sup>9</sup>\_\_\_\_\_ the fresh air.

The world felt right.

I 10 \_\_\_\_ in the fields.

I 11\_\_\_\_ by a tree.

 $I^{12}$  happy each day ...









<u>Underline</u> five things in the <u>song</u> 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** 

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.

FLI	d someone who
• • •	had hot food for breakfast. <u>Sam</u>
	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?

Sel	f-evaluat	<b>ion</b> Rate y	our progress.
	9	9 9	999
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# 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.

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.





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.

What were you doing yesterday?

We didn't see you at school.

1		-	-	
	1			h
1 P. P. P.	-		2	
	ч	-	ч	
	-			y

What were you 4\_\_\_\_\_\_yesterday?

We didn't see you at school.

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

	We were 1 We didn't see you at all			We didn't see you at all.
	Yesterday, I was feelir I was <sup>2</sup> an I was <sup>3</sup> py	d resting all day.		I 6 feeling well at all, I was 7 really bad. I was lying in bed and 8 at books,
	My face was tired and	a grey.		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!
1	You We	verbs in brackets (write) an email (sleep)! (have) some	*5 *	<ul> <li>10.3 Listen again and complete the pronunciation information. Then practise reading the poem in exercise 3 with a partner.</li> <li>1 We stress / don't stress was and were in the poem.</li> <li>2 We stress / don't stress was and wasn't in the poem.</li> </ul>
4		(dream) about a	*6	Complete the questions with the past continuous form of the verb in brackets.  Note that were you doing (you / do) yesterday?  How (you / feel) yesterday?  What (you / wear) yesterday?  What English grammar
8	Sheseven o'clock.	(not / listen) to me. (watch) a film at	<b>*7</b>	(you / study) last week?  Work in pairs. Ask and answer the questions in exercise 6.
10		(they / go)? _ (it / rain) at six oʻclock? _ (you / wearing) jeans		What were you doing yesterday?  I was studying at school.
12	(3)	(he / not / look) at it?		

\*4





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 ...





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?



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	the phone rang		we were watching a film.	
	When				
	ALIS S		when	Past continuous	
			when	we <b>were</b> <b>watching</b> a film.	
	Past co	ontinuous	whe	n Past simple	
	We were watching a film		whe	the phone <b>rang</b> .	

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.



\*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.

















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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

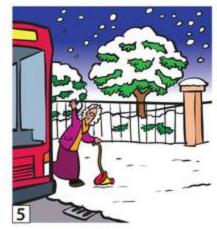
17 10.5 Complete the text with the past simple or past continuous form of the verbs in brackets. Then listen again and check.

444	4444
This happened (he	appen) last week when
I was in the park. Th	e sun 1
(shine) and I 2	(sit) on the
	(paint) a picture of
the ducks on the po	nd.
Some children 4	(play)
football. Suddenly,	their ball
5 (hit) r	ny 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
3	an) my picture so I
	ash them in the pond.
	(fly) away when
	rash) my hands
because they were	
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 t	he paper.
And that wasn't all.	When the ducks
14(WC	ılk) on my picture it
15(stc	irt) to rain. By now my
picture looked terrib	ole.
I 16(tl	nink) about what to do
with the picture who	en a girl <sup>17</sup>
(speak) to me.	
'I love your picture,'	she 18
(say). So what did I	

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

He got on the bus and he ...

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



Tom walked into the park. He ...

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.

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# Reading and writing

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.'

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

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

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

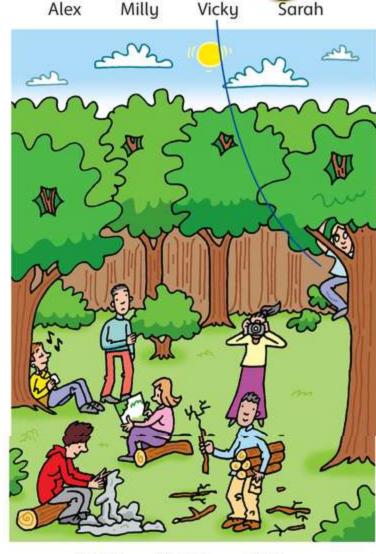
He picked it up and opened it. He couldn't believe his eyes. There was £10,000 inside! George took the money to the police. Will someone ask for it? George is still \_\_\_\_\_ (wait) to hear.

# Listening

3 R5.1 Listen and draw lines.

Alex





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.



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.

 $drink \rightarrow drunk$  see  $\rightarrow$  seen eat  $\rightarrow$  eaten swim  $\rightarrow$  swum fall  $\rightarrow$  fallen take  $\rightarrow$  taken ao  $\rightarrow$  been write  $\rightarrow$  written

go  $\rightarrow$  been wri I've written a letter.

Have you seen Andy?

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

				The second second
▶ phone	phoned	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	

Write the past simple and past participles of these yerbs

tnese 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 prese	ent
	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).

# 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? \_\_\_\_\_



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

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

My bike's disappeared.

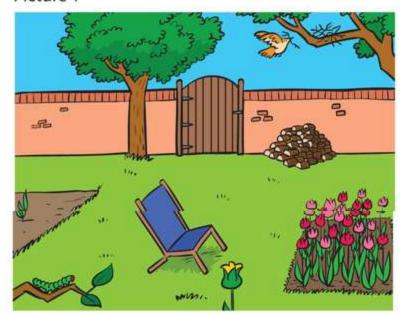
I've lost my phone.

\*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**.



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 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 bone2 go to the desert

4 see a scorpion5 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.

X =Never.

✓ = Yes, but not recently.

	Me	Dora	Ivy	Jason
climb a mountain		11	1	X
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! 'What have you done? /
What did you do?

Dora It was a very active holiday. One day we 2've climbed / climbed right to the top of a mountain.

Jason <sup>3</sup>I've never climbed / I never climbed a mountain. <sup>4</sup>I've climbed / I climbed a big hill but not a mountain.

Dora This <sup>5</sup>has been / was a real mountain.
There <sup>6</sup>has been / was snow at the top. <sup>7</sup>Have you ever climbed /
Did you ever climb a mountain, Ivy?

Ivy 8I have / I did, but not recently.

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**



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 <del>X</del> 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've been here	since	7.30 a.m.	
She's played the violin	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've been here	for	two hours.
She's played the violin	for	20 years.

### \*15 () 11.4 Listen and tick the correct answer.

- a ☐ Since I was four.b ✓ Since I was ten.
- 1 a  $\square$  For five years.
  - **b** For ten years.
- 2 a Since March.
  - **b** Since April.
- 3 a For 30 minutes.
  - **b** For 45 minutes.
- 4 α Since 2002.
  - **b** Since 2007.
- 5 a Since half past two.
  - **b** Since half past one.

### \*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 <u>for</u> three months.
- 1 Have you had that book \_\_\_\_\_ you were eight?
- 2 We've been here \_\_\_\_\_ five minutes.
- 3 She's worked there \_\_\_\_\_ ten years.
- 4 I haven't seen you \_\_\_\_\_ August.
- 5 He's been ill \_\_\_\_\_ a long time.
- 6 She's played tennis \_\_\_\_\_ 2009.
- 7 They've been very happy \_\_\_\_\_ they got married.
- 8 You've lost weight \_\_\_\_\_ last month.



#### Write sentences from the prompts.



- ► They / be married 30 years

  They've been married for 30 years.
- 1 I / know Lucy 2008
- 2 You/grow-I last saw you
- 3 It / not rain two years
- 4 We / live here a long time
- 5 He / not shave six months
- 6 Her English / improve she moved to the UK

#### 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?	5) (I
3 How long / you / know / your best friend?	
4 How long / you / study / English?	
5 How long / you / live / in your house?	

\$20 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 How long ever ...? have you ...?

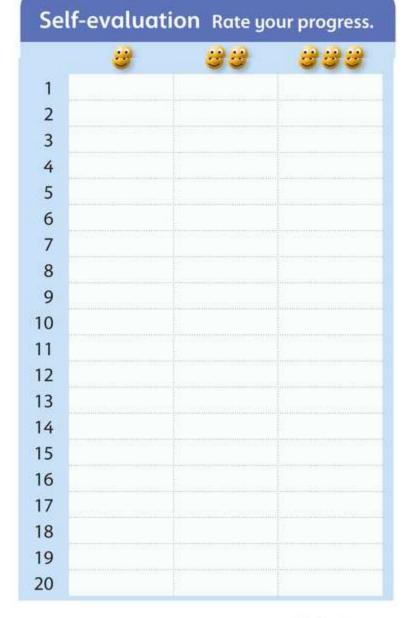
Have you ... recently?

How many times have you ...?

#### Answer cards



That's one point for me!



# 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.

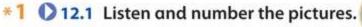


We use will to talk about predictions and when we make quick decisions, offers and promises.

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.















- 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

<b>3</b>	12.2 Listen and answer the questions about pronunciation. Then listen again and repeat.	Work in small groups. Compare your sentences. Who has the same plans as you?			
	<ul> <li>1 Underline the stressed (strong) words.</li> <li>a He's going to win!</li> <li>b What are you going to do?</li> <li>c They're going to help us.</li> <li>d Is it going to rain?</li> <li>e When are you going to ask her?</li> <li>f What's poing to began a page?</li> </ul>	I'm not going to eat any chocolate today.  Really? I'm going to eat some chocolate after this lesson!  Me too!			
	f What's going to happen now?  2 How is going to pronounced?  a /gəʊɪŋ tu:/  b /gəʊɪŋ tə/	*7 Work in small groups. Ask 'Why have			
4	12.3 Match 1–6 and a–f. Then listen and check.	you got that ?' about the objects in the pictures. How many different answers with <i>be going to</i> can you think of?			
	<ul> <li>Why have you got all that food with you? g</li> <li>1 Have you got any plans for the holiday?</li> <li>2 They've knocked down the old cinema!</li> <li>3 Are you OK?</li> <li>4 Have you got an umbrella with you?</li> <li>5 Have you bought a present for Sally?</li> <li>6 Why are you wearing those old clothes?</li> </ul>	apple camera roll of paper			
	<ul> <li>a I'm going to paint the ceiling.</li> <li>b No, I'm not going to give her a present.</li> <li>c Yes, we're going to visit my cousins.</li> <li>d No, look at the sky. It isn't going to rain.</li> <li>e No, I think I'm going to be sick.</li> <li>f Yes, but they're going to build a new one.</li> <li>g We're going to have a picnic.</li> </ul>	rubber boots map umbrella			
5	What are your plans? Write a tick (✓) or a cross (✗), then write sentences with 'm (not) going to and a time expression from the box.	Why have you got an apple?  I'm going to eat it.			
	after this lesson after school today this week at the weekend this afternoon this evening	I'm going to give it to the teacher.			
	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 cook it.			

I'm going to watch TV after school.

## Will

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 /	will/'ll	win.	
we / you / they	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 hat mid 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 D S she'll shell S D D
- 6 she'll feel S D D
- 7 they'll fail S D D
- 8 it'll little S D 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 \( \sum\_{\text{i'm}} \) I'm playing tennis with Billy tomorrow.
  - Q You \_\_\_\_\_(win).
- 3 It's the maths exam tomorrow. I really need to pass it.
  - Q + 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

▶ D I think the test will be really difficult.

It won't

\_\_\_\_\_ 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.

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\_\_\_\_\_

Write questions about the pictures in exercise 13.



Ask and answer the questions in small groups.



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.

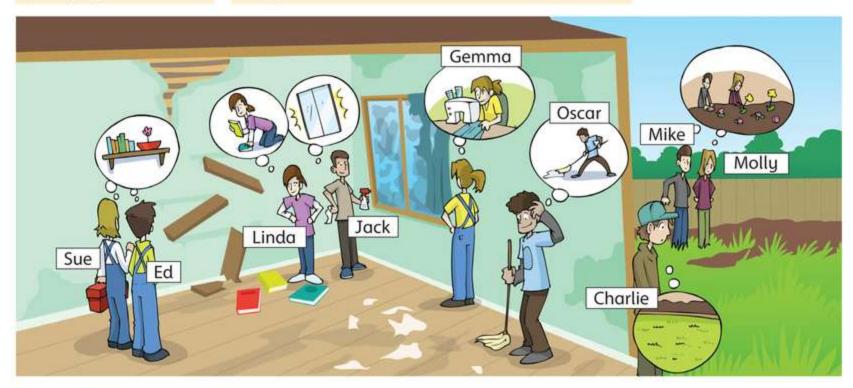
Look and write. What are they saying? Complete the offers of help with 'll, a verb and a noun.

Verbs

<del>clean</del> 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	

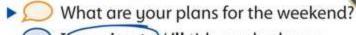
- 1 Oscar I
- 2 Ed and Sue We \_\_\_\_\_\_.
- 3 Linda I
- 4 Gemma I \_\_\_\_\_
- 5 Mike and Molly We \_\_\_\_\_
- 6 Charlie I \_\_\_\_\_

\$18 GAMED How much can you remember? Who's going to do what? Cover the picture in exercise 17 and write the action plan.

ف	A	CT	TO	N	PL	AN
	- F-1	0	10	1 W	4 6	AIN

- 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.



- Im 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 D 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.



# 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!
7	
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 e	njoying the holiday so far.				
the next six wee	ay that I'1 at home for eks because I've made an important summer camp this year.				
3	very busy tonight and tomorrow.				
1.4	a `goodbye' meal with my family				
this evening, and tomorrow I 5 bags. I also need to do some shopping before toothpaste, a notebook, things like that. Help! I'so much to do!					
6	you a postcard and				
	you in a few weeks, OK? Is your				
What 8 with your plans	(you) this summer? Email me				
George					
think you 9	summer homework task: 'Where do you10 years from now? What ou 10 every day?' So,				



# 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.							
5.	9		99		00		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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16							
17 18							
19							
20							
21							
22							

# **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.

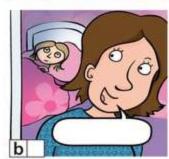
Please come here. Don't do that, please.



### \*1 13.1 Listen and number.









# ▶ to / listen / me

- Listen to me.
- 2 name/write/your
- 5 with/your partner/talk
- \*2 13.2 Match 1-9 with a-j. Listen and check. Then listen and repeat.
  - ▶ Look
- 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.

- Write these classroom instructions in the correct order.
  - 1 the / read / story
  - 1 the/read/story

  - 3 and/repeat/listen
  - 4 use/don't/a pencil

  - 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.

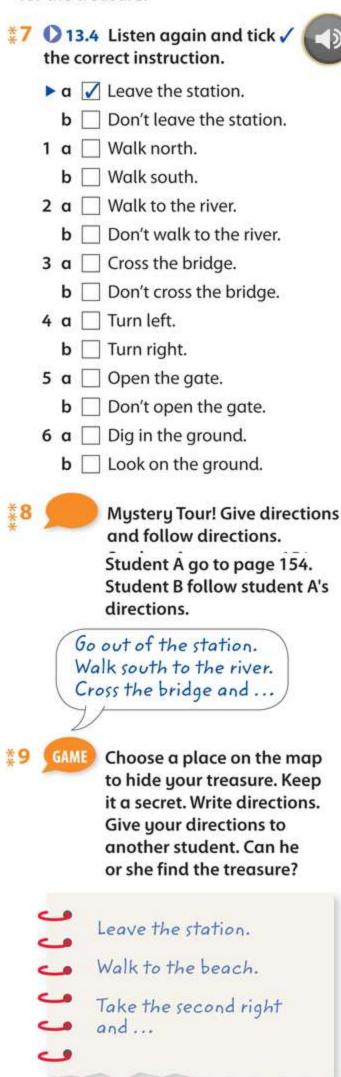
N NE E SE	2	4	• Go north.  1  2  3
	3	5	5

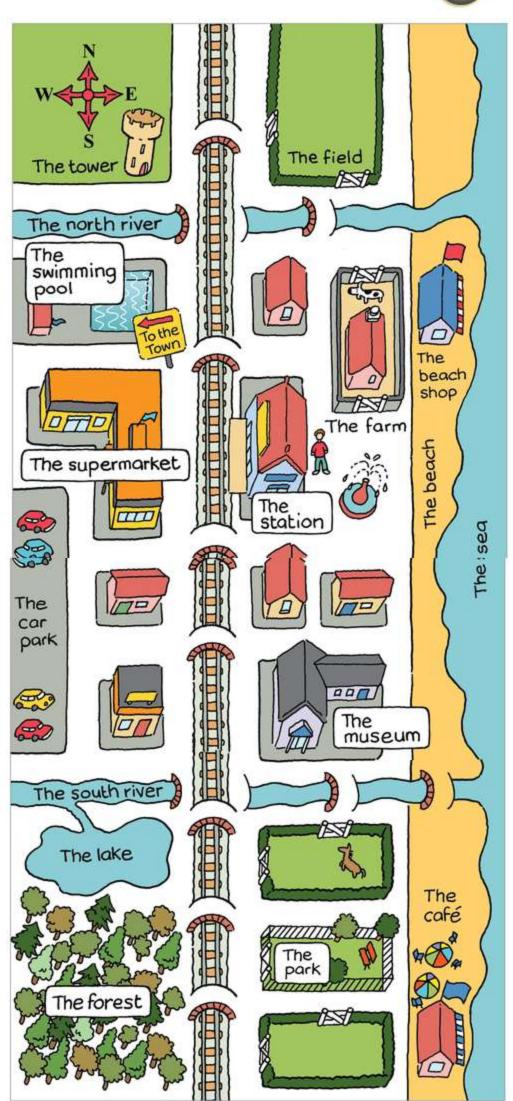
- \$5 GAME) Find your way through the maze! Work with a partner.
  - 1 Put your counter on START. 3 Move one square at a time.
  - 2 Follow the instructions. 4 Which colour square do you finish on?

STAR 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 \$\times\$ on the map for the treasure.







210 Complete the rules in the notices. Use the positive or negative imperative of the verbs in the boxes.

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

The canteen

shout wait take eat

return <del>speak</del> 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.



- 8 X \_\_\_\_\_ any food.
- 9 X \_\_\_\_\_\_ photos of the paintings.





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.









Dos a	nd do	n'ts	at our	school
-------	-------	------	--------	--------

mobile phone listen polite on time / late

In the classroom

The classroom

The playground

litter walk/run

Please ...

- ✓ switch off your mobile phone.

Dlease ...

- X don't arrive late.

In the playground

Please ...

In the canteen

### Self-evaluation Rate your progress.

	9 99 999
1	
2	
3	
4	
5	
6	
7	
8	
9	
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 Henru \_\_\_\_ Do you think so? Tim

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

3 Henry \_ Tim Good. I think I'm ready ... I'm just a bit nervous. 4 Henry \_\_\_

5 Henry \_ Yes, it's beautiful. Let's go! Tim

a You won't remember.

OK.

Tim

**b** I've never seen any here.

c I haven't been here recently.

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

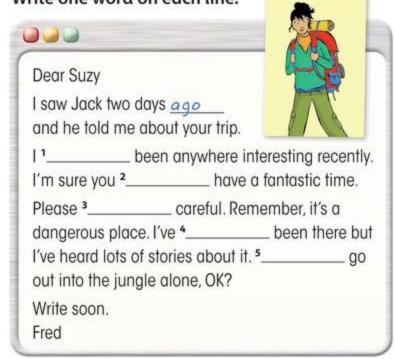
e Yes. We're going to see all kinds of fish.

f Have you ever been scuba diving before?

g Never? You'll love it.

h Look at the colour of the water!

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

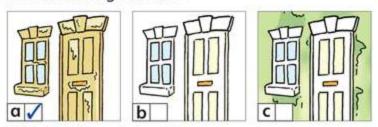


## Listening

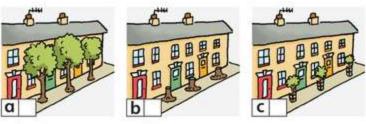
3 ○ R6.1 Listen and tick ✓ the correct picture.



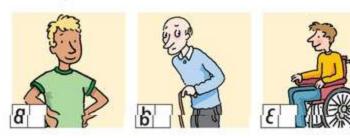
Which is Mary's house?



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?
  - 1 You'll be cold!
  - 2 You've done very well at school recently.
  - 3 Stop talking!
  - 4 Have you done your homework?
  - 5 Hurry up!
  - 6 Have you tidied your bedroom?
  - 7 Be careful!
  - 8 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. \_\_\_\_

Read the letter and circle the correct answers.



Dear Charlie

(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 \*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.

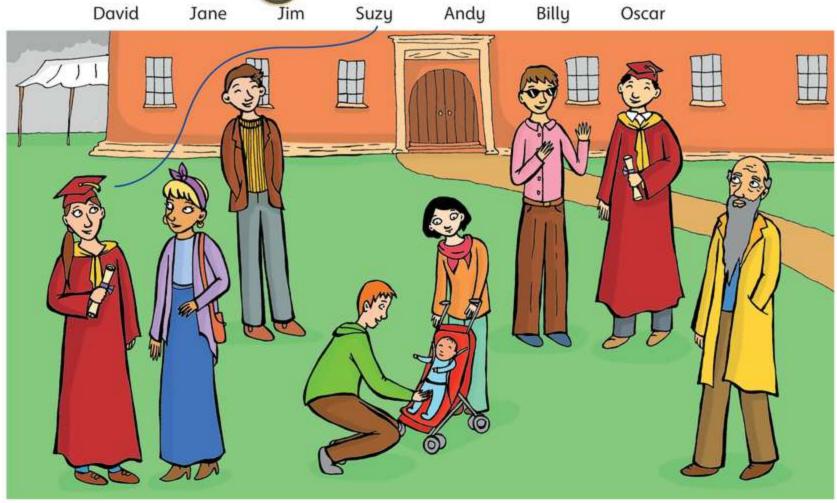
Betty

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

# Listening

3 R7.1 Listen and draw lines.





# Speaking

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

Jack Smith
in the city centre
Spanish and maths
no, never
studying in Argentina
next summer

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

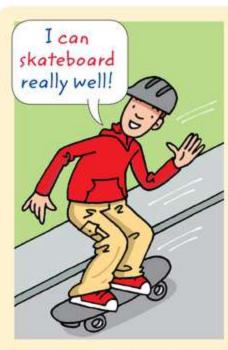


# 14

# 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 /	can	swim 1000 metres.
we / you / they	can't	dance.

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

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

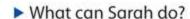
Subject	could/ couldn't	Base form	Past time phrase
I / he / she / it / we / you / they	could couldn't	swim	when I was eight. when she was three. this morning. yesterday. in 2006.

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.









1 Why is Max late?







2 What was the weather like this morning?







3 Where's Sarah?







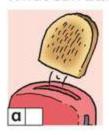
4 How far can Emily's dad run?



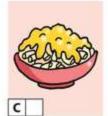




5 What can Edward cook?







*2 14.2 Match 1–8 with a–i, then listen and check. Practise saying the sentences.	Write eight sentences using words and phrases from below. Write some
► Can you play	sentences about now and some about
1 I couldn't find	the past. Write some sentences that are
2 I could say	true and some that aren't true.
3 I couldn't see	C 9 T 1 L L 1 1
4 I can hear	I can skateboard.
5 Can you design things	I could swim when I was four.
6 I can't hear	
7 Emily's dad could run	
8 I can't cook	$\bigcap$
a on the computer? Yes, I can.	
<b>b</b> my book bag.	27 607
c an egg.	I can
d a musical instrument? No, I can't.	can't
e the tree at the end of the garden.	could
f some birds and the sea.	couldn't
<ul><li>g some words in Spanish when I was four.</li><li>h any cars or people.</li></ul>	AR STATE OF THE ST
i 10 km fifteen years ago.	swim underwater
To kill integring ago.	speak English
	use a computer skateboard
can't, could or couldn't. Then act the	cook an egg
conversations in pairs.	ride a bike
How far can you run?	make a cake
About two kilometres.	play a musical instrument
1 Q you dance?	do a headstand
No, but I when I was young.	
2 Mow did you know there was a fire?	
I see lots of smoke.	when I was
3 Does Leo know how to cook?	four / five / six
No, he even make a	in 2006
sandwich!	111/2000
4 Did you ride your bike yesterday?	
No, I didn't. It was broken and I	The second
fix it.	
5 What's that noise?	
What noise? I hear anything.	5 GAME Work in groups. Read your sentences
6 Does Libby like playing the piano?	to the other students. Can they guess
Yes, she loves it. Sheplay	which sentences are true for you?
some songs when she was three.	I can cook an egg. That's not true.
some songs mich sile mas direct	That's flot free.
	It is true! I can cook an egg!

# Can and could for permission



refuse permission.

You

can can't

go ... have ...





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

Can Could I we

have ...? go ...?

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



▶ You <u>can't</u> use your phone here.



\_listen to music here. 1 You\_



2 You \_\_\_\_\_ take photos here.



3 You \_\_\_\_\_ play ball games here.



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.







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 ar	nswer.
	► Can I it now?  a	<b>b</b> 🗸 eat
	100 mm (100 mm)	ur mobile phone in class.  b
	2 say something a I could	24 To Alexander Charles and Alexander
	3 Yes, you go to a can	the party.  b  could
	4 I'm sorry. You p a can't	olay football here. <b>b</b> couldn't
	5 Excuse me, Mrs Bor α	nd, I photocopy this?  b   can't
	6 Could I take this bo a I'm sorry but b I'm sorry but	t you couldn't.
10	<b>14.3</b> Listen to the answer <i>yes</i> ✓ or <i>no</i> X	conversations. Is each
		3

<b>*11</b>	14.4	Listen again for these responses.
	Then pu	it 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
Go ahead.	

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?
-------	------	--------	-------

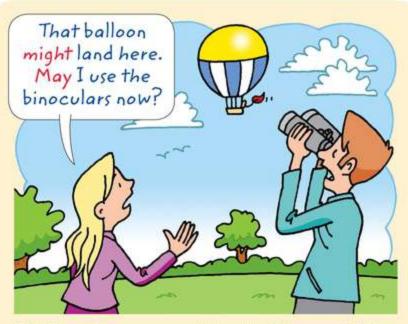
No, I'm afraid not.

Self-	evaluati	on Rate y	our progress.
	9	99	999
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
10			

# 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

Are the sentences in exercise 1 about a present (P) or future (F) possibility? Write P or F.

<u> P</u> 1 <u>2 3 4 </u>

### \*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.

### 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.

### 



	· I might keep this card.	X
1	He might buy it.	
2	I might ask the teacher.	Ē
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!









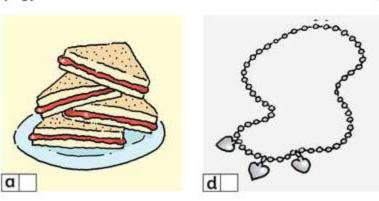


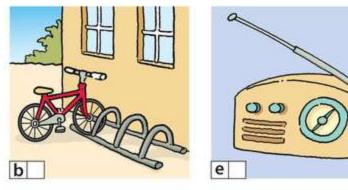
# May for permission

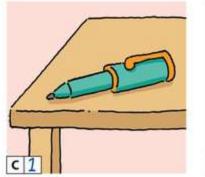
We can use may in questions to ask for permission. We also use could but may is more formal.



\*7 15.5 Listen and number the conversations 1-6.









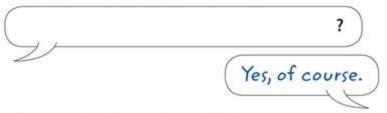
Write the questions in the correct order. Then practise the conversations with a partner.

► I / ask / a question / may

May I ask a question?

Yes, go ahead. What is it?

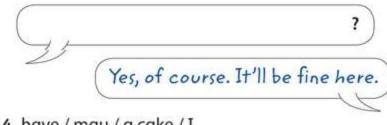
1 borrow/I/your/may/dictionary



2 photocopier/may/use/I/the



3 my bike / here / leave / I / may



4 have/mau/a cake/I

4 9	(1)
	No, you may not! You've just had breakfast!
	You've just had breakfast!

				oui		
	<b>(a)</b>	<b>3</b>	9		3	
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.



can fly and it can si	ing. bird
-----------------------	-----------

1	You might see this large animal on a farm
	It can run very fast.

2	You can see this l	black and	white	animal	a
	the zoo				

3	You might not see this animal because it can
	change its colour.

4	It can	flu. It	makes	honeu.	
---	--------	---------	-------	--------	--

Read the email. Choose the correct words from the box to complete the text.

can can't could couldn't go might

Dear Kim	
any time – I'm n much better nov very much. It's so they 2 weeks but they o	d visit me! Youcan come of doing anything! I'm feeling of but I still 1 walk of frustrating! The doctors said take the plaster off in three aren't sure. That means I might not ack to school before the summer
holidays. 4 I need my noteb he 5	you do something for me? ooks from school. I asked Jack but _ find them. I think they're on a sroom. Thank you!

## Listening

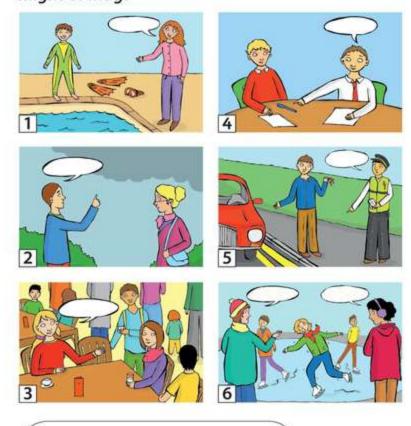
3 R8.1 Listen and draw lines.



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!

<sup>5</sup> You might see this small animal in the desert. It can't fly. It might sting you.

# 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.

Mu 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
I / we / you / they	have to don't have to	leave now.
He / she / it	has to doesn't have to	work. go.

Do / Does	Subject	have to	Base form
Do	I/we/you/they	have to	ston?
Does	he / she / it	have to	stop?

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?

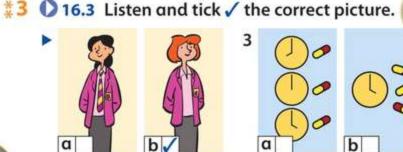
Heidi: Yes, I do. I have to be home at four.

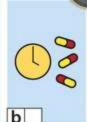
\*2 @ 16.2 Listen again and answer the question. Then act out the conversation with a partner.

How do we pronounce have to? a /hæv tə/ b /hæf tə/









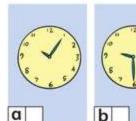








2









### Complete the questions with the correct verbs.

cook take pay phone wear wear

- ▶ Does she have to <u>wear</u> a tie?
- 1 Do you have to \_\_\_\_\_ the beans?
- 2 Does she have to \_\_\_\_\_ Jim at nine?
- 3 Does he have to \_\_\_\_\_ the medicine four times a day?
- 4 Do you have to \_\_\_\_\_ special boots?
- 5 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 <u>has to</u> get up very early. My mum works in a shop. She

1\_\_\_\_\_ take the bus to work. She and

<sup>2</sup>\_\_\_\_\_wear

the other shop workers

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.

Listen and check. Then listen and repeat.

I don't have to spend all day on

cook do keep pay <del>spend</del> teach work work write

my feet.
I don't have to ' and
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
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 ' 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. ues/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. ues / 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
- f police officer
- **b** parent
- **q** doctor
- c music teacher
- h bus driver
- d museum attendant i science teacher
- e dentist
- 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.





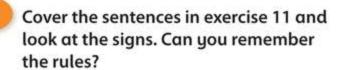








- \$11 Look at the signs and write sentences with must and mustn't.
  - cross the road You mustn't cross the road
  - 1 turn left
  - 2 show your ticket
  - 3 put rubbish in the bin
  - 4 walk on the paths
  - 5 light fires
  - 6 take birds' eggs
  - 7 close the gates behind you



You mustn't cross the road.

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.

















What do people say to you? Write sentences with must and mustn't.

You must wear a hat.

You musta't eat lots of sweets.

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

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 thirstu.
- 5 I'm cold.

I'm bored. Shall I switch the TV on? Shall I ... No, don't worry.

Sel	f-evaluat	ion Rate yo	ur progress.
	9	99	999
1			
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18			

# 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 /	should	tell him.
we / you / they	shouldn't	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.

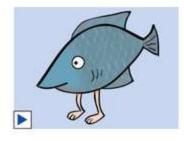
I think he should leave now.

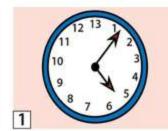
I don't think you should eat a lot of sweets.

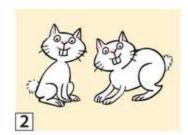


### \*1 () 17.1 Look and read. Circle the correct answers. Then listen and check.



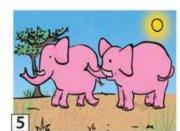














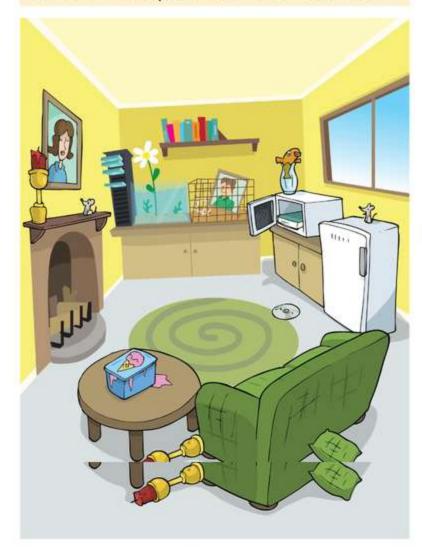
- ► The fish should /shouldn't have legs.
- The clock should / shouldn't have twelve numbers.
- 2 They shouldn't have short / long ears.
- 3 It should / shouldn't have six numbers.
- 4 It should have two / four legs.
- 5 They shouldn't be pink / grey.
- 6 The diary should / shouldn't say 'Monday, Tuesday, Wednesday'.
- 7 The answer should be 49 / 48.

¥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 mantlepiece wall shelf floor table



The cushion should be on the sofa.

And the fish ...

\*4 17.2 Listen and number the conversations

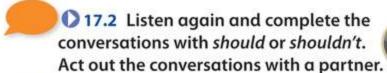


1-4.









> Should	I buy it?
I don't kr	now. Maybe.
1 💭	I take the flowers?
Yes, why	not?
2 💭	he stop? What do you think?
No, he _	keep going.
He	stop now.
3 D What	he do?
	move his head. The girl
	phone for help.

5 Complete the sentences with should and verbs from the box below.



be be eat <del>have</del> have help learn play work

- ► Teenagers <u>should have</u> 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.

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.

а	nd 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?		
	He(do) that. It's very		
	i ic (do) tildt. It 3 vei g		
	dangerous (we / leave) now?  Look at the pictures. Talk about what		
	dangerous. (we / leave) now?		
	dangerous.  (we / leave) now?  Look at the pictures. Talk about what the people should and shouldn't do:		
	dangerous.  (we / leave) now?  Look at the pictures. Talk about what the people should and shouldn't do:  3		

Yes, and he should be careful next time!



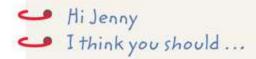
Read the text messages and write replies. Give advice.

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

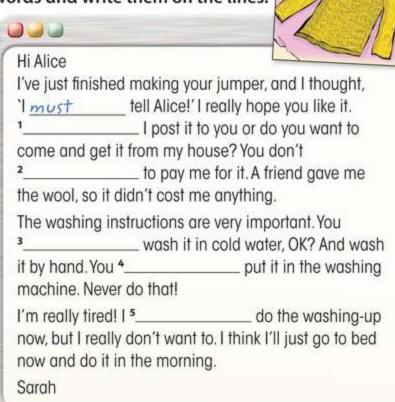
Hi, Emma invited me to her party on Saturday and I said 'yes'. But now Claire has invited me to her party on the same night. I really want to go to Claire's party. What should I do?



# Self-evaluation Rate your progress. 1 2 3 4 5 6 7 8 9

## Reading and writing

Read the email. Choose the right words and write them on the lines.



-	mustn't	shall	must
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

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 <u>8.45 a.m.</u>
- 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.



You mustn't go in there!







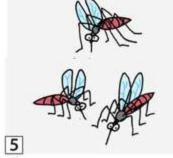


# Revision 4 Units 14-17

# Reading and Writing

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

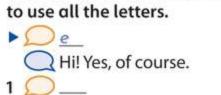




postcards injection mosquitoes sun cream passport rucksack

- You can put lots of things in it. A customs officer might look inside it at the airport. rucksack
- 1 Are you going to travel to another country? You have to have this.
- 2 Are you going to travel to a hot country? A doctor might give you this before you go.
- 3 You can buy these at popular tourist places. You can write on them and send them to your friends.
- 4 You should use this in sunny places to protect uour skin. \_\_
- 5 They might bite you. They can make you ill. They can fly..

Read the conversation. Match 1-5 with a-h. You don't have





Yes. Would you like a tea or coffee? 2 (

OK. What about a biscuit?

You can eat here, if you like.

Oh, that's a shame.

5 Yes, go ahead. It's in the kitchen.

a I have to have lunch at work today, unfortunately.

**b** Shall I put my coat here?

c May I use your phone for a quick call?

**d** Could I just have some water, please?

e Hello. Can I come in?

f I might not sit down.

g No, thanks. I must go and have lunch soon.

h I can cook a meal for us.

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		
Imust	tell you ab	out the new drama
club at the Li	ghthouse Theo	tre. I love it! You
1	have to be	a good actor. You can
choose from	different game	es and activities. When I
started at the	club, I was sh	y and I 2
stand up and	speak to the	group. Now I can do it
with no prob	lems! You 3	come with
me next time	4	I send you the link to
the website?		
Jane		
		ask Elizabeth to

### Listening

4 R10.1 Listen and write.



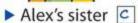




- Go everywhere in the castle? yes
- 1 Explore the castle park? \_\_
- 2 Explore Bayham forest in the morning? \_\_\_\_\_
- 3 Wear school uniform?\_
- 4 You can bring a \_\_\_\_\_
- 5 You must bring a \_\_\_\_\_
- 5 R10.2 Who does each object belong to? Listen and write a letter in each box.







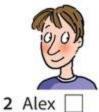


3 Alex's mum





1 Alex's grandfather 4 Alex's dad







5 Alex's brother



# 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	

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?

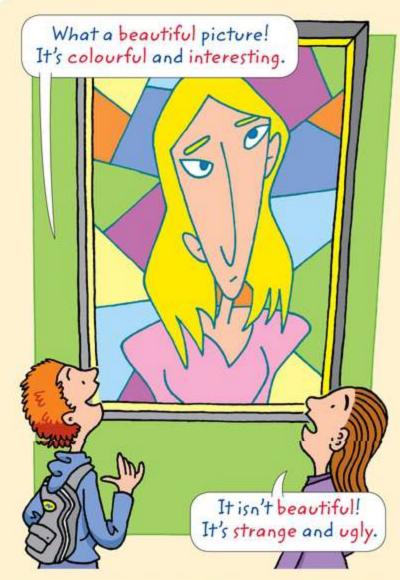
No, you can't.

Can you call the teacher by his or her first name at your school?

Yes, you can.

# 1 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	а	red	bag.
He	was	а	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	an → a
It's <b>a</b> book.	He's <b>an</b> engineer.
It's <b>a big</b> book.	He's <b>an English</b> engineer.
It's <b>an old</b> book.	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.

98

### \*2 Write the opposites.

hot easy boring fast long late dirty short modern safe heavy old

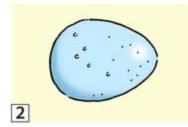
- 2 Look at the pictures and circle the correct adjective. Write phrases with the adjectives. Use the nouns in the box.

















# a football a drink an egg a car a ring an ice cream a TV show a door

clean dirty

a dirty football

hot / cold

brown / blue

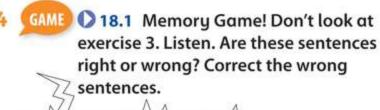
fast / slow

expensive / cheap

big / small

funny / boring

pen / closed





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

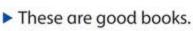
\$6 18.3 Circle the correct answers. Then listen and check. Listen again and repeat.



- ► He famous is /'s famous
- 1 That's my computer old / old computer.
- 2 You tired look / look tired. Are you OK?
- 3 It's an good / a good idea.
- 4 Can I have the red pen / pen red, please?
- 5 We're going to be late / late be.
- 6 Those pizzas are bigs / big.
- 7 Come on! It's time to ready get / get ready!
- 8 This soup tastes good / good tastes.
- 9 She's a beautiful girl / beautiful a girl.
- 10 This is an interesting / a interesting story.

# Rewrite the sentences so that the meaning stays the same.





These books are good

► That lesson was interesting.

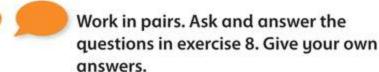
That was an interesting lesson.

- 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 \$\mathbb{O}\$ 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.



What does your best friend look like?

He's short. He's got dark hair.

10 GAME

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.



# 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
а			white		cotton	shirt
а		modern		Japanese		car
the	small				wooden	table



\*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.

### 212 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

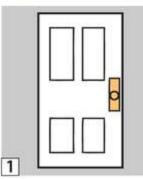


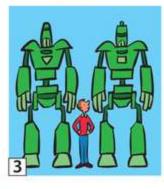


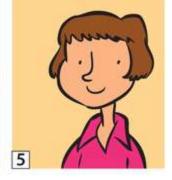


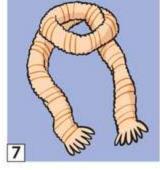














- ► It's a <u>small</u> <u>glass</u> shoe. 1 It's a \_\_\_\_\_ door. 2 They're \_\_\_\_\_\_ sheets. 3 They're \_\_\_\_\_\_ robots.
- 4 It's an \_\_\_\_\_\_ film.
- 5 She's got \_\_\_\_\_ hair.
- 6 They're \_\_\_\_\_ cups.
- 7 It's a \_\_\_\_\_\_ scarf.
- 8 He's got \_\_\_\_\_\_ eyes.
- 9 It's a \_\_\_\_\_ 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?





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 ...

Sett-evaluation Rate your progress.					
	•	99	999		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

14

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 noisu doa.

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 ...?

WOOF

Most adjectives change to adverbs of manner like this.

Most regular adjectives	Adjectives ending in -y	Adjectives ending in -ble
+ ly	-ily	-bly
nice → nice <b>ly</b>	angry → angr <b>ily</b>	comfortable → comforta <b>bly</b>

There are some irregular adverbs of manner.

good → well

He's a good swimmer.  $\rightarrow$  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 Ch	ange	the	adverbs	into	adj	ectives.
--------	------	-----	---------	------	-----	----------

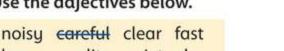
- ▶ nicely <u>nice</u> 3 easily
- 2 well \_\_\_\_\_\_ 5 beautifully \_\_\_\_\_

# 1 quickly \_\_\_\_\_ 4 hard

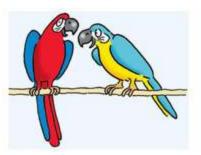
### \*2 Circle the correct form.

- You walk slow / slowly)!
- 1 You seem sad / sadly today.
- 2 She plays volleyball good / well.
- 3 Are you angry / angrily with me?
- 4 I can speak French, but bad / badly!
- 5 I can easy / easily finish this book today.
- 6 Are you sitting comfortable / comfortably?
- 7 Read it careful / carefully.
- 8 My feet are getting cold / coldly.

### \$\frac{2}{3} \quad \text{19.1} Listen and write the correct adverb. Use the adjectives below.



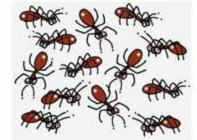
- happy polite quiet slow
- ► He's working carefully
- 1 She's speaking \_\_\_\_\_\_. 2 He's riding his bike very \_\_\_\_\_
- 3 She's speaking \_\_\_\_\_\_.
- 4 He's working \_\_\_\_\_\_.
- 5 They're singing very \_\_\_\_\_
- 6 He's asking \_\_\_\_\_\_.
- 7 She's walking \_\_\_\_\_\_.

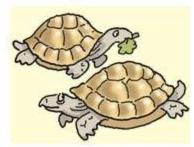




parrots \_

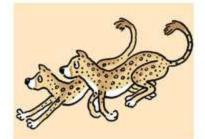
hummingbirds \_\_





ants \_\_\_

tortoises \_





cheetahs \_\_\_

dogs 1

# 5 19.3 Choose a verb and an adverb for each animal. Listen again to check.

# 1

### 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

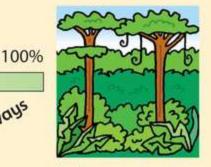
Are you writing your name slowly?

Yes, I am.

# Adverbs of frequency

We use adverbs of frequency to say how often something happens.





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.

always

You're always hungry!

He can usually do it.

often

She doesn't often sit there.

usually

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)

ѯ 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.



10 Choose the correct answ	swers.
----------------------------	--------

- ► ☐ 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 D 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 <a href="mailto:still">still</a> 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!



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.



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? X 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.

I agree!

That's true.

But he speaks English slowly.

That's not a problem.

He speaks clearly.

### Self-evaluation Rate your progress.

	<u>u</u>	•	118	ن ان	
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# 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.

Adjective	Comparative adjective
tall	taller
big*	bigger
nice	nicer

<sup>\*</sup> Double the final consonant in adjectives that end vowel + consonant: big → bigger

#### Adjectives ending with -y

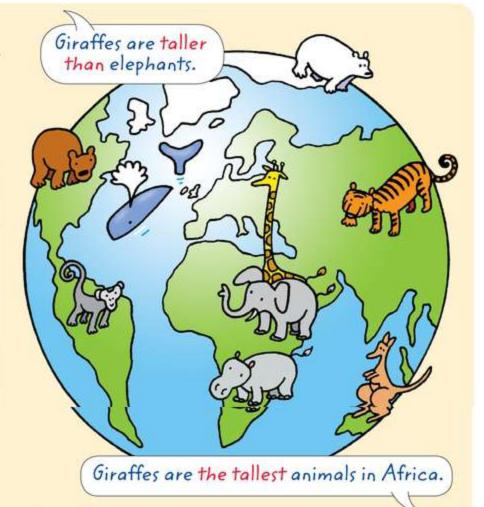
Adjective	Comparative adjective	
	7	
hungry friendly	hungr <b>ier</b> friendl <b>ier</b>	

## Long adjectives (two or more syllables)

Adjective	Comparative adjective	
difficult	more difficult	
intelligent	more intelligent	

## **Irregular adjectives**

Adjective	Comparative adjective	
good	better	
bad	worse	



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)

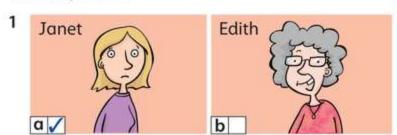
## \*1 Write the comparative form of these adjectives.

•	fast	→ faster	_ 7	funny	<b>→</b> _
1	long	<b>→</b>	_ 8	strong	<b>→</b> _
2	thin	<b>→</b>	_ 9	small	<b>→</b> _
3	special	<b>→</b>	_ 10	good	<b>→</b> _
4	easy	<b>→</b>		nice	<b>→</b> _
5	slow	<b>-</b>	_ 12	pretty	<b>→</b> _
6	beautiful	<b>→</b>	_ 13	red	<b>→</b> _

- 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.

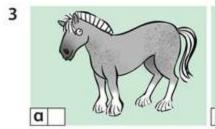


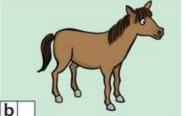
- 1 worse / the / getting / weather's
- 2 gold / paper / more / is / than / expensive
- 3 are/stronger/you/me/than
- 4 better/getting/English/my/is
- 5 giraffes / taller / lions / are / than
- 6 than / heavier / stone / wood / is
- 7 looks / that / comfortable / bed / more
- 8 more/your/mine/than/book/interesting/ looks
- 20.2 Listen to the questions and tick \( \sqrt{} \) the correct picture.
  correct picture.



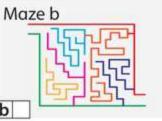








Maze a



1

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

۰

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 <u>cleaner than</u> (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)
- s Are hims \_\_\_\_\_ (interesting) books?
- 6 Are computers \_\_\_\_\_ (intelligent) people?
- 7 Were people in the past \_\_\_\_\_\_ (happy) people today?
- 8 Is English \_\_\_\_\_ (complicated) other languages?
- 9 Is the countryside \_\_\_\_\_ (safe) the city?
- 10 Are boys (good) \_\_\_\_\_ girls at sport?

6 D

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 rich	the youngest the richest
sad	the saddest*

<sup>\*</sup> Double the final consonant in adjectives that end vowel + consonant:

 $sad \rightarrow the saddest$ , wet  $\rightarrow the wettest$ 

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.

- 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 →
0	colourful →

* Q	Complete the sentences.
100	complete the sentences.

11 funny → \_\_

12 thin → \_

_	ompiete the sem	crices.
•	My grandma is	the oldest person in my family
1	He's	_ (young) musician in the band.
2	That'sroom.	(comfortable) chair in the
3	She's	(tall) player in the team.
4	The Amazon is _ America.	(long) river in South
5	February is year.	(short) month of the
6	It's	(thin) book on the shelf.
7	The double bass	is (large)

instrument in the orchestra.



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?
- 1 What / beautiful / place / in this country?
- 2 What / bad / day of the week for you?
- 3 What / good / part of the day for you?
- 4 Where / near / supermarket?
- 5 Who / tall / person / in this class?
- 6 Who / clever / person / in your family?
- 7 Who / good / singer / in the world?
- 8 What / old / area / in this town?
- 9 What / important / thing / in your life?
- 10 Who / important / person / in your life?
- 11 What / interesting / book / on your bookshelf?
- 12 What / expensive / thing / in your room?

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







some grapes some flowers





a puzzle book

chocolates







a necklace

some flowers

a magazine

a pair of socks



Milly





a blanket

a toy rabbit







a camera

some earrings







chocolates



a plant



Your teacher

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. \$12 Complete 1–8 with the superlative forms of the adjectives. Do not answer the questions yet.

#### General knowledge quiz \_\_\_\_\_ (long) snake in the world is: A the python **B** $\square$ the cobra **C** □ the anaconda 1 The deepest (deep) ocean on Earth is: A the Atlantic Ocean B 🗹 the Pacific Ocean C the Indian Ocean 7 For humans, (dangerous) animals in the world are: A snakes **B** $\square$ sharks C D bears (dry) desert on Earth is: A the Gobi Desert, China **B** □ the Sahara Desert, Egypt **C** The Atacama Desert, Chile (noisy) animal on land is a kind of: 3 Scientists believe \_ \_ (old) living A U wolf species of animal in the world is a kind of: **B** $\square$ elephant A insect B a crab C D bird C monkey Self-evaluation Rate your progress. (heavy) animal in the world is: A the blue whale 1 **B** $\square$ the saltwater crocodile 2 **C** $\square$ the hippopotamus 3 \_\_\_ (large) cut 4 diamond in the world is: 5 A the Cullinan 1 **B** □ the Koh-i-Noor 6 **C** □ the Millennium Star 7 8 9 \$13 GAME) Work in teams. Can you guess the 10 answers to the questions in the quiz? 11 12 \$14 D 20.4 Now listen to the answers to the quiz. 13

14

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 <del>car</del> motorbike rocket train walking

▶ You must drive this slowly in town	but you
can drive it fast on the motorway.	car

Tel. Control	
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 in / of / at my family. She's ninety-five years old but she is already / yet / still fit and well. She's very acalmly / calm / calmly. She sleeps acod / well / often at night. And she seems happier 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

never / ever / rarely eats meat. She eats lots of rice and vegetables and she eats

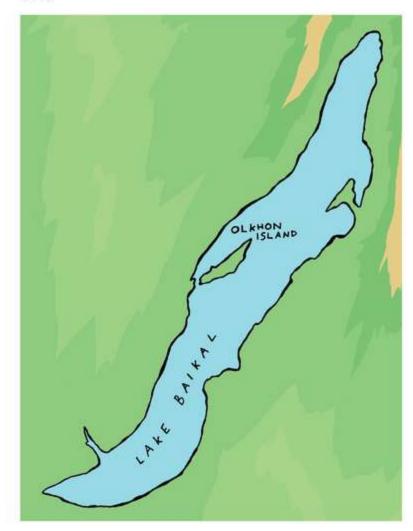
fresh / fresher / freshly fish four times a week. Also, she gets up at 5.30 a.m. every day. She 9 ever / always / every says, 'The morning is the best part 10 at / in / of the day.'

### 3 Read the text. Choose the correct words from the box and write them next to 1-9.

already <del>oldest</del> bigger biggest in more most of rarely yet

#### Lake Baikal and Olkhon Island

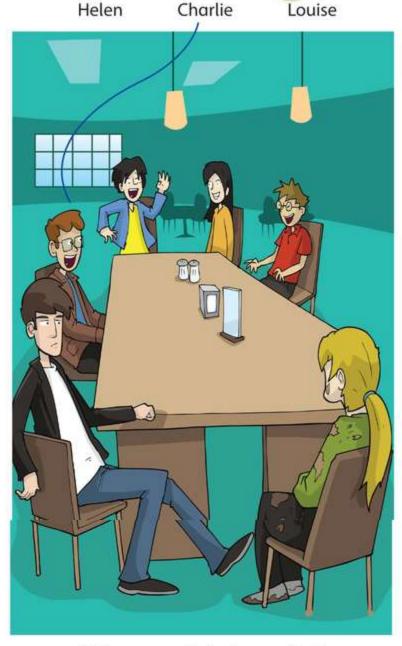
Lake Baika	l in Russia is the	oldest	lake
in the world	d. It is also the v	world's 1	
lake. With a	in area of 730 k	m², Olkhor	Island
is <sup>2</sup>	than any	y other islai	nd
3	Lake Baikal. It's a beautiful place		
and it 4	rains there. <sup>5</sup>		
people on (	Olkhon are fish	ermen or fo	rmers. But
these days	tourism is beco	ming a 6_	
important p	oart 7	the ed	conomy
on Olkhon	and all around	the lake. A	tourist
organisatio	n called the Gr	eat Baikal	Trail is
building a	1,800 km footpo	ath around	the lake.
They haver	n't finished the	path <sup>8</sup>	
but walkers	s can 9	use s	ome parts
of it.			30



## Listening

4 R11.1 Listen and draw lines.





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

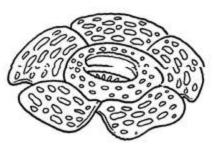
## Speaking

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.

# rd John

## The smallest bird in the world

Name	The Bee Hummingbird
Bigger than a bee?	yes, a little
Bigger than a large spider?	no
Colour	blue, red and green
Male bird or female bird bigger?	female
How often / male sit on the eggs?	never



## The biggest flower in the world

Name	The Rafflesia
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.

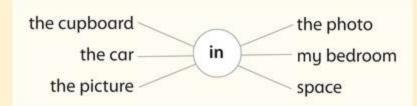
## Prepositions of place

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.

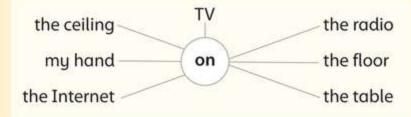


The satellite is in space.

The hat is **in** a box **in** the cupboard **in** my bedroom.

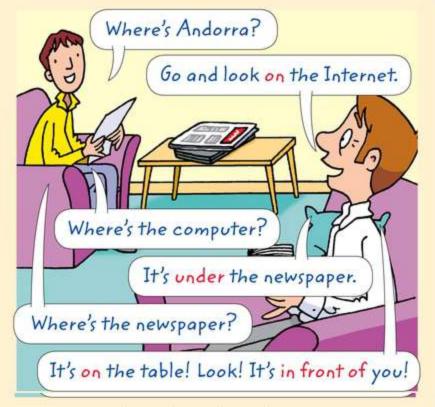
We also use in with pictures and photos. There are two tigers in the picture. Jane's in this photo.

We use on with two-dimensional areas like walls. desks, maps and floors.

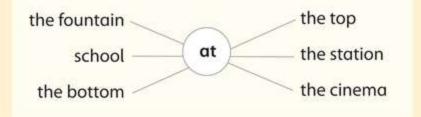


There's a spider on the ceiling! Put the boxes on the floor.

We also use **on** with the radio, TV and the Internet. My brother was on TV yesterday. I read about it on the Internet.



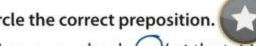
We use at to show where things happen:



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.

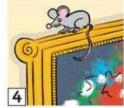
#### \$2 Look and write in, on or at.











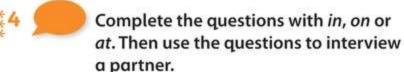








- ► They're <u>at</u> the beach.
- 1 She's \_\_\_\_ the car.
- 2 It's \_\_\_\_\_ the car.
- 3 They're \_\_\_\_\_ the bus stop.
- 4 It's \_\_\_\_\_ the painting.
- 5 It's \_\_\_\_\_ the painting.
- 6 He's \_\_\_\_\_ the newspaper.
- 7 They're \_\_\_\_\_ a tennis match.
- 8 She's \_\_\_\_\_ home.



- ► 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.

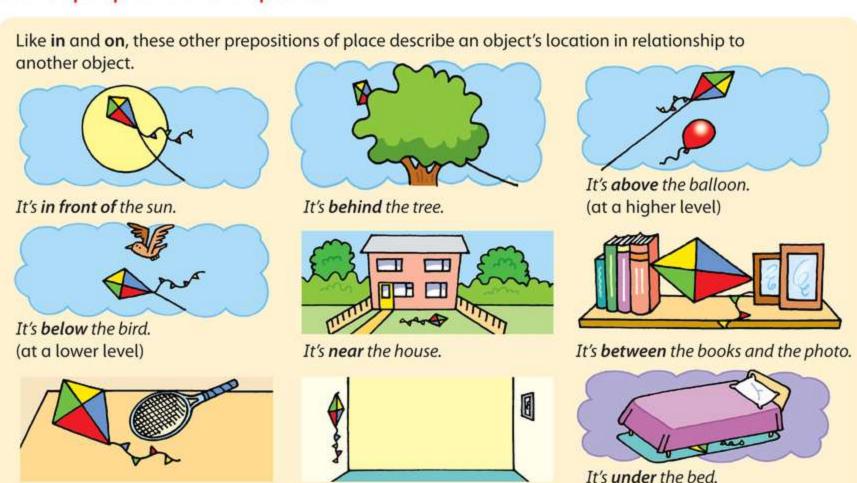
## 21.1 Look at the picture. Listen and write 'true' or 'false'. Correct the false sentences.

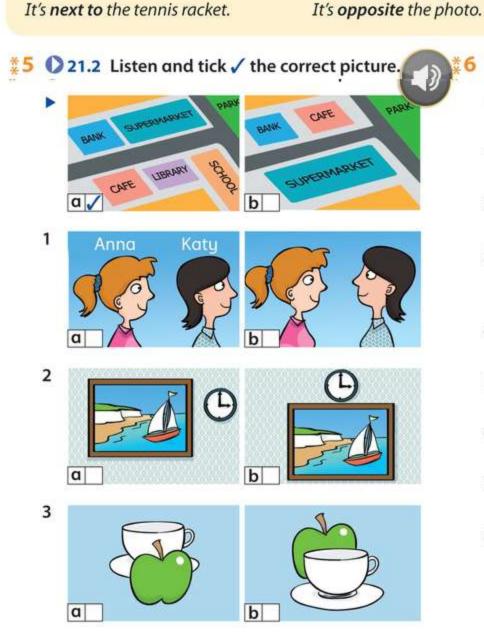






## Other prepositions of place





6 Circle the correct preposition.

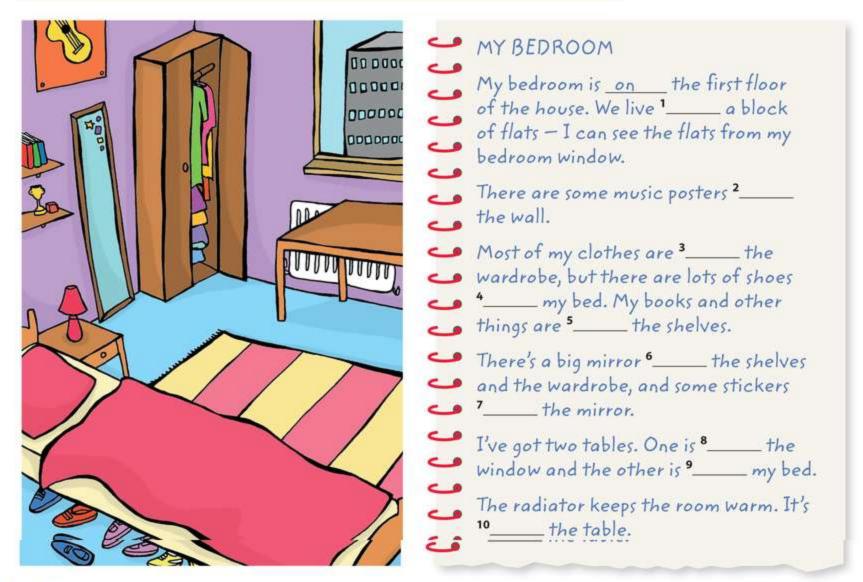


▶ What's that above (behind) below your back? Show me!

(covered by)

- 1 Carrots grow near / under / behind the ground so you can't see them.
- 2 There's a big tree behind / below / between the school.
- 3 We live on the second floor. Mr Cox lives next to / above / below us, on the first
- 4 I stood near / below / opposite the fire and it was hot.
- 5 Stand behind / between / in front of the tower. I'll take a photo of you.
- 6 Can I sit opposite / next to / behind you at the cinema?
- 7 Someone's coming! Quick! Hide behind / under / above that wall!
- 8 I can't see the TV! You're standing next to / behind / in front of it!

behind between in infront of next to on on opposite under







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

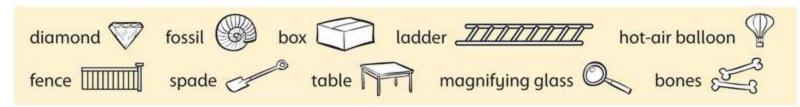
- 1 Where is your classroom in the school?
- 2 What's above and below it?
- 3 Where do you sit in the classroom?
- 4 Do you have these things in your classroom? If so, where are they?

notices signs charts a clock shelves pictures a fire extinguisher books a bin a computer rubbish a radiator or air-conditioning unit

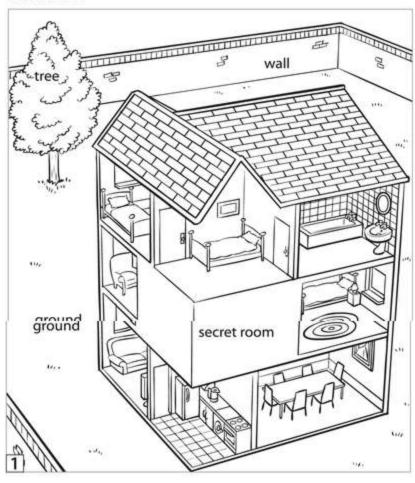
1 Student A Draw the objects in the first row on picture 1, then describe your picture to student B. Now listen to student B and draw the objects in the second row.

2 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.

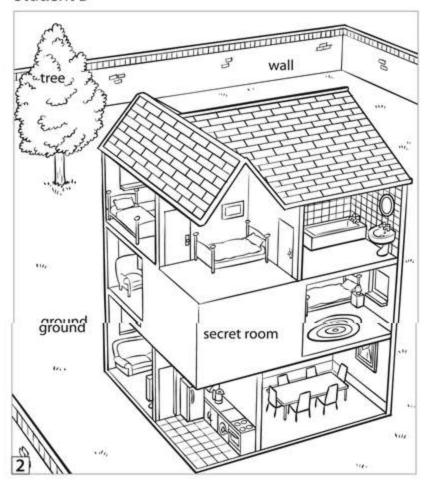
The box is next to the tree and the diamond is in the box.



#### Student A



#### Student B



## ‡10 **(**

## 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-	evaluatio	on Rat	e your	progr	ess.
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# 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?



## 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.

## 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



**22.1** Complete the conversations with in, on or at. Then listen and check. Use the questions to interview a partner.



▶ Wher	did you start school?
In	2006.

1	When do you do sport?
	Mondaus Thursdaus and Fridaus

2	Is your bir	thday	the autumn?
	No, it's	the sp	oring.

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?



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.

24 Complete the sentences with the words in the box.



ago ago after before every every <del>last</del> last next next

- ▶ I stayed there <u>last</u> summer.
- 1 When will you \_\_\_\_\_ have a break?
- 2 I saw Fred the day \_\_\_\_\_ yesterday.
- 3 It happened six months \_\_\_\_\_.
- 4 When did you \_\_\_\_\_ go on holiday?
- 5 Charlie's coming the day \_\_\_\_\_ tomorrow.
- 6 I go to Bella's house \_\_\_\_\_ Friday.
- 7 We're preparing for exams \_\_\_\_\_ month.
- 8 It all happened a long time \_\_\_\_\_\_.
- 9 We have the same problem \_\_\_\_\_ winter.

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				

	STATE OF THE OWNER, WHEN					
IM	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	
		18 19	4 5 6 11 12 13 18 19 20	4 5 6 7 11 12 13 14 18 19 20 21	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2   1 2   2   4   5   6   7   8   9   11   12   13   14   15   16

TUNE

- ► Sunday 13th May = three days ago
- 1 June = n\_\_\_\_\_ m\_\_\_\_
- 2 2nd May = t\_\_\_\_\_ w\_\_\_ a\_\_\_\_
- 3 Friday 18th May = the d\_\_\_\_\_ a\_\_\_\_
  t
- 4 23rd May, 30th May, 6th June, 13th June, 20th June = e\_\_\_\_\_W\_\_\_
- 5 Monday 14th May = the d\_\_\_\_\_ b\_\_\_\_
- 6 7th-11th May = L\_\_\_\_\_ w\_\_\_\_
- 7 14th-18th May = t\_\_\_\_\_ w\_\_\_\_

#### 22.3 Quiz. Work in teams. Can you guess the answers? Then listen and check.



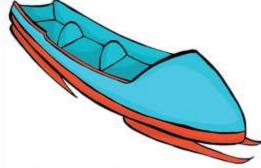
## General knowledge quiz



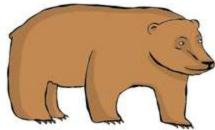
- ► How often does the football World Cup take place?
  - **A** □ every two years
  - **B** very four years
- 1 When did France win the World Cup?
  - A □ in 1998
  - **B**  $\square$  in 2002
- **2** When were the first Ancient Olympic Games?
  - A □ about 1300 years ago
  - **B**  $\square$  about 2800 years ago



- **3** When did the first modern international Olympics take place?
  - **A** □ in 1896
  - **B**  $\square$  in 1924



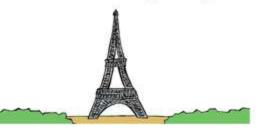
- 4 How often do the winter Olympics take place?
  - **A** □ every two years
  - **B**  $\square$  every four years



- **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



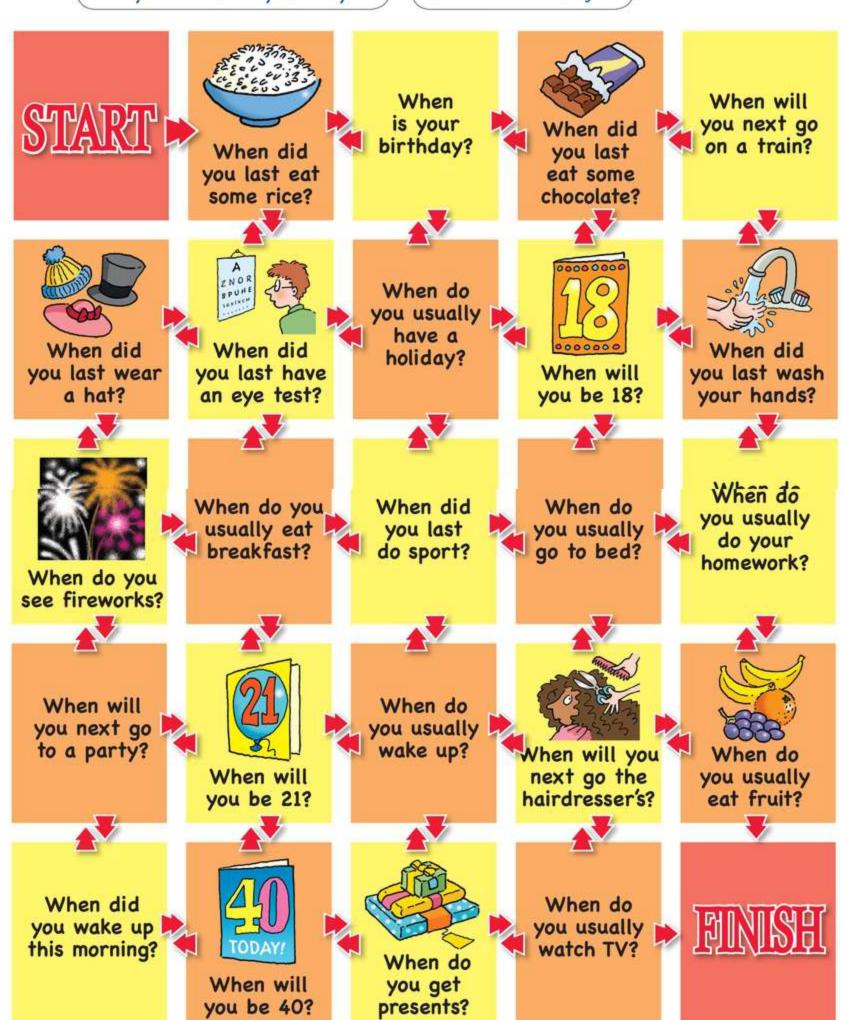
- **9** When did the French build the Eiffel Tower?
  - **A** □ after 1900
  - B D before 1900
- 10 How often do people vote for President in the USA?
  - A □ every five years in December
  - **B** □ every four years in November

- 7 Delete the wrong phrase in each box.
  - 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
  - 20th August ago before 20th August on 20th August
  - 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?

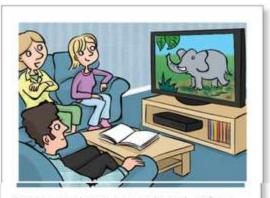
No, that's wrong. I had some two weeks ago.



#### 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!' Amu, 16



'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



'School finishes 4\_ past three. 5\_\_\_\_\_ school, I go to the park with my friends.' Tom, 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



'We go skiing 10\_ 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



'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



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 ...



		 9 9	9	2	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

## Reading and writing

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

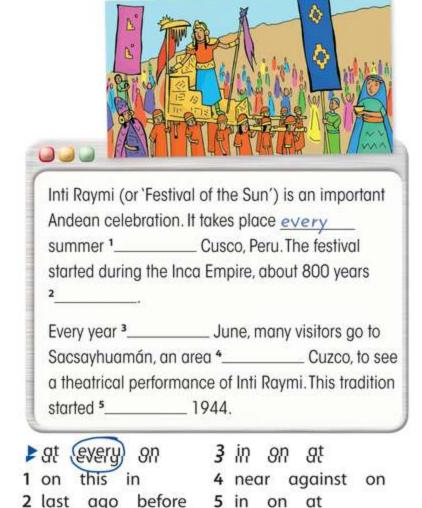


- ▶ There is a cup on the table. yes
- 1 The woman is sitting next to the window.
- 2 There is a red suitcase above the man. \_\_\_\_
- 3 There is a green rucksack under the woman's seat. \_\_\_\_\_
- 4 There is a newspaper between the man and the woman.
- 5 The train is at a station. \_\_\_\_\_
- Read the email. Choose the correct words from the box and write them next to 1–7.

ago after <del>at</del> before between every in in last near next on this

Dear Jason,	
Would you like to come and st	ay with me and my
family <u>at</u> the weekend?	We're going to be
1 our holiday cotto	age 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? L	et 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.



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

Dear Mr Carr,	2 July
Thank you for your applica	ition. We
would like to invite you for	an interview
on Wednesday 18 July 1_	
a.m. Please comé to our ce	entral office.
It is located 2 th	
of Cavendish House, 29 Mi	
You are welcome to stay f	for lunch
3 the interview. T	
served for all interview co	andidates
4 the Garden Roo	m. Please
let us Know 5 weel	K (before
6 July) if you would like to a	attend the
interview.	
Yours sincerely	
Mary White	

## Listening



#### HILLVIEW SUMMER CAMP TIMETABLE

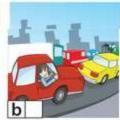
- ► Tennis lessons: Where? In the sports hall (next to \_\_\_ the swimming pool)
- 1 Tennis lessons: When? At ten o'clock \_\_\_\_\_
- 2 Music session: When? \_
- 3 Music session: Where? In the room \_\_\_\_\_ the café
- 4 Film: When? \_\_\_\_\_, at four o'clock.
- 5 Film: Where? In Room 4, \_\_\_\_\_ Reception

## 6 ○ R12.2 Listen and tick ✓ the correct picture.



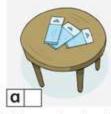
▶ Where is Debbie?







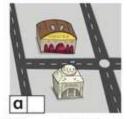
1 Where are the theatre tickets?

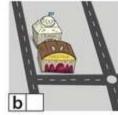


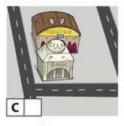




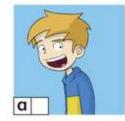
2 Where is the theatre?







3 When did Andy last go to the theatre?







## 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.

## 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**.

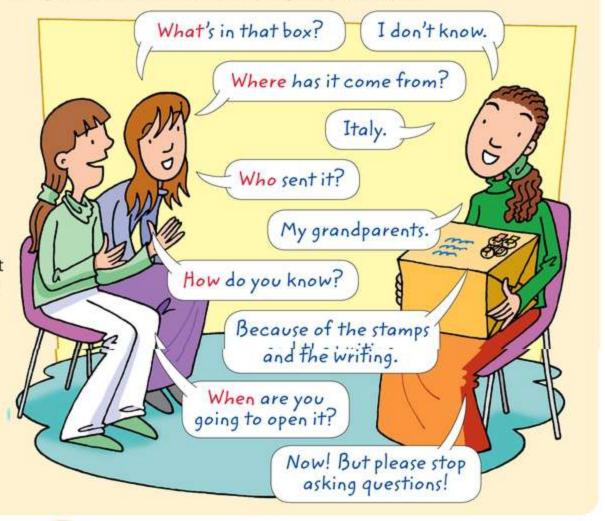
Who likes pizza?

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?







- ▶ Why / When does the film start?
  - At seven o'clock.
- 1 Who / Where has the books?
  - C Kate.
- 2 What / How will you open it?
  - With the key.
- 3 D 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?

Tomorrow.

- B How / When are you meeting him?
- 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.	<b>*5</b>	
	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.	*6	
	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.		
1	10 D 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?		
* <b>4</b>	Read these sentences. Be sure to make your voice go up and down correctly.		
	Who makes you laugh? Who makes you cry?		7
	Who do you live with? Who do you talk with?		
	WITO GO GOU LUIK WILIT!		

Write down your answers to the questions in exercise 4. Then ask and answer the questions with a partner. My brother. Who makes you laugh? 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 I watch TV I meet friends at the weekend.

last bought something this morning

ago / a long time ago.

year.

 will go on holiday with friends / family / friends and family next

is going home / to a club /

/ yesterday / two days ago / a week

Who do you learn with?

## 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?

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\_\_\_\_ many fish did you catch?
- Just one.
- 2\_\_\_\_\_ big was it?
- About 50 or 60 cm like this.
- 3\_\_\_\_\_ kind of fish was it?
- I'm not sure.
- 4\_\_\_\_\_ colour was it?
- Grey.
- \_\_\_\_ heavy was it?
- About one kilo.
- of\_\_\_\_\_ 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.
<b>*9</b>	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 do you wash your hair? Every day.
	2 What did you get home? About ten o'clock.
	3 How does he play tennis?  He's an excellent player.
	4 How did that game cost? £40.
	5 What do you want?  Medium, please.
	6 What of bird was it?  A parrot.
	7 — How exams are there?

How \_\_\_\_\_ can you drive on the

motorway?

70 miles per hour.

‡10 **№** У

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 GAM

How many questions? Work in teams. Think of as many questions for each statement as you can. The team with the most questions wins.















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 Pichu?

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.



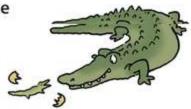
1 200/400/600 years old?

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.

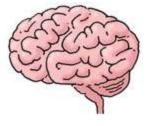


3 65 / 75 / 85 teeth?

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?



Imagine you can interview your favourite film star, pop star or sportsperson. 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?



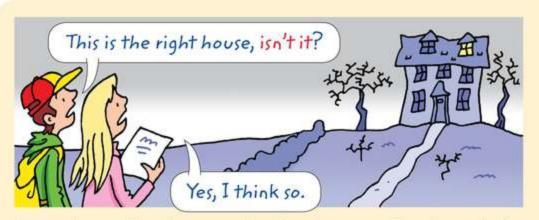
2 What did you like at school?

## Self-evaluation Rate your progress.

	~	~ ~	999
1			
2			
3			
4			
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6			
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8			
9			
10			
11			
12			
13			
14			

## 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 can leave it here,	can't I?
You'll like that,	won't you?
She understands,	doesn't she?
He told you the story,	didn't he?
I'm right,	aren't I?

Note: I'm right, aren't I? (amn't I?) A negative statement has a positive tag.

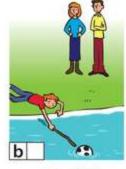
=	+
You weren't angry,	were you?
She couldn't do it,	could she?
It isn't very nice,	is it?
You've never met Lee,	have you?

\*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?

	24.2 Choose the correct tag. Then listen,
	check your answers and repeat the sentences.

24.2 Choose the correct tag. Then listen,
theck your answers and repeat the sentences.
Showasn't hara

▶ She wasn't he	re,
✓ was she?	wasn't she?
1 It isn't easy,	
is it?	isn't it?
2 Alice can't swi	m,
can she?	can't she?
3 You like this m	nusic,
do you?	don't you?
4 He saw us,	

	did he?	didn't he?
5	You've lost you	r ticket,
	have you?	haven't you?
	Va	a + a d a ! +

6	You aren't going to do it,			
	are you?	aren't you?		
7	I'm fast,			

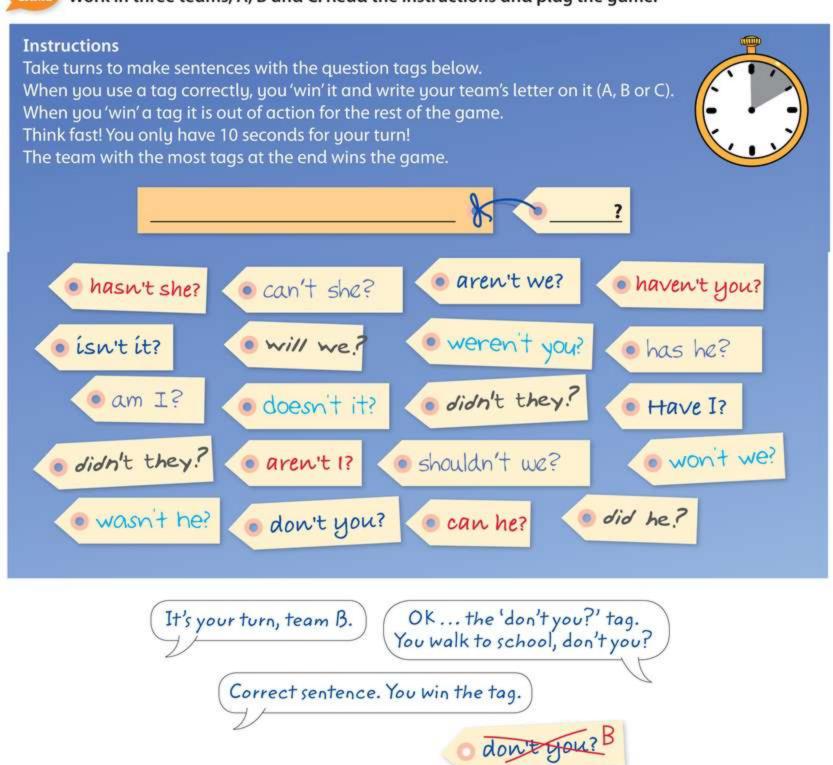
8	This has never happened before	
	has it?	hasn't it?

aren't I?

am I?

- 24.3 Circle the correct answer. Then Add the correct subject from the box to each tag. listen, check your answers and repeat the they they it you he we you she I sentences. ► You're Italian, aren't you ► She 's /(was)swimming, wasn't she? 1 They were happy, weren't \_\_\_\_\_ 1 Philip hasn't phoned / didn't phone, has he? 2 I can wear this hat, can't \_\_\_\_\_? 2 Jane plays / played tennis, didn't she? 3 Your sister's passed her exam, hasn't \_\_\_\_\_? 3 It's going to / will work, won't it? 4 Kate and Charlie didn't know, did \_\_\_\_\_? 4 They can't / couldn't do it, could they? 5 The music was good, wasn't \_\_\_\_\_? 5 You 're eating / eat fish, don't you? 6 You and your sister play golf, don't \_\_\_\_ 6 He isn't going to leave / hasn't left, is he? 7 Your dad's a pilot, isn't \_\_\_\_\_? 7 This programme 's / was interesting, isn't it? 8 You and I have the same surname, don't \_\_\_\_\_?
- Work in three teams, A, B and C. Read the instructions and play the game.

8 You 're not leaving / won't leave, are you?



## 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.'

5 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 DHe has lunch at school, \_\_\_\_\_
  - Yes. he does.
- 2 D She can't ski, \_\_\_\_\_
  - Yes, she can, actually.
- 3 Pe's got a dog, \_\_\_\_\_
  - Yes, I think so.
- 4 DIt isn't funny, \_\_\_\_\_
  - No, it isn't.
- - No, I don't think so.
- 6 You've never been to Italy, \_\_\_\_\_
  - Yes, I have! Lots of times!
- 7 Dim and Alice weren't playing, \_\_\_\_\_
  - No, they weren't.
- 8 She didn't phone, \_\_\_\_\_ No.
- 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 \_\_

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 Dit's strange, \_\_\_\_\_
- 5 That was exciting, \_\_\_\_\_

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?

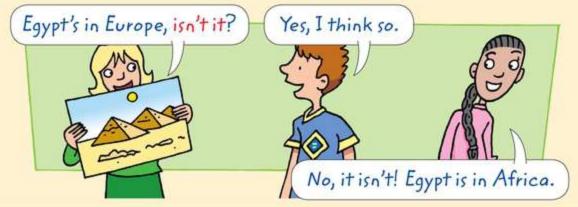
animal species

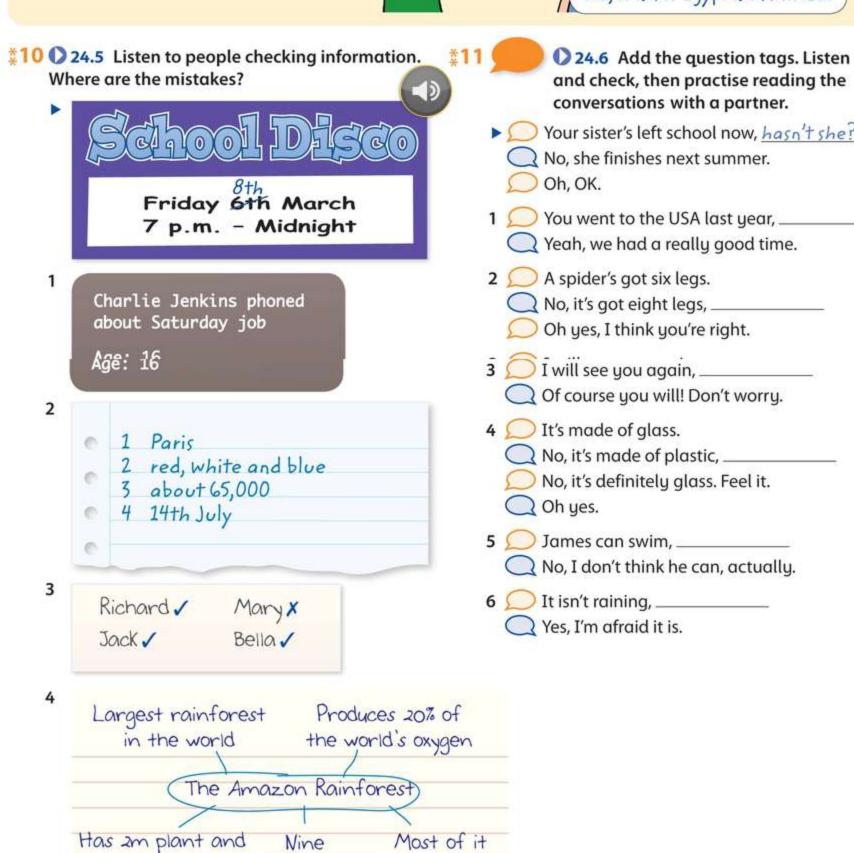
different

countries

Here, the tag means:

'Is the statement correct?'





is in Ecuador





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 **€** Т

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?

painted the Mona Lisa.

No, it's in July. Molly, you like rock music, don't you?

Elephants

can't jump.

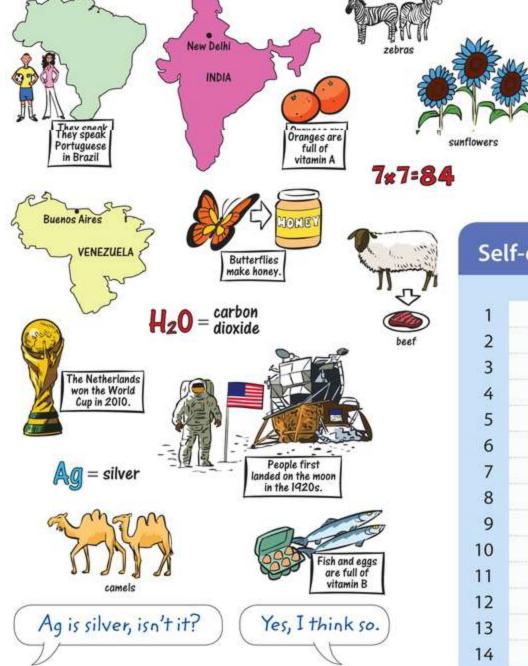
is in Italy

11 × 11= 121

Yes, that's right.

\*14 GAME

Mork 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.



Self-evaluation Rate your progress.				
	•	99	9	00
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

## Reading and writing

- Match 1-5 with a-h to complete the conversation. You don't have to use all the letters.
  - - I'm fine, thanks.
  - - Yes, I went to the cinema.
  - - Joe and Heidi.
  - - (Down in the City'.
  - - Yes, it is.
  - - 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

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. \*\_\_\_\_\_ is Julia?

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



## FOR SALE Bicycle: £30

Contact Julia at Julia\_21@onmail.com

## TO RENT

Holiday Cottage for six people; beautiful views £450 a week Email Tomat tom854@vmail.com



## Listening

4 ○ R13.1 Listen and tick ✓ the correct picture.



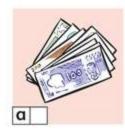
1 Why does Paul need new shoes?

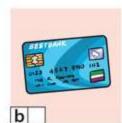


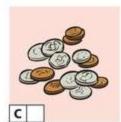




2 How does Paul pay for the shoes?

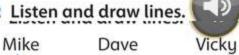


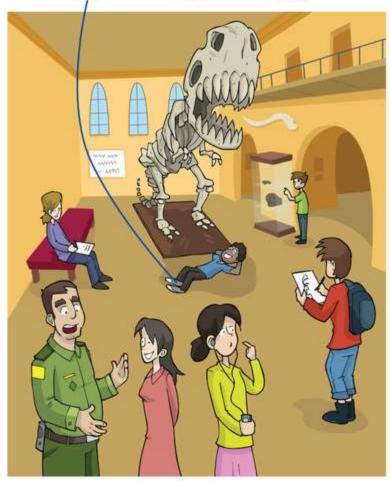




5 R13.2 Listen and draw lines.







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	number 9
long / the journey forty-five	
much / a single ticket cost	three pounds
often / the bus leave	every ten minutes
time / next bus	2.20
where / buy a ticket?	on the bus

#### Train to city centre

platform / it leave from	
long / the journey	
much / a single ticket co	st
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.

## Conjunctions

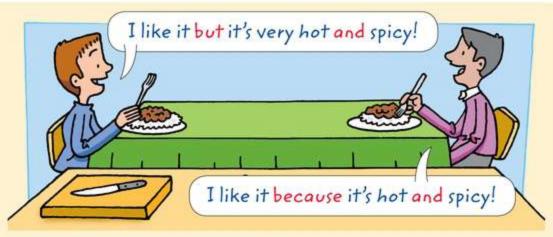
I can recognize and use the conjunctions **and**, **but**, **or**, **because** and **so** to link ideas in sentences.

## 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 ♭
- 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?

GAMED 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 ...

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? \_\_\_\_

Use the questions in exercise 6 to interview a partner.

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 conjuctions. 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.

Why didn't you come to the party?







Why didn't you come to the party?

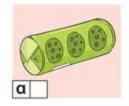
different reasons.

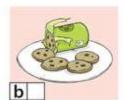
Work in pairs. Ask and answer

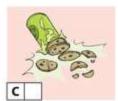
questions from exercise 9. Think of

Because I was on holiday

1 Why aren't there any more biscuits?







2 Why are you late for school?



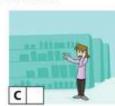




3 Why are you going to the supermarket?







4 Why have you got that backpack?







\*11 Choose the correct conjunction.



- I live a long way from school because so I go by bus.
- 1 He's hungry because / so he didn't have any breakfast this morning.
- 2 You broke it **because** / **so** you can pay for a new one!
- 3 Fish makes Alison ill because / so she never eats it.
- 4 The Atacama Desert is dry **because** / **so** it hardly ever rains there.
- 5 Ryan wanted to buy a new computer because / so he got a job.
- 6 I woke up early because / so I went for a walk.
- 7 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









tiger

fish whale

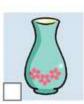
#### Group 2







mug



cup

alass

vase

Group 3









doctor

taxi driver teacher

thief

2 points for every 'odd one out' you find. 5 points for an 'odd one out' reason that no other team thinks of.

### \*13 () 25.4 Circle the correct conjunctions in the conversation. Then listen again and check.



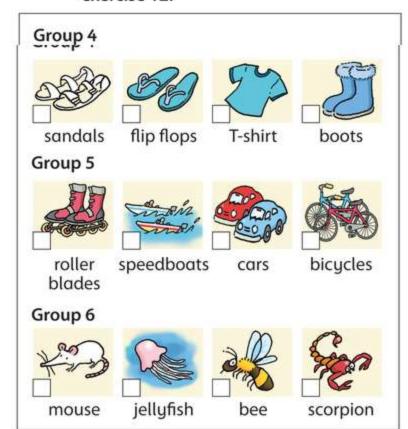
- Group 1 the zebra, the tiger and the fish all have two colours or (but)the whale is only one colour, 1 so / because the whale is the 'odd one out'.
- Yes, 2 but / because the fish is also the 'odd one out'.
- Why?
- 3 And / Because the others are all animals.
- 4 Or / But the whale is a fish!
- No, it isn't. It lives in the water but it isn't a fish 5 or / because it has to have air.
- Oh, yes!

\$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!

Work in pairs. Find the 'odd ones out' in each group. Use the points system from exercise 12.



The sandals are the odd one out' because they aren't blue.

> And the T-shirt is the 'odd one out' because ...



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 ..

by coach

3 Transport

How would you like to travel?





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.





.. is better because ...

backpack

suitcases

## 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 ...



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

New York Oxford Tokyo

London Paris Bangkok

Los Angeles Shanghai

**Mexico City** Río de Janeiro

Cape Town Canberra

I'd like to go to ... and ... Ilike ... so ... Would you prefer to go to ... or ...?



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 ...

9 (	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	4 It's nice but very expensive.	
	a it's 🔲 b is 🗌	
5	5 It started raining so home.	
	a we went   b went	
6	5 Do you prefer maths or?	
	a art 🗌 b prefer art 🗌	
	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?	
00000	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	SE	oin the pairs of sentences to make one entence. Use and, or, but, because and so. he new sentence will be the number of words 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)

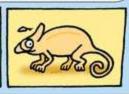
	9	99	999
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# Zero conditional

I can recognize and use the zero conditional.

If a chameleon wants to hide on yellow sand, its skin goes yellow.







Yes, and the skin changes colour if the chameleon is angry, too.

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

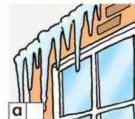
The door opens if you press that button.

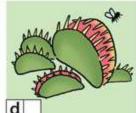
\*1 () 26.1 Match 1–6 with a–g. Listen and check, then listen and repeat.

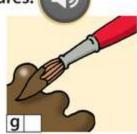


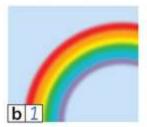
- ▶ If you don't eat healthy food, a
- 1 If you don't eat, \_\_\_\_
- 2 If you don't drink, \_\_\_\_
- 3 If you don't sleep, \_\_\_\_
- 4 If you stay too long in the sun, \_\_\_\_
- 5 If you spend too much time alone, \_\_\_\_
- 6 If you don't do any exercise, \_\_\_\_
- a you get hungry.
- b you get unfit.
- c you get sunburn.
- d you get thirsty.
- e you get lonely.
- f you get tired. g you get ill.

26.2 Listen and number the pictures.

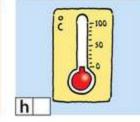


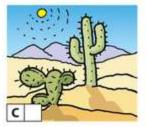


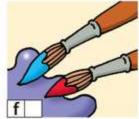












*3	26.3 Complete the sentences with the correct form of the verbs in brackets. Then listen again and check.
	1 A rainbow If it 's (be) sunny and
	raining at the same time, this appears
	(appear) in the sky.
	2 100°C If you (heat) water to this
	temperature, it (boil).
	3 Venus flytrap This plant (close) 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).
* <b>4</b>	26.4 Complete the zero conditional definitions with the verbs in the correct form. Listen and check.
	be cut get <del>have</del> keep mix need rain <del>use</del> wear
	<ul> <li>Tissues You <u>use</u> these if you <u>have</u> a cold.</li> <li>Sunglasses People these if it very sunny.</li> <li>Grey You this colour if you black and white.</li> </ul>

3 An umbrella This \_\_\_\_\_ you dry if it \_

4 A plaster You \_\_\_\_\_ this if you \_\_\_\_\_ your

Cover the sentences in exercise 4. Look at the pictures. How many definitions can you remember?

\*<sub>6</sub>

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	VIX
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 <b>patient</b> / <b>impatient</b> 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

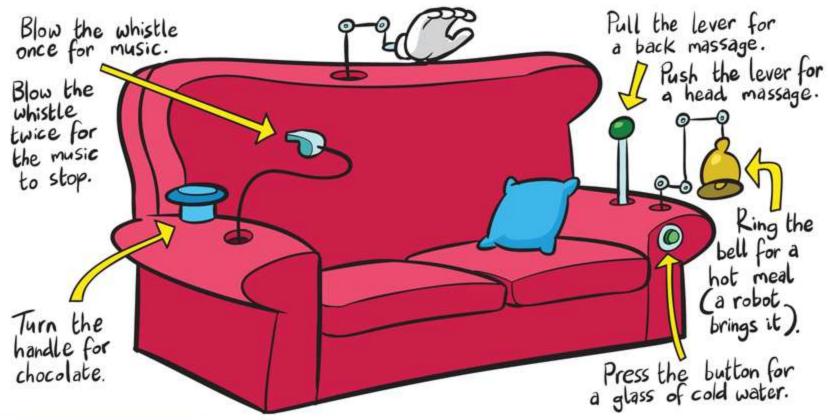
Write about your partner. Use the information from exercise 7.



Edward cries if he watches a sad film but he doesn't laugh if someone tickles his feet. He ...

finger.

\$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 <del>play</del> 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.

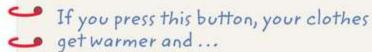


Work in small groups. Design one of the machines below. What levers, buttons and handles does the machine have? What do they do? Write about the machine using zero conditional sentences.

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





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.				
	•		<b>.</b>			ن ن	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

## Reading and writing

Match 1–5 with a–h to complete the conversation. You don't need to use all the letters.



- It's nine o'clock.
- I like this green paint and I like this blue paint.
- 2 OK. Anything else I need to know?
- What do you mean?
- 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
- 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.

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, 50 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.

- (50) because but 1 or but so
- 2 if but because
- 3 because if or
- 4 so and if
- 5 or but and
- 6 and because so
- **7** If So Because
- 8 because so but
- 9 but and if
- 10 or but so

# Listening

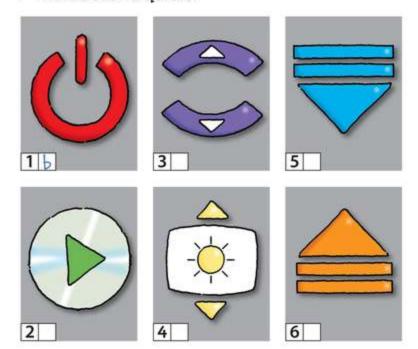


#### VITAMINS AND MINERALS IN OUR DIET

- A balanced diet rice, pasta, meat, fish, cheese, nuts, <u>fruit</u> 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.

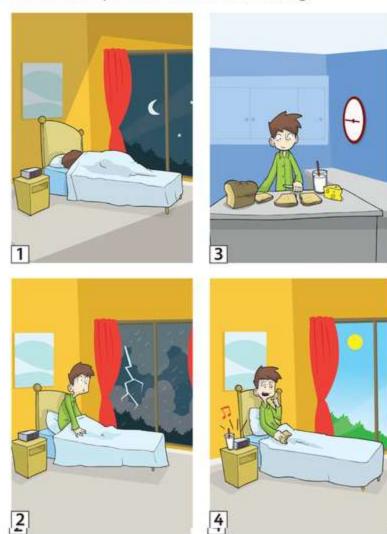


- a makes picture brighter
- **b**-switches TV on and off
- c changes TV to DVD
- d makes sound louder
- e changes channel
- f makes sound quieter



# Speaking

5 Look at the pictures and tell the story.



6 Ask and answer the questions with a partner.

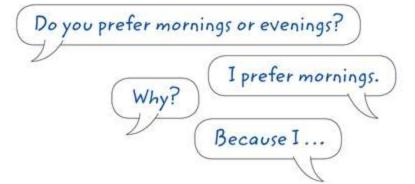
Do you prefer mornings or evenings? Why?

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?



# Revision 9 All units

# Reading and writing

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

apples balloons <del>carrots</del> feathers future iron history potatoes present roof sky

- ► They're orange. They grow under the ground. <u>carrots</u>
- 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.

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. \_\_\_\_\_

Read the text and write the missing words.
Write one word on each line.

above below ever last lot many so when walked walking

1250 T	been on a really amazing went on the Kalka-Shiml
	I was visiting family arents <sup>2</sup> year.
37000	lka station at 656 m
	el. It climbs 1420 m to
1.70	h up in the mountains.
There are a 4	of tunnels and bridge
on the way. One th	ing surprised me. We saw
local people 5	on the railway track
That doesn't seem	
	Y

- 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. \_\_\_\_\_



What does Amy say to Robert? Match 1–5 with a–h. You don't have to use all the letters.	6 Read the article. Choose the right words and write them on the lines.
<b>▶</b>	
No, they're chocolate truffles.	Emperor Penguins
1	<b>《</b> 新日本 新日本 新日本 新日本 新日本 新日本 新日本 新日本
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?	. at at
5	
a How long do you have to cook them?	Where do Emperor Penguins live?
b Are those chocolate cakes?	Emperor Penguins live <u>in</u> Antarctica,
c That tastes delicious!	at the South Pole. 1 spend the entire
d How did you make them?	winter on the open ice. No other animals
e Yes, they're better than chocolate cakes!	do this.
f May I have that little truffle?	<sup>2</sup> big are Emperor Penguins?
g Do you like making cakes?	Emperor Penguins are about 115 cm high.
h Were they expensive?	They are the 3 kind of penguin in the
5 Read the letter and write the missing words.	world.
Write one word on each line.	4 is the life such of Emmayor Bonovine?
The one word on each time.	is the life cycle of Emperor Penguins?
	5 winter the female Emperor Penguin
600	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
	<sup>7</sup> to about -50°C, but under the male
Dear Brian,	penguin's body the egg is nice and 8
You've heard about my plans for a	Incredibly, the male penguin doesn't eat
trip to the jungle, <u>haven't</u> you? I'm	9 food at this time. After two months
to study some very unusual	the female returns 10 looks after the
butterflies, and I think it'll be very	chick. The male goes away to find food.
interesting	
9	▶(in) on at
2 Suzy tell you about her adventures in the jungle last year? 3 had a lot of difficulties and	1 It He They
3 had a lot of difficulties and	2 What How Who
got ill, too 4 worry about me.	3 big bigger biggest 4 What How When
I'll be fine. I've got a good guide and	5 At On Every
I've been to that jungle three times.	6 leaves 's leaving left
Now, I must go and pack my bags. I	7 fall falling to fall
5 Over storted pocking!	8 warmlu warm warmest

Richard

9 any some many

10 so and because

# Listening

7 R15.1 Listen and draw lines.



Polly William

Sally John

8 R15.2 Listen and write.



#### **NEW ART GALLERY**

- ▶ When did it open? last month
- 1 What kind of art? \_\_\_\_ art
- 2 Where is it? \_\_\_\_\_ the post office
- 3 Price \_\_\_\_\_ for Student Card holders
- 4 Closed \_\_\_\_\_
- 5 take photos OK? \_\_\_\_\_
- 9 R15.3 What sports do the people in Anna's family do? Listen and write the sport.



- Anna's dad running
- 1 Anna's brother \_\_\_\_\_
- 2 Anna \_\_\_\_\_
- 3 Anna's sister \_\_\_\_\_
- 4 Anna's aunt \_\_\_\_\_
- 5 Anna's grandma \_\_\_\_\_

10 ○ R15.4 Listen and tick ✓ the correct picture.



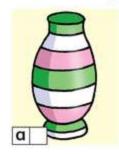
▶ Where have Isabel and her dad been?

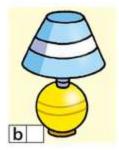






1 What did they buy?

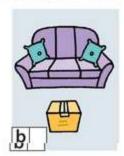


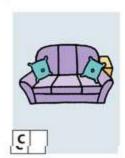




2 Where should Isabel put the box?

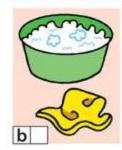






3 What will Isabel's dad use this afternoon?



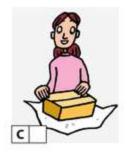




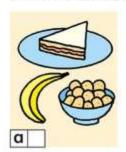
4 What's Isabel going to do before lunch?

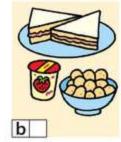


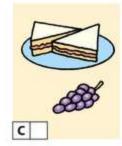




5 Which is Isabel's lunch?







# Speaking

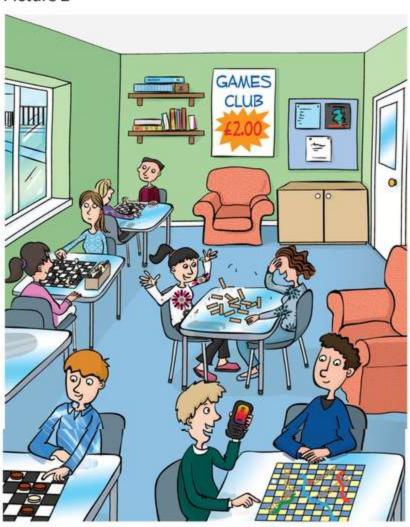
## 11 Work in pairs. Look at the pictures. Can you find 10 differences?

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 ...

# Extra information

## Unit 3

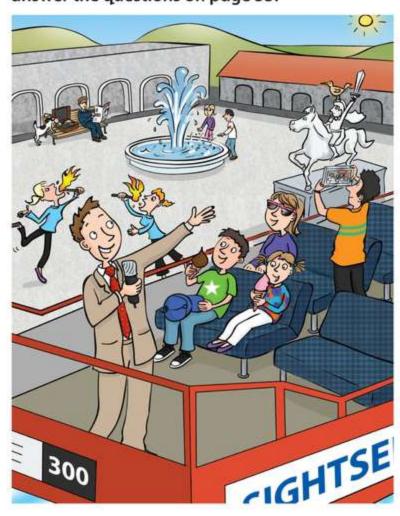
### Articles and quantifiers

- 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<sub>2</sub>O is water, not carbon dioxide. Carbon dioxide is CO<sub>2</sub>.
  - 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.

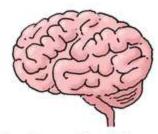


3 200 / 300 / 400 tail feathers?

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?

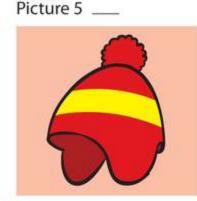
6 about 1 / 1.5 / 2 kilos?

# Unit 18, student B

## Adjectives

14 Talk about the pictures with student A. Are they the same or different? Write S or D.

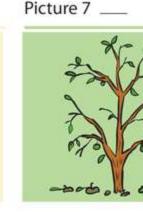
Picture 1 D



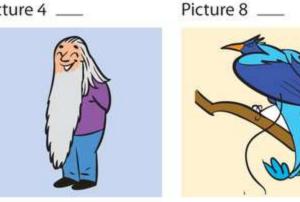
Picture 2 \_\_\_\_



Picture 3 \_\_\_\_



Picture 4



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

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

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	number 7
long / the journey	20 minutes
much / a single ticket cost	six pounds
often / the train	every 15 minutes
time / next train	2.30
where / buy a ticket?	at the ticket office

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**

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	forest	9, 21
a little (adj, det)	9, 12	comic	3	forget (v)	11, 13
after	22	competition	6	friendly	18, 20
ago	22	cook (n)	8	front	21
air	9, 25	cotton	5, 18	full	24
already	19	could (v)	14, 24	fun (adj, n)	7, 12, 20
angry	5, 7, 19, 26	cross (v)	13	future	12, 15, 23
anything	26	cry (v)	5, 8, 9, 10, 11, 23, 26	gate	13
anywhere	13	cut (v)	7, 11, 12, 26	get off	10
arrive	11	dance (v)	5, 6, 9, 14, 19, 25	get on	10
artist	1	dangerous	12, 18, 20, 25	get to	23, 26
astronaut	6	dark	10, 18, 21		5, 7, 18, 21, 24, 25, 26
aunt	20	date (n)	22	glitter	3
away	10	dear (adj)	6, 9, 12	glove	2, 10
bark (v)	7	decide	10, 12	glue (n, v)	3
before	22	dentist	6, 16, 22, 23	go out	6, 13, 25, 26
begin	9	desert	11, 20, 25	gold (adj, n)	
bin	13, 16, 21	diamond	20, 21	golf	6, 19, 24
blow (v)	8, 26	diary	8, 17	goose	2
boat	3, 7, 8, 9	dictionary	1, 11, 13, 15, 19	ground (n)	6, 13, 21
bored	7, 16	dinosaur	18, 22	group	9, 20, 25
born	9, 11, 22, 23	direction	13	grow	5, 11, 21
bottom	12, 21	dirty	8, 10, 18	half (adj, n)	8, 10, 16, 22
break (v)	11, 23	donkey	2	happen	10, 11,12
bridge	13	drum (n)	10	hard (adj, ad	
broken	11, 14	dry	12, 17, 20, 25, 26	hardly	19
brush (n, v)	2, 11, 8, 19, 22	duck (n)	4, 10	hate	6, 12
build (v)	11	east	13, 25	hear	4, 7, 14
burn (v)	11	engineer	18	heavy	18, 20
bus stop	21	ever	11	high	23
butter	3	everyone	5	hill	21
butterfly	1	everything	5, 9, 16, 18	hit (v)	9, 10
button	26		12, 17, 22, 23, 24, 25	honey	3, 7, 18, 24
calm (adj)	5, 7, 26	excellent	23	hotel	11
camel	24	factory	16	hour	9, 11, 22
camp (v)	11	fall	5, 9, 10, 11, 12, 24	husband	8, 19
card	15	fall over	10	ice (n)	3
career	19	famous	6, 12, 18	icicle	26
caterpillar	1	far (adj, adv)		ill	5, 10, 25, 26
ceiling	12, 21	fast (adj, adv		important	11, 12, 16, 18, 23
century	22	20 200	15, 16, 18, 19, 20, 26	ink	3
charcoal	3	finish (v)	8, 9, 11, 19, 22	insect	20
chat (v)	6, 9, 11, 12, 22	fire (n)	12, 13, 14, 16	interesting	4, 7, 18, 20
cheap	18, 20	fix	11, 12, 14	into	10, 11
clay	16, 20	flour	3	invent (v)	6, 9, 12
club	8, 23, 24	fly (n)	2	jam (n)	3
colourful	18, 20	follow	13	job	6
Colourful	10, 20	TOLLOW	13	Job	0

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
		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		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, 25
magazine	3, 6, 20	pull (v)	26	spoon	3
married	11, 12	push (v)	26	spoonful	3
		• 0			
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 ahea	
might	15	relaxed	5	straight on	13
minute	11, 22	remember		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
	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