

English World



Workbook

7

A2+



MACMILLAN

Mary Bowen, Liz Hocking & Wendy Wren

The Modern House
Not For Sale

English World

Workbook

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A2+


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Mary Bowen, Liz Hocking and Wendy Wren

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1 Magazines

Reading comprehension

1 Read The portrait project again.

2 Write T (true) or F (false).

- 1 The Portrait project brings together Art and Technology. T
- 2 Professor John Brown is running The Project Hampton University. F
- 3 In the project, students create a portrait of the place where they live go to school. F
- 4 Professor Brown told the students that they must decide what to tell people. T
- 5 After the first session the students rushed for the leaflets door. F
- 6 In the second session Professor Brown talked about producing the portrait. T
- 7 The students had to choose who they wanted to work with. T
- 8 Professor Brown put up message boards to help students find out about each other. F

3 Correct the false statements.

4 Answer the questions about the interview with Laura. Write short answers.

- 1 How often are the students going to meet? once a week
- 2 What three things is Laura interested in? photography film Computers
- 3 What does Laura do every Monday? goes to Computers club.
- 4 What films does she like? surfing
- 5 Where does she not like going? to the dentist

5 Write the name of the person who ...

- | | | | |
|---------------------------------------|------------------------|-------------------------------|--------------------|
| 1 told the students about the project | <u>Professor Brown</u> | 2 was interviewed by Patsy | <u>Laura</u> |
| 3 is interested in people | <u>Jack</u> | 4 works at Hampton University | <u>Professor B</u> |
| 5 is interested in photography | <u>Laura</u> | 6 likes making new friends | <u>Holly</u> |

6 Write the names of the two people who ...

- 1 reported the project Will Jones Patsy Parker
- 2 don't like the dentist Patsy Holly
- 3 chatted to Patsy Holly Ross
- 4 go to West Hill Academy Laura Jack

Vocabulary

1

- Some words have more than one meaning. Read the sentence below then circle the correct meaning (a, b or c) for **running**.

Professor Brown is running the project.

a flowing

☒ b organising

c going fast by taking steps quickly

If the meaning you know doesn't make sense, check for a new meaning.



- Write the correct definition from Exercise 1 for **running** in these sentences.

1 Tears were running down the girl's face. flowing.

2 The children were running across the playground. going fast by taking steps quickly

- Write the correct definition for **present** next to each sentence.

present adj. here

present n. gift

present n. this time, now

present v. show

1 We gave Grandma a present on her birthday. gift

2 Sam did not present his project today because he was ill. Show

3 Ben was not present for the exam because he was ill. here

4 In the past, people travelled by horse but in the present, they use cars. this time, now

- Read each sentence in Exercise 3. Circle **present** in the sentence where it is pronounced differently. Sentence 2

- Write the correct meaning of **get on** next to each sentence.

1 We must **get on** the train now because it will leave in a minute. climb into

2 Anna and Lily often play together and they **get on** very well. like being with someone

3 Sam is **getting on** well with his project – it's going to be good! make progress

- Match the verbs from the text with the verb that has a similar meaning.

find out

report

respond

invite

create

1 ask invite

2 make create

3 discover find out

4 tell report

5 reply respond



Use your dictionary to help you.

- Choose three of the words from the box and use them in sentences of your own.

Working with words

Write the words next to the correct definition.

volunteer present portrait session include decide get on

- ✓ 1 Portrait a drawn or painted picture of a person give one word
 ✓ 2 Volunteer a person who offers to do something without payment
 ✓ 3 Session a period of time in which an activity is done
 ✓ 4 decide to think about something and then choose what to do
 ✓ 5 present to show
 ✗ 6 include to put something with other things
 ✗ 7 get on to enjoy being with somebody

Read these verbs. Use the suffix -tion or -ment to make a noun. Write the noun.

Think about the changes you need to make to the root word before you add the suffix.

- 1 equipment 2 invitation 3 presentation
 4 imagination 5 argument 6 animatation

Complete the sentences with the words in Exercise 2.

- 1 Our cousin has sent us an invitation to her wedding.
 2 My uncle is an artist who works in film animation.
 3 When you write a story, use your imagination to help you think of ideas.
 4 My brothers had a big argument about their new computer game.
 5 Make sure you have the right equipment when you go skiing.
 6 All our parents came for the Presentation of the class prizes.

Spelling: complete the words. Write ss or sh.

- 1 mission 2 fashion 3 cushion 4 discussion
 5 impression 6 rushing 7 Russian 8 brushes

Write the words in Exercise 4 next to the correct definition. Check your spelling.

- 1 a soft object for sitting on or putting on a chair or sofa cushion
 2 objects used to clean teeth or tidy hair brushes
 3 a talk between two or more people discussion
 4 hurrying rustling
 5 a person from Russia Russian
 6 a style, especially in clothing fashion
 7 a task done by an individual or group mission
 8 the mark left on something by pressing on it impression

Look at the picture and complete the sentences.

Use the verbs in the box. Use the present continuous.

make report smile hold interview record

- 1 Patsy Parker is interviewing some footballers.
- 2 Is she making notes?
- 3 She is recording the interview.
- 4 The footballers are smiling happily.
- 5 They are holding a cup.
- 6 Will Jones is not reporting on the match.



Complete the sentences with the verbs in the box. Use the present simple.

- 1 Will and Patsy work for a magazine.
- 2 Do they often meet interesting people?
- 3 Patsy always wears smart clothes to work.
- 4 Professor Brown teaches at the university.
- 5 Laura does not go to the same school as Holly.
- 6 Ross and Jack do not live in the same part of town.

go wear meet
live work teach

Complete the sentences with the verbs in brackets.

Use the present simple or the present continuous.

- 1 Today the students are learning about The portrait project. (learn)
- 2 Be quiet! I am trying to do my homework. (try)
- 3 Holly often goes shopping with her mother. (go)
- 4 The children do not usually speak to reporters. (speak)
- 5 The score is 3-1. Our team is winning! (win)
- 6 Does Ross enjoy doing puzzles and quizzes? (enjoy)

Remember!

We usually use the long forms of verbs when we are writing.



We usually use the short forms of verbs when we are speaking.

Write the long forms of the verbs.

- 1 I'm reading. I am reading.
- 2 She's a student. She is a student.
- 3 You're late. You are late.
- 4 He doesn't play. He does not play.

Write the short forms of the verbs.

- 5 We are waiting. We're waiting.
- 6 They do not swim. They don't swim.
- 7 I am studying. I'm studying.
- 8 We do not understand. We don't understand.

Grammar in use

1 Complete the sentences with the verbs in the box.

Use the present simple.

think cost understand include remember sound

- 1 John's teacher thinks he will pass his exam.
- 2 I do not remember the professor's name.
- 3 This new computer game sounds fun.
- 4 The film includes some amazing special effects.
- 5 How much does that CD cost?
- 6 Lucy understands Spanish but she can't speak it.

2 Read.



When *have* means *own* or *hold*, we use the present simple.



I have got a cat.
I haven't got a dog.
Have you got a pet?



I have a cat.
I don't have a dog.
Do you have a pet?



With *got* or not with *got*?
That is the question!

got is used in
British English.



3 Complete the sentences. Use *have*.

- 1 Polly and Pete have got lots of pets. Polly has got three cats and Pete has got dogs. They have not got one parrot. They have got four! Have you got any pets?
- 2 Mandy and Andy have got black hair. Mandy has got brown eyes. Has Andy got brown eyes, too? No, Andy has not got brown eyes. He has blue eyes. What eyes have you got?

4 Complete the sentences with words from the boxes.

do make

a decision a project a list homework friends

- 1 Ben is going shopping but he is very forgetful. He must make a list.
- 2 The teenagers are going to do a project about their town.
- 3 You will like your new school. You will soon make friends.
- 4 Are we going to the mountains or the seaside? We must make a decision.
- 5 If Milly does her homework now, she can watch TV later.

Individual writing: writing an interview

1

You have read **an interview** between Patsy and Laura.
You have written **an interview** between Patsy and Holly.
Now write **an interview** between Patsy and Ross.

Read Student's Book page 14 again.
It tells you how to write an interview.

Read Ross's personal profile.

name: Ross
age: 14
lives in: North Park
brother: Harry, aged 16
sister: Amy, aged 10
school: North Park College
interests/hobbies: art, swimming, basketball
likes: animals (all animals but particularly my cat, Claws)
dislikes: zoos, people who are cruel to animals



Think about the questions Patsy can ask.

- Remember the question words:

What ...? When ...? Where ...? Which ...? Who ...? How ...?

- Try to write the interview without looking back at the questions you wrote on Student's Book page 14.

Use the information in the profile to write Ross's answers. Look carefully at his profile. Think of extra questions Patsy could ask.



What kind of ...?

Make notes here

Use extra information about Ross. He chatted to Patsy at the City Hall.
What did he tell her?



I'm interested in ... I like ...

Make notes here

Remember to set out the interview like a play.

The names of the interviewer and the interviewee are on the left. The words they say come after their names.
Remember the interview between Patsy and Laura:



Patsy: Why did you want to do this project?
Laura: I thought it sounded interesting.



Listening and speaking

- 1 Complete the dialogue. Use the verbs and expressions from the boxes.

like think live have got go be interested

It sounds ... Lucky you! me, too! Hmm at all

Laura: Where do you live, Holly?

Holly: I live in a flat near the station.

Laura: Have you got any brothers or sisters?

Holly: Yes, I have got a brother and two sisters.

Laura: Lucky you! I've got one brother. Which school do you go to?

Holly: I go to Central High School. I think it's a great school. We have got a swimming pool, a library and a theatre.

Laura: It sounds fantastic! Are you interested in swimming?

Holly: No, I don't like swimming at all. I go to the library every week, though. I like reading books.

Laura: What sort of books do you like?

Holly: Hmm ... I like mystery stories best.

Laura: Oh, me too!



Individual speaking

- 1 Think about your family. Who lives in your home?

mum dad brother sister aunt uncle cousin grandma grandpa anyone else

- 2 Make notes about your family. Use the questions below or use your own ideas.

- Who is in your family? Write one name on the first line in each box.
- Who goes to work? What jobs do they do? Write the jobs under the names.
- Who goes to school? Write the name of the school under the names.
- What are the people in your family interested in? Add notes to the boxes.
- What things do they like? Add notes to the boxes.

- 3 Write sentences about the people in your family. Use your notes in the boxes.

- 4 Talk to the class for one minute. Tell them about your family.

Reading

1 You read a magazine article.

- a What was the title of the article? The Portrait Project
 b What was the full name of the project? A portrait of our town

2 There was an interview between two people.

- a Who were they? Patsy Laura
 b Who was the interviewee? Laura c Who was the interviewer? Patsy

Vocabulary

1 You learned 20 words about working on a group project. Look at page 122 in this book.

Do you know what all these words mean? Check any that you are not sure of in your dictionary.

2 Is a suffix added to the end of the word or the beginning of a word? the end

3 Make these verbs into nouns. Write the nouns. Use the suffixes *-tion* or *-ment*. Check Student's Book page 11 if you are not sure and learn the words.

- a presentation b excitement c argument d imagination

4 Complete these words with *sh* or *ss*. If you are not sure, check in your dictionary.

- a session b fashion c impression d mission e cushion

Grammar

1 Maisie is talking about her family. Complete the paragraph. Use *be*, *work*, *live*, *think*, *like*.

I live with my family in the centre of the city. My dad is an engineer.
 Usually, he works in the city but right now, he is working in France so he is
 not living at home. He thinks his job is interesting but I am not interested
 in engineering. I like puzzles and quizzes but we both like designing things.

Writing

1 Complete these features of an interview.

An interview is set out like a play. The names of the speakers are on the left.
 The words they say are on the right. The interviewer asks the questions.
 The interviewee answers the questions.

2 Have you made a neat copy of your interview? ☐ Is it in your folder? ☐

Listening and speaking

- 1 Have you listened again to Jack and Ross? ☐
 2 Did your friend ask you about your home and family, and things you like and dislike? ☐
 3 Did you ask your friend? ☐
 4 Have you talked for one minute about your family? ☐

Check-out 1 complete ☐

2 City life

Reading comprehension

1 Read *The man at the fountain* again. *up*

2 Complete the sentences.

- 1 The square was bustling on this hot afternoon.
- 2 Buses with dusty windows were cruising around the square.
- 3 Blue-grey fumes rose into the air.
- 4 He was almost hidden by a group of tourists with clicking cameras.
- 5 It was made from white marble that glistened like Arctic ice.
- 6 He took several photos of the square.
- 7 It had six white columns at the front.
- 8 It used to belong to a duke.
- 9 Philippe frowned and stared harder at the man.
- 10 Startled pigeons took off in a cloud of grey.

3 Answer these questions. Use short answers.

- 1 How did Philippe know that the man was a thief? Because his picture was in the newspapers.
- 2 What things were being sold in the square? newspapers, cold drinks, snacks, flowers
- 3 Where did the buses stop? under the trees.
- 4 Why was the thief difficult to recognise? He was in disguise
- 5 Which people were looking for the man? the police
- 6 Which people were almost hiding the thief? the tourists
- 7 What were in the four corners of the fountain? huge leaping fish
- 8 Who called out to Philippe? his cousin
- 9 Who used to own the elegant building? a duke
- 10 Why could Philippe not see the thief after the tourists left? A ice-cream seller pushed his cart and stopped in front of the fountain

4 Answer these questions. Check your answer with the text. If the text does not tell you the answer, write *I can't tell*.

- 1 Who was Philippe waiting for? his cousin
- 2 What was his cousin doing? Selling newspapers
- 3 Where were they going to go together? to a match
- 4 Did they go to the match? I can't tell
- 5 Did Philippe plan to follow the thief? yes
- 6 Did Philippe follow the thief? I can't tell

Vocabulary

2

Read the words in the box.

strut entrance movement hum hiss shade
drift spurt gape mingle snack click
pigeon cascade scent glisten chariot coo cruise

They were used as verbs or nouns in the text. Underline the verbs.

List all the words under the correct word class.

First, work without looking in the text or your dictionary. Next, use the text to help you.

Finally, check in your dictionary if you need to.

verbs (11) strut hum hiss drift spurt gape
mingle click glisten coo cruise
nouns (8) entrance movement shade snack pigeon cascade
scent chariot

Read these verbs.

strut cruise drift spurt mingle dart

Do the verbs express different kinds of sound, movement or appearance? movement

Write the verbs in Exercise 2 next to the correct definition.

"give one word"

- 1 to travel smoothly and easily cruise ✓
- 2 to move quickly and suddenly dart ✓
- 3 to go slowly without a clear direction drift ✓
- 4 to walk around among other people mingle ✓
- 5 to flow out very fast spurt ✓
- 6 to walk in a very proud way, feeling important strut ✓

Find these verbs from the verb list in Exercise 1.

- 1 the verb that means: to shine and appear as if a little bit wet glisten
- 2 four verbs that express sounds coo hiss click hum

Choose the correct noun from Exercise 1 to complete these sentences.

- 1 I always have a small snack when I get home from school.
- 2 Sit in the shade so you don't get burned by the sun.
- 3 You can see lots of pigeons in the squares in London.
- 4 In the past, people used to race with horses and chariots.
- 5 This rose is pretty but it doesn't have any scent.
- 6 A cascade of water fell from the mountain into the river.

Find adjectives in the text that mean the same or nearly the same as these words.

- 1 busy bustling
- 2 wide open gaping
- 3 beautiful elegant
- 4 wide broad
- 5 surprised startled
- 6 wonderful magnificent

Working with words

1 Rewrite each pair of sentences as one sentence. Use the present participle as an adjective.

- 1 The baby was crying. He woke everyone. The crying baby woke everyone.
- 2 The water was falling. It splashed into the pool. The falling water splashed
- 3 Ben could hear the boys. The boys were laughing. Ben could hear the laughing boys.
- 4 Children were running. They hurried to the school. Running children hurried
- 5 Can you hear the lions? The lions are roaring. Can you hear the roaring lions?

Read these phrases. They should be in your answers. Check.

The crying baby The falling water the laughing boys Running children the roaring lions

2 Rewrite the sentences as one sentence using the present participle as an adjective.

Ben was woken by the lightning. The lightning was flashing.

Ben was woken by the flashing lightning.

- 1 The phone was ringing. It was answered by the man.

The ringing phone was answered

- 2 Harry was frightened of the snake. The snake was hissing.

Harry was frightened of the hissing snake

- 3 The man was drowning. He was saved by the rescue team.

The drowning man was saved

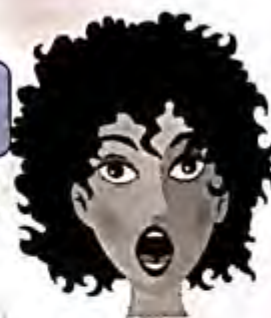
- 4 Andy tried to catch the glass. The glass was falling.

Andy tried to catch the falling glass

3 Add the prefix *un-*, *dis-* or *re-* to these words to make new words.

- 1 disagree
- 2 redo
- 3 disbelieve
- 4 rewrite
- 5 untie
- 6 unfair

Check the rules in your Student's Book if you need to.



4 **abc** Spelling: make these verbs into nouns by adding *-er*.

- 1 cut Cutter
- 2 travel traveller
- 3 wander wanderer

5 **abc** Write the past tense of these verbs.

- 1 refer referred
- 2 discover discovered
- 3 cancel cancelled
- 4 stop stopped
- 5 cook cooked

6 **abc** Make these adjectives into adverbs.

- 1 careful Carefully
- 2 slow slowly
- 3 final finally
- 4 quick quickly
- 5 general generally

7 **abc** Write the present continuous of these verbs.

- 1 hit hitting
- 2 quarrel quarrelling
- 3 drop dropping
- 4 gallop galloping
- 5 wonder wondering

1 Complete the sentences with the words in the box. Use the past simple.

slide be rise take know want sell stand go

- Philippe knew that the man was a thief.
- The man stood among the tourists.
- He did not want anyone to recognise him.
- Nobody took any notice of him.
- The man suddenly slid a slim camera from his pocket.
- Every day Philippe's cousin sold newspapers in the square.
- Fumes from the buses rose into the air.
- Philippe did not go to the football match that afternoon.



2 Complete the sentences with the words in the box. Use the past continuous.

fly glisten look bustle sell click wear enjoy

- The square was bustling with visitors.
- Were they enjoying the warm weather?
- Their cameras were clicking busily.
- What was Philippe's cousin selling?
- The thief was wearing a disguise.
- The police were looking everywhere for this man.
- A flag was flying above the entrance to the bank.
- The marble fountain was glistening in the sunlight.

3 Complete the sentences with the verbs in brackets.

Use the past simple and the past continuous.

- When Philippe entered the square, he saw a crowd of tourists.
(enter, see)
- While Philippe was watching the tourists, he noticed the thief. (watch, notice)
- The thief was mingling with the tourists when Philippe spotted him.
(mingle, spot)
- While he was photographing the fountain, he suddenly pointed his camera at the bank.
(photograph, point)
- Philippe thought that the man was behaving suspiciously. (think, behave)
- When the thief suddenly ran away, Philippe decided to follow him.
(run, decide)
- Perhaps the man knew that Philippe was watching him. (know, watch)
- The thief tried to escape from the boy who was following him. (try, follow)

Grammar in use

1 Complete the sentences with the words in the boxes.

used to

make

ride

have

be

sell

cross

- Years ago the castle used to be a prison.
- An old wooden bridge used to cross the river but now it's gone.
- That shop used to sell books but now it's a sports shop.
- When he was younger, my grandfather used to ride a motorbike.
- My grandmother used to make her own clothes.
- When we were younger, we used to have more free time.

2 Write questions for the answers.

- Did the town use to be much smaller? Yes, the town used to be much smaller.
- Did there use to be a park by the river? Yes, there used to be a park.
- Where did the castle use to stand? The castle used to stand outside the town.
- How often did the children use to visit their grandparents? The children used to visit their grandparents once a month.
- Did they use to live on a farm? No, they didn't use to live on a farm.
- What did you use to play with when you were little? When we were little, we used to play with dolls and train.

3 Disagree! Make the sentences negative.

- The children used to walk to school. No, they didn't use to walk to school.
- We used to go to the cinema. No, we didn't use to.
- That man used to be an actor. No, he didn't use to be.
- Alice used to play the violin. No, she didn't use to play.
- Mr Jones used to live in Italy. No, he didn't use to live.
- The babies used to cry a lot. No, they didn't use to cry.

4 Complete the sentences with the words in the boxes.

make

take

notice

a photo

escape

a holiday

mistakes

- The boy was shouting angrily but nobody took any notice of him.
- Be careful not to make any mistakes in your test.
- Harry's exhausted. He needs to take a holiday.
- Let's take a photo of the marble fountain.
- The prisoner jumped over the wall and made his escape.

Individual writing: descriptive writing

2

You have read a **description** of the square on a hot afternoon.
You have written a **description** of the square at night.
Now write a **description** of the square in the rain.

Read Student's Book page 24 again.
It tells you how to write a **description**.

Make notes:

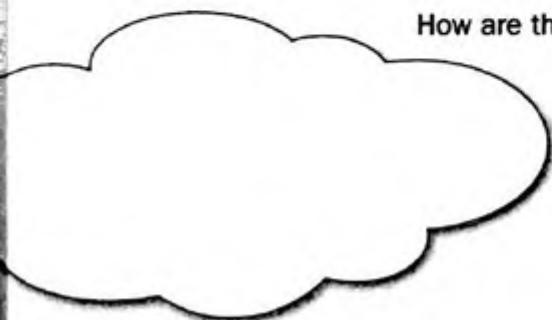
What colour is
the sky?



What are people
wearing/carrying?



How are they walking?



Where are they
sheltering?



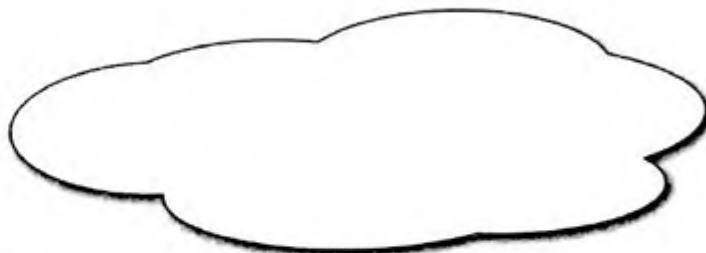
What traffic is
in the square?



What sound do
the tyres make?



What sound does the rain make:
- on the roads?
- on the fountain?



Here are some useful words you could use:

Adjectives	awful	gloomy	grey	cloudy
	cold	dull	dirty	dry
Adverbs	carefully	everywhere	quickly	
Nouns	city	cloud	doorway	umbrella
	shop	lorry	storm	thunder
Verbs	rumble	splash	drip	hiss
	patter	screech		

Now write your description of the square.

Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

was were use used went liked hate
wear like ugly lovely horrible favourite

Me too! Poor you! Lucky you!
Really? How about you?

Laura: Which primary school did you use to go to?
Holly: Green Oak School. How about you?
Laura: I went to Mill Road School.
Holly: What were your teachers like?
Laura: They were lovely. My favourite was Miss Bun. She used to teach us science.
Holly: Did you have to wear a uniform?
Laura: Yes, I liked my uniform.
Holly: Lucky you! Mine was horrible.
Laura: Really? Why?
Holly: It was uncomfortable and ugly.
Laura: Poor you! What colour was it?
Holly: Black and orange. I hate the colour orange.
Laura: Me too!



Individual speaking

You are going to interview an older member of your family about their childhood. Who will you choose? Your grandma or grandpa? An aunt or an uncle? Someone else? Write at least six questions. Use the words and phrases in the box to help you.

Where - live? house or apartment? brothers and sisters?
parents' jobs? school? free time? games?

For example:

Where did you use to live when you were young?

My questions for _____

2 Ask your questions and make notes.

3 Write sentences about your family member's childhood. Use your notes.

4 Talk about your family member's childhood for one minute.

Reading

- 1 You read a descriptive story. a What place in the city was the setting? the square
b What structure was described in detail in the story? fountain
- 2 The story described things that Philippe could see, hear and smell. Write the correct sense after each phrase.
a the scent of roses smell b tinkling water hear c glistened like Arctic ice see

Vocabulary

- 1 You learned words describing the city square. Look at page 122 in this book.
Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- 2 Read this sentence: The running man quickly disappeared from sight.
a What is the main verb? disappeared b Which is the present participle? running
c What word class is the present participle in this sentence? adjective
- 3 Look at this word: **unhelpful**. Write: the root word help the suffix ful the prefix un
- 4 Write the past tense of these verbs.
a travel travelled b refer referred c discover discovered d quarrel quarrelled

Grammar

- 1 Complete these sentences. Choose the past simple or the past continuous.
While the tourists were taking (take) photos of the statues, a police car arrived (arrive) in the square. The policeman was walking (walk) towards the fountain, when someone suddenly shouted (shout) "Stop, thief!"
- 2 Complete this sentence with the correct form of *used to*.
Jack: I never used to go to school by car. Did you use to go by car?
Ross: No, I didn't use to go by car, either. I used to go to school by bus.
- 3 Complete with *make* or *take*. Take notice of the rules so you don't make mistakes.

Writing

- 1 Complete these features of a descriptive story.
It is written in the Past tense. The writer often uses adjectives to tell the reader more about the nouns. The writer describes what you can see. Often, the writer also describes what you can hear and smell
- 2 Have you made a neat copy of your description of the square in the rain? ☐ Is it in your folder? ☐

Listening and speaking

- 1 Have you listened again to Jack and Ross? ☐
- 2 Did you and your friend talk about your old primary schools? ☐
- 3 Have you told the class about a family member's childhood? ☐
- Check-out 2 complete ☐

Revision 1 (Units 1 and 2)

Complete the sentences with the verbs in brackets. Use the present simple, present continuous, past simple or past continuous.

- While Professor Brown was speaking to the volunteers, some reporters from the local newspaper arrived. (speak, arrive)
- When Professor Brown finished speaking, the students rushed to pick up leaflets about the project. (finish, rush)
- Holly Carter goes to Central High School but today she is not sitting in the classroom. She is listening to Professor Brown at City Hall. (go, sit, listen)
- What's your opinion of the Portrait project? I think it sounds excellent. (think, sound)
- Laura likes surfing the internet. Ross and Jack prefer doing sports. (like, prefer)
- Yesterday afternoon Philippe was standing by his cousin's newspaper stall when he saw the thief. (stand, see)
- At first, the man didn't not notice that Philippe was watching him. (notice, watch)
- The man ran away when he felt Philippe's eyes on him. (run, feel)

Change the sentences. Use used to.

- Years ago no tourists visited the town.
no tourists didn't use to visit
- The magnificent building belonged to a duke.
used to belong
- As a child Philippe often came to the square with his father.
used to come

Write questions for the answers.

- Who is Patsy interviewing? Patsy is interviewing the professor.
- Where does he teach? He teaches at the university.
- What do the boys enjoy doing? The boys enjoy swimming.
- Who did he speak to? He spoke to his cousin.
- Did the man run away? Yes, the man ran away.
- Was he wearing a disguise? Yes, he was wearing a disguise.
- Where were some people sitting? Some people were sitting in the shade.

Find words which mean the same. Use the words in the box.

broad find out create discuss entrance scent bustling portrait snack

- 1 picture n portrait
- 2 a pleasant smell n scent
- 3 make v create
- 4 small meal n snack
- 5 discover v find out
- 6 the way in n entrance
- 7 talk about v discuss
- 8 wide adj broad
- 9 busy adj bustling

Complete the sentences with words from the box.

popular run spot movement enthusiastic disguise

- 1 All the students are enthusiastic about this interesting project.
- 2 A professor from the university is going to run the project.
- 3 We did not recognise the man because he was in disguise
- 4 Football is the most popular sport in our school.
- 5 The crowd stood still. There was no movement at all.
- 6 I managed to spot a face I knew in the crowd.

Make nouns from these verbs by adding the suffix -tion or -ment.

- 1 invite invitation
- 2 argue argument
- 3 produce production
- 4 equip equipment
- 5 imagine imagination
- 6 construct construction

Complete the sentences with make, do or take. Make sure you use the correct form of the verb.

- 1 You must make a decision about your future career.
- 2 John does his homework as soon as he got home.
- 3 I hope I do not make any mistakes in the test tomorrow!
- 4 Don't take any notice of what other students are doing in the exam.
- 5 Don't worry about your new school. You will soon make friends.
- 6 Stand still! I want to take a photo of you.
- 7 The lion made its escape when the cage door was left open.
- 8 You look very tired. You need to take a holiday.

3 Life at the edge

Reading comprehension

1 Read *Endangered animals in the north* again.

2 Write the statements under the correct animal.

- 1 Its feet are partly webbed. 2 Its back feet are fully webbed. 3 It dives for its food. 4 It has powerful jaws.
- 5 It waits for its food to come to the surface. 6 It uses small stones as tools. 7 It does not make a den.
- 8 The cubs are born in a den. 9 It often sleeps in a group. 10 Its fur is thick and white.



3 Write the phrases about the polar bear next to the correct word.

- | | | |
|--------------|-------------------------|------------------|
| Habitat | <u>Sea ice</u> | white fur |
| Appearance | <u>White fur</u> | seal meat |
| Diet | <u>Seal meat</u> | sea ice |
| Reproduction | <u>Cubs born in den</u> | climate change |
| Threats | <u>Climate change</u> | cubs born in den |

4 Write the notes about the sea otter next to the correct heading. Try to do this without looking at the text.

- 1 pups born at sea
- 2 rocky coasts of the North Pacific
- 3 stays 1 km from the shore
- 4 searches under boulders
- 5 snails, crabs, shellfish
- 6 oil spills
- 7 1m-1.5m long
- 8 bob safely on the surface
- 9 thick, waterproof fur
- 10 new oil fields

1 Habitat _____

2 Appearance _____

3 Diet _____

4 Reproduction _____

5 Threats _____

Write the correct words under the pictures. Use your dictionary to check.

tanker raft seal oil spill shore whiskers



1 Shore 2 oil spill 3 whiskers 4 raft 5 tanker 6 Seal

Write the words next to the correct definition.

ban seize extinct threaten insulate patiently

- 1 to grab hold of strongly Seize
- 2 died out extinct
- 3 to keep heat in and cold out insulate
- 4 to stop ban
- 5 in an unhurried way without giving up patiently
- 6 to put in danger threaten

Find the opposite word from the text.

- 1 male female
- 2 partly fully
- 3 freeze melt
- 4 guaranteed uncertain

Complete the statements. Find the words in the text.

- 1 The young of a bear is called a cub.
- 2 The young of a sea otter is called a pup.
- 3 An animal with hair or fur that is born from its mother's body is a mammal.
- 4 The home where a bear lives is called a den.
- 5 The white bears in the Arctic are called polar bears.



Complete the sentences. Use the words in the box. Make any necessary changes.

chest harmful prey snowdrift bob newborn

- 1 After the blizzard, the explorers got stuck in a deep snowdrift.
- 2 The newborn baby was wrapped in a warm blanket.
- 3 In the bay, small fishing boats were bobbing up and down on the waves.
- 4 Too many sweets can be harmful to your teeth.
- 5 Some birds have brightly coloured feathers on their chests.
- 6 Lions leap on their prey and pull them down to the ground.

Working with words

■ Rewrite these nouns to make adjectives ending -al. Complete the sentences.

a industry b fact c music d coast e electric f nature

industrial factual musical Coastal electrical natural

- 1 Max is very musical and he is learning the trumpet.
- 2 My cousin is studying electrical engineering at college.
- 3 Does pollution only come from industrial areas?
- 4 Dolphins leap high out of the water and this is natural behaviour.
- 5 The Coastal waters are full of fish and other sea creatures.
- 6 I prefer factual books as I find them more interesting than stories.

Think about the spelling!

■ Write three sentences of your own. Use the words in the box.

normal several final

■ Rewrite these nouns to make adjectives ending -y. Complete the sentences.

a silk b thirst c scare d fun e hunger f stone

Silky thirsty scary funny hungry stony

- 1 The boys were hungry so they made a pizza.
- 2 We saw a really scary film which I didn't like at all.
- 3 The cat's fur felt soft and furry under my fingers.
- 4 If you are thirsty you can get a drink from the fridge.
- 5 We followed the guide along a stony path.
- 6 When the bucket fell on my head, everyone thought it was really funny.

Mind your spelling!

■ abc Spelling: look at the pictures. Complete the sentences. Use words with ei or ie.



- 1 The chief was full of grief when he received the letter.

- 2 That thief has stolen Dad's briefcase! seize him!



- 3 The height of my best friend is 1.5 metres. Her weight is 50kg.



1 Complete the sentences with *will* and a verb from the box.

hunt threaten become survive live melt

- _____ will polar bears survive if their habitat disappears?
- The bears will live in safety in Russia's new Arctic Park.
- People will not hunt animals in the Arctic Park.
- Experts believe that next year the snow will melt earlier.
- Sea otters will become extinct if they are not protected.
- An oil spill in this area will threaten the sea otters' habitat.

2 Complete the sentences with the correct form of *going to* and a verb from the box.

- A team of experts is going to observe the behaviour of otters.
- They are going to spend a month at Cape Erimo.
- They are going to drive to the coast in two 4x4s.
- We are going to learn about animals in danger.
- I am going to do a project on polar bears.
- My friend is going to find photos on the internet.

do
drive
find
observe
spend
learn

3 Write questions for the answers.

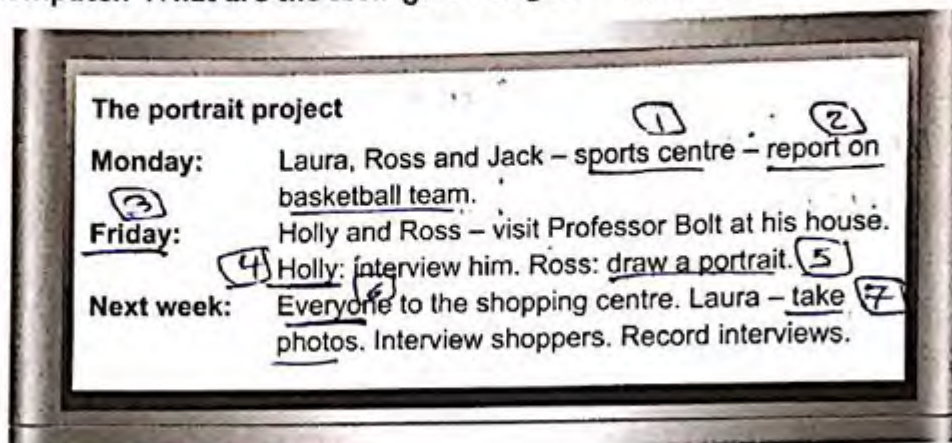
- What are they going to film?
They are going to film the wildlife in the area.
- How will they travel?
They'll travel in two old 4x4s.
- Are they going to count the otters?
Yes, they're going to count the otters.
- Is it going to be very hard work?
Yes, it's going to be very hard work.
- Who will lead the team?
Professor Ball will lead the team.
- When will you finish your project?
I'll finish my project by the end of next week.

4 Write short answers.

- Is he going to leave? Yes, he is.
- Are they going to drive? No, they aren't
- Will the ice melt? No, it won't
- Are you going to swim? Yes, I am
- Is it going to snow? No, it isn't
- Will the bears survive? No, they won't
- Will they see otters? Yes, they will
- Are you going to leave? No, I'm not

Grammar in use

Look at the computer. What are the teenagers doing for The portrait project and when?



Answer the questions.

- Where are Laura, Ross and Jack going on Monday? _____
- What are they doing there? _____
- When are Holly and Ross visiting Professor Bolt? _____
- Who is interviewing him? _____
- What is Ross doing? _____
- Who is going to the shopping centre? _____
- What is Laura doing? _____
- Are they writing down their interviews? No, They are recording photos.

Write about your plans.

- What are you doing tomorrow? _____
- What are you doing at the weekend? _____
- What are you doing next month? _____
- Are you doing anything exciting this year? _____
- What is your family doing this week? Write about two members of your family.

Complete the sentences with catch and the words in the box.

eye fire a cold the bus a glimpse

- You must hurry if you want to Catch the bus.
- In the music shop a silver electric guitar Caught Sam's eye.
- Why is Sally sniffing? Has she Caught a cold?
- As we drove through the forest, we Caught a glimpse of the sea between the trees.
- A flash of lightning hit the roof and the house Caught fire.

Individual writing: writing a report from notes

You have looked at the stages of **research** and writing **notes** about polar bears and sea otters. Now you are going to read these **notes** and write a **report** about the giant panda.

Read Student's Book page 34 again. It tells you about how to write a report.

Read these notes about the giant panda.

giant panda - once in central / west / south China
now only central China
2,000 = wild / 180 in captivity
75cms tall / males: 113kg / females: 100kg
body is mainly white - black ears, black around the eyes,
nose, shoulders and legs
lives about 30 years in zoos
lives alone
gives birth to single cub - stays with mother for
18 months
eats bamboo / small animals / vegetation
does not hibernate
small numbers: bamboo cut down / hunted



Use these notes to write a report about the giant panda.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

If you need more space, use another piece of paper.

Listening and speaking

1 Complete the dialogue. Use the verbs and expressions from the boxes.

take	meet	play	do	get
come	go	spend	buy	swim

Lucky you!	So	Well	What else
How about you?	You, too		

Holly: So, ... what are you doing this weekend, Jack?
 Jack: Well, on Sunday I am spending the afternoon at the sports centre.
 Holly: Really? Are you playing basketball?
 Jack: No, I'm not. I am swimming with some friends.
 Holly: That sounds fun. What else are you doing?
 Jack: Laura and I are going to London.
 Holly: Wow! Lucky you! How are you getting there?
 Jack: We're going by train. Mum is taking us. I can't wait.
How about you? What are you doing?
 Holly: Well, on Saturday morning I am buying some new shoes and
 in the afternoon I am meeting my cousin at the station.
 She is going to stay for the weekend.
 Jack: Well, have a good time.
 Holly: Thanks. You, too.



Individual speaking

2 Think about something which you are going to do in the future. Perhaps you are going on a trip or having a holiday. Perhaps you are going shopping or visiting someone. What are your plans?

3 Read the questions and make notes.

Where are you going? _____	When? _____
Why? _____	
How are you travelling? _____	
Who are you going with? _____	
What are you doing when you get there? _____	

How long are you staying there? _____	
When are you coming back? _____	

4 Write sentences about your plans. Use your notes.

5 Talk to the class about your plans.

Reading

- You read information about two animals. a What were they? a polar bear sea otter
b What part of the world do they live in? the Arctic
- The information was divided into five Paragraphs with sub-headings.
They covered five aspects of the animals' lives. What were they?
habitat, appearance, diet, reproduction, threats

Vocabulary

- You learned 20 words about animals and habitat. Look at page 122 in this book.
Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- Make these nouns into adjectives using the suffix -al or -y. Check your spelling.
a industry industrial b hand handy c fact factual d star starry e electric electrical
- Complete these words with ei or ie.
a receive b height c grief d thier e slieze

Grammar

- Complete the sentences with *will* or *going to*.
a Listen to the thunder! There is going to be a big storm.
b The next train to Hampton will leave from platform 2.
- Circle the correct tense and complete the sentence.
You can use the *present simple* / *present continuous* / *present perfect* for future meaning.
Holly *is visiting* (visit) her cousins at the weekend.
- Tick the things you can catch. a cold ☒ a journey ☐ a train ☒ a glimpse ☒ a view ☐

Writing

- Underline the correct words in italics.
When you write notes you *have to* / *should not* write in complete sentences.
When you write a first draft you *must* / *need not* write in complete sentences.
A *report* / *paragraph* / *draft* is a group of sentences about one subject.
- Have you made a neat copy of your information about the panda? ☐ Is it in your folder? ☐

Listening and speaking

- Have you listened again to Laura and Ross? ☐
- Did your friend tell you about his/her plans for this weekend? ☐
- Did you tell your friend about your plans for this weekend? ☐
- Have you talked for one minute about something you are going to do in the future? ☐

Check-out 3 complete ☐

4 Advertisements

Reading comprehension

1 Read the advert for the Adventure Sports Centre again.

2 Label the activities.

5 bungee jump 3 aerial runway 1 indoor sky-diving 6 suspended bridge 4 vertical slide 2 climbing wall



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

3 Answer the questions about the Centre. Use short answers.

- How much do members get off entry to the centre on any day? 10 %
- What do they get on selected weekends? half price entry
- When is the centre open to members only? Tuesday Sunday evenings, 7-9
- Where can you go sky-diving at the centre? in the wind tunnel
- What other membership comes with membership of the Adventure Sports Centre? membership of
- What two items do members get free? club bag and T-shirt the sports park complex
- How many free training sessions can members have every year? one
- How many people must be in a member's group booking to get a 15% reduction? ten
- Which main road is the Sports Park Complex on? North Avenue
- How far is the complex from the motorway? 1 km

4 Answer the questions. Use complete sentences.

- What surprised the boy who climbed the wall?
He thought he couldn't climb so high but he could.
- What does the girl who has never been sky-diving want to do?
She wants to go indoor skydiving in the wind tunnel.
- How long has the boy who is a member been a member?
He has been a member for a year.
- Did the girl who went down the vertical slide enjoy it? Which words tell you?
unbelievable - unforgettable - unmissable

Vocabulary

4

Write the words next to the correct definition.

reduce contact select provide suspend

- 1 to choose select
- 2 to make less reduce
- 3 to speak or write to someone contact
- 4 to hang suspend
- 5 to give provide

Complete the sentences with the verbs in Exercise 1. Make any necessary changes.

- 1 select the CD that you want then pay for it at the check-out.
- 2 Coloured lights were suspended between the trees in the park.
- 3 We had to contact my uncle quickly when Grandpa was ill.
- 4 You can reduce the number of mistakes in your work if you read it through.
- 5 The teacher provided paper for the children to draw on.

Write the letter of the correct definition next to each phrase.

- 1 bird's eye view a ☒ what a bird sees from a height b a close look at a bird's eye
- 2 10% off b a 10% fewer ☒ b 10% less
- 3 qualified trainers a ☒ a people who have passed tests for teaching people how to do things b a good pair of shoes for sports
- 4 automatic membership b a members can bring cars ☒ b becoming a member happens anyway
- 5 members-only session a ☒ a a time just for members b a time for just one member

Write the words next to the correct definition.

swoop challenge qualify motorway skill

- 1 to compete against challenge
- 2 ability to do something well skill
- 3 to dive smoothly through the air swoop
- 4 to pass the necessary tests or exams qualify
- 5 a very wide road taking fast traffic long distances motorway

Write the verbs that are the root words for these nouns.

- 1 qualification qualify
- 2 reduction reduce
- 3 selection select

Working with words

1 Rewrite the adjectives to make nouns.

1 different

difference

2 silent

silence

3 excellent

excellence

4 patient

patience

5 obedient

obedience

6 confident

confidence

7 evident

evidence

2 Complete the sentences with the correct adjective or noun from Exercise 1.

- 1 There wasn't a single sound in the cave and the silence was a little bit scary.
- 2 Ben has a lot of confidence and I'm sure he'll get an excellent mark in the exam.
- 3 The police searched for evidence of the crime.
- 4 What's the main difference between a shark and a dolphin?
- 5 We must wait an hour for the train so please stand still and be patient.
- 6 The horse's obedience was amazing - it followed every command from the rider.
- 7 I'm not confident about my project so I'm going to choose a different subject.

3 Write the word class after each word.

- 1 obey verb 2 obedient adj. 3 obediently adv. 4 obedience noun

4 Rewrite the adjectives to make nouns.

1 important

importance

2 brilliant

brilliance

3 elegant

elegance

4 defiant

defiance

5 ignorant

ignorance

6 reliant

reliance

7 distant

distance

5 Complete the sentences with the correct adjective or noun from Exercise 4.

- 1 The brilliance of the city lights could be seen in the distance.
- 2 The dancer performed with style and elegance.
- 3 It's important to learn the school rules so that you don't disobey out of ignorance.
- 4 The naughty boy was defiant and would not obey his teacher.
- 5 If you are completely reliant on the internet, you will have problems when your computer crashes.

6 Write the word class after each word.

- 1 ignorance noun 2 ignorantly adv. 3 ignore verb 4 ignorant adj.

7 abc Spelling: complete the words in this paragraph. Write ou or oo.

The group of wounded soldiers took off their boots and put their feet in the cool pool. Then they took the fastest route to the camp where they could rest and the cook would give them bowls of hot soup.

1 Complete the sentences with the verbs in the box. Use the present perfect.

fall become be swim hear try see drive

- 1 Miranda John has always been keen on sport.
- 2 Miranda and Jason have tried many different sports.
- 3 Have you ever swum in the sea?
- 4 That rider has fallen off his horse many times.
- 5 These Formula 1 drivers have driven on racetracks all over the world.
- 6 I have never seen a more exciting basketball match.
- 7 Have you heard the football results on the radio?
- 8 Kite-surfing has become more popular recently.

2 What has happened? Look at the pictures and write sentences. Use the present perfect.



- 1 The mountaineers have climbed the mountain.
- 2 She has won a medal.
- 3 He has broken his leg.
- 4 She has lost her watch.
- 5 It has made a nest
- 6 They have cut down the tree
- 7 The pond has frozen
- 8 He has found a statue.

3 What have you done recently? Write three sentences. Use the present perfect.

- 1 This month _____
- 2 This week _____
- 3 Today _____

Grammar in use

Write sentences. Use the present perfect.

- 1 Luke - play - basketball - several years Luke has played basketball for several years.
- 2 The players - train - hard - a long time The players have trained hard for a long time.
- 3 People - grow - cotton - this area - the last century People have grown cotton in this area for centuries.
- 4 We - live - our apartment - last summer We have lived in our apartment since last summer.
- 5 You - wear - those glasses - ages You have worn those glasses for ages.
- 6 Jenny - be - hospital - March Jenny has been in hospital since March.

Write the sentences again. Use the present perfect and just.

- 1 Lucy spoke to her grandmother a short while ago. Lucy has just spoken to her grandmother.
- 2 Someone took my bag a moment ago. Someone has just taken my bag.
- 3 The students ate their lunch a few minutes ago. The students have just eaten their lunch.
- 4 John bought some CDs a minute ago. John has just bought some CDs.
- 5 I saw something very strange a moment ago. I have just seen something very strange.
- 6 We heard the news a few minutes ago. We have just heard the news.

Write the sentences correctly.

- 1 the Has match yet? finished Has the match finished yet?
- 2 team yet. scored Our hasn't Our team hasn't scored yet.
- 3 joined club you the yet? sports Have Have you joined the sports club yet?
- 4 tunnel haven't the yet. We wind tried We haven't tried the wind tunnel yet.
- 5 have players yet. not the The won trophy The players have not won the trophy yet.
- 6 you yet? wall been the Have up climbing Have you been up the climbing wall yet?

Complete the sentences with one of the phrasal verbs in the box. Be sure to use the correct form of the verb.

٤٥٩ ٤٥٩ ٤٥٩ ٤٥٩ ٤٥٩
 bring up bring forward bring out bring back bring round

- 1 Uncle Ted went on holiday to India and brought back presents for everyone.
- 2 At first Henry disagreed with us but finally we brought him round to our way of thinking.
- 3 Mandy's grandmother was brought up on a farm in America.
- 4 That factory is going to bring out a car that uses solar power.
- 5 We decided to bring our holiday forward from August to July.

Individual writing: writing to persuade

4

You have read about the Adventure Sports Centre. The advert used words and pictures to **persuade** you to visit. Now, imagine a school team is in a competition with three other schools. You are going to design a handout **advertising** the competition and **persuading** people to come.

Read Student's Book page 44 again. It tells you about **persuasive** writing.

What sports teams do you have in your school?

tennis

football

basketball

swimming

?

Choose the sport you are most interested in: _____

Make notes:

- a name for your team _____
- handout heading
– remember to make it interesting!
- Information
date: _____
time: _____
venue: _____

Use this to plan how your handout will look.

Remember to think about:
colour / illustration / size of letters.

Some useful **persuasive** words:

amazing	astonishing
brilliant	electrifying
entertaining	excellent
exciting	exhilarating
incredible	magnificent
spectacular	thrilling

Listening and speaking

Complete the dialogue. Use the verbs and expressions from the boxes.

write do revise put be start tidy finish

How about you? Sorry? What a fuss Well You're joking Really?
What about ...? Not at all Nonsense! What a mess! Would you mind?

Laura: Jack! Look at this room! What a mess! Why have n't you tidied it yet?
Jack: I 've been busy.
Laura: Nonsense. You 've done nothing all evening.
Jack: Yes, I have. I 've revised for our science test.
Laura: Really?
Jack: Yes, and I 've just finished my art project. written
Laura: What about English? Have you finished your essay yet?
Jack: Yes, I have. I 've just put the last full stop on the page. How about you?
Laura: Well, I 've started my essay but it's really hard. I can't do it. It's impossible.
Jack: What a fuss you're making! It's easy!
Laura: Sorry? Easy? You're joking
Jack: Why don't I help you?
Laura: would you mind
Jack: Not at all. But first you must help me tidy my room ...



Individual speaking

Think about all the things that you have to do this week. Are there things which you have to do at home, with your family or with your friends? Are there things which you have to do for school, such as homework or a project or revising for a test?

What things do you have to do this week? Make notes.

At school

At home

With your family

With your friends

Make more notes.

Have you done any of these things? Which ones? _____

Have you started any of these things? Which ones? _____

What haven't you done yet? _____

Write sentences about your busy week.

Talk about what you have done this week and what you haven't done yet.

Reading

- 1 You read an advertisement. a What kind of sports centre was it advertising? an adventure sports Centre
 b How could you get 10% off the entry price and half price at weekends? join the club
 2 What kind of language does an advert use? Complete the word: persuasive giving

Vocabulary

- 1 You learned 20 words about advertising. Look at pages 122-3 in this book.
 Do you know what all these words mean? Check any that you are not sure of in your dictionary.
 2 Write the nouns from these adjectives.
 a silent silence b ignorant ignorance c different difference d important importance
 3 Complete the words with ou or oo.
 a tooth b group c should d booking
 e swoop f soup g wound h would

Grammar

- 1 Use these words to write complete sentences using the present perfect.
 a How long / he / live / here? How long has he lived here?
 b How often / you / win / class prize? How often have you won the class prize?
 c I / not do / my homework yet I haven't done my homework yet.
 d She / just passed / exam She has just passed an exam.
 2 Write for or since.
 a They have lived here since 2000. b He has studied maths for 2 years.
 3 Complete the sentence. Use bring + out, up or back.
 Ben was brought up in London.

Writing

- 1 Complete these features of an advert.
 An advert usually tries to persuade the reader to do something. It often uses only a few words. It tries to be eye-catching, so it usually uses attractive pictures and is very colourful.
 2 Have you made a neat copy of your handout for a sports event? ☐ Is it in your folder? ☐

Listening and speaking

- 1 Have you listened again to Jack and Laura? ☐
 2 Did you and your friend talk about this week's school work? ☐
 3 Have you told the class what you've done and not done yet this week? ☐

Check-out 4 complete ☐

Revision 2 (Units 3 and 4)

Complete the sentences with **will** and a verb from the box.

survive become rise

- The sun will rise at 5.30 tomorrow.
- How will the polar bears survive?
- Endangered animals will not become extinct if they are protected.

Write sentences using **going to**.

- A team of scientists - study - sea otters A team of scientists are going to study sea otters
- They - ^{مراقبه} observe - the otters' behaviour they are going to observe the otters' behaviour
- It - be - very hard work It is going to be very hard work.

Write a sentence about each picture. Use **going to**.

1 The snowman is going to melt



2 ^{كاتب} The otter is going to catch the fish



the man is going to take a photo of the polar bear

3 ~~It is going to be very hard work.~~



What are the children doing next week? Use the present continuous.

Lucy - dentist - Wednesday
Carly and Pete - maths exam - Monday
Sam - football match - Thursday
(Well done for getting on the team, Sam!)

- ~~she~~ Lucy is going to the dentist on Wednesday.
- Carly and Pete are doing a maths exam on Monday.
- Sam is playing in a football match on Thursday.

Make sentences. Use the present perfect and **for** or **since**.

- The sports centre - be - open - January
it has been open since January.
- Luke - play - basketball - six years
he has been playing basketball for six years.
- The players - train - hard - weeks
they have trained hard for weeks.
- They - not lose - a game - last year
they haven't lost a game since last year.

6 Complete the sentences with the verbs in the box. Use the present perfect.

eat see find do

- 1 Have you done your homework yet?
- 2 Jack has not found his glasses yet.
- 3 James has just eaten all the sweets.
- 4 We have just seen a fantastic film.

7 Complete the sentences. Make adjectives from the underlined words.

- 1 I can't believe Henry's story. Henry's story is unbelievable.
- 2 I'll never forget our holiday. Our holiday was unforgettable.
- 3 The sunshine continued for weeks. We enjoyed Continual sunshine.
- 4 Sally is very good at music. Sally is very musical.
- 5 That film scared me. That film was really scary.
- 6 The boy's clothes were covered in dirt. The boy's clothes were dirty.
- 7 When filming wildlife you must have patience. You must be patient.
- 8 They saw lights in the distance. They saw distant lights.

8 Complete the sentences with the words in the box. Make any necessary changes.

~~use~~
skills reduction seize climate contact extinct challenge
survive swoop confident qualified habitat

- 1 If the Climate becomes warmer, polar bears may become extinct.
- 2 Polar bears survive in cold habitat because of their thick fur.
- 3 The eagle swooped down and seized its prey.
- 4 Qualified trainers help you to challenge yourself on the climbing wall.
- 5 As you learn new skills, you will become more confident.
- 6 There is a 15% reduction on group bookings. Contact the sports centre for further details.

9 Complete the sentences with the words in the box.

~~see~~
forward eye fire back a glimpse up

- 1 We were lucky to catch a glimpse of two polar bear cubs.
- 2 An advertisement for an Adventure Sports Centre caught John's eye.
- 3 The trees and bushes were so dry that they easily caught fire.
- 4 My grandparents brought up ten children.
- 5 The exam was brought forward from Tuesday to Monday.
- 6 The photos brought back memories of their holiday.

5 Great lives

Reading comprehension

1 Read Queen Victoria again.

2 Answer these questions. Write short answers.

- 1 What was Victoria's first name when she was born? Alexandrina
- 2 Who did Victoria share a bedroom with throughout her childhood? Her mother
- 3 What was the name of the prince who Victoria married? Albert
- 4 As queen, who did Victoria rely on for advice and support? Prince Albert
- 5 As queen, whose ideas for government did she listen to? The prime minister's
- 6 What did Albert's guidance help her to do? Be a better daughter to her mother.
- 7 What happened to the British Empire during Victoria's reign? It expanded and became more power
- 8 What was factory work like? exhausting and dangerous.
- 8 Which famous writer lived during the Victorian period? Charles Dickens
- 9 How many grandchildren did Queen Victoria have? More than thirty.

3 What happened to Victoria in these years? Write sentences.

Check back to the text if you need to.

- | | |
|---------------|------------------------------------|
| May 1819 | <u>She was born.</u> |
| May 1837 | <u>she was 18 years old.</u> |
| June 1837 | <u>She became queen.</u> |
| June 1838 | <u>She was Crowned.</u> |
| February 1840 | <u>She married prince Albert.</u> |
| November 1840 | <u>Her first child was born.</u> |
| March 1861 | <u>Her mother died.</u> |
| December 1861 | <u>Prince Albert died</u> |
| May 1876 | <u>She became Empress of India</u> |
| January 1901 | <u>She died.</u> |

4 Choose the correct definition a or b for the phrases on the left

- | | | |
|------------------------|--|--|
| 1 in her role as queen | a in pretending to be the queen | ☒ b in being the queen |
| 2 matters of state | a ideas about the quality of something | ☒ b topics to do with government |
| 3 immensely popular | ☒ a very popular | b largely popular |
| 4 to rely on | ☒ a to have trust in | b to hold onto |

Vocabulary

5

1 Choose the best word to complete these sentences.

exhausting harsh share expansion strict duty request wedding

- 1 Anna's parents are very strict and she has to stay in at the weekend and do homework.
- 2 It is the duty of the head teacher to welcome new students to the school.
- 3 The Arctic is a harsh environment with blizzards and freezing temperatures.
- 4 The walk across the mountains was exhausting and we rested for a day afterwards.
- 5 If you have a special request for dinner, please tell the waiter and he will bring it.
- 6 We only have a few dictionaries so you will have to share with a partner.
- 7 My aunt's wedding was lovely and we all like our new uncle.
- 8 The expansion of the city's population means that more apartments are needed.

2 Match the words in the box with the word below that has the same or a similar meaning.

saddened remove advice love support

- | | | |
|---------------------------|--------------------------|------------------------------|
| 1 help <u>support</u> | 2 adore <u>love</u> | 3 devastated <u>saddened</u> |
| 4 take away <u>remove</u> | 5 guidance <u>advice</u> | |

3 Match the words in the box with the word below that has the opposite meaning.

immensely handsome private share allow expand

- | | | |
|---------------------------|-----------------------|-----------------------------|
| 1 public <u>private</u> | 2 refuse <u>allow</u> | 3 ugly <u>handsome</u> |
| 4 rather <u>immensely</u> | 5 keep <u>share</u> | 6 get smaller <u>expand</u> |

4 Write an adjective from the box and a noun from below to make descriptive phrases.

long British lonely difficult fast strict

conditions childhood period population rules progress

Long period British population lonely childhood
difficult conditions fast progress strict rules

5 Choose three of the phrases from Exercise 4 and use them in sentences of your own.

Working with words

1 Rewrite the verbs to make nouns. Use the nouns to complete the sentences.

a argue b excite c agree d entertain e improve f equip

argument excitement agreement entertainment improvement equipment

- Three people saw the crash but there was no agreement about what happened.
- Ben and Sam had a big argument about their computer game.
- We laughed a lot during the film and it was very good entertainment.
- The explorers lost a lot of their equipment when their canoe turned over.
- There has been a lot of improvement in Ben's work this term.
- The theatre was full of excitement before the play began.

2 Rewrite the adjectives to make nouns. Use the nouns to complete the sentences.

a tidy b dark c lazy d narrow e weak f useful

tidiness darkness laziness narrowness weakness usefulness

- Darkness fell as soon as the sun went down.
- The tidiness in the classroom surprised the teacher.
- The laziness of the children prevented them from learning well.
- The lions saw the weakness of the zebra and they began to hunt it.
- We couldn't get the table into the sitting room because of the narrowness of the door.
- The usefulness of a bucket with a hole in it is not very great.

3 **abc** Spelling: complete the words using **gu-** + vowel. Use the words to complete the sentences.

- | | | |
|---|-------------------|---|
| a | dis <u>gu</u> ise | clothes and other objects to hide who a person is |
| b | <u>gu</u> ide | a person who shows the way |
| c | <u>gu</u> itar | a stringed instrument |
| d | <u>gu</u> ess | to give an answer without being sure it is right |
| e | <u>gu</u> ilty | found to have done something wrong |
| f | <u>gu</u> arantee | a certain promise about the future |
| g | <u>gu</u> est | a person you invite into your home |

- The guilty man was sent to prison.
- This computer has a guarantee so if it goes wrong you can bring it back.
- Everyone ignored the famous film star because he was in disguise.
- You must take a guide when you go into the mountains.
- A special guest is coming to our house tonight.
- Will you play us a song on your guitar?
- If you don't know what a word means, try to guess from the other words around it.

1 Read and complete the sentences.

Use **as ... as** or **not as ... as** and the words in the box.

expensive rich free well-educated old handsome

1 Prince Albert was younger than his wife.

Prince Albert wasn't as old as his wife.

2 Victoria was more protected than other children.

Victoria wasn't as free as other children.

3 The king and the emperor had the same amount of money.

The king was as rich as the emperor.

4 The prince was neither more nor less handsome than his brother.

The prince was as handsome as his brother.

5 The necklace and the bracelet both cost £500.

The bracelet was as expensive as the necklace.

6 Boys went to school but girls did not.

Girls weren't as well-educated as boys.

2 Complete the sentences with the words in the box.

Use **adjective + er** or **more + adjective**.

important long hard-working popular wealthy hot

1 That man has a lot of money but his brother is even wealthier.

2 Years ago people thought that education was more important for boys than for girls.

3 Everyone loved the young queen. She was more popular than ever.

4 Victoria's reign was longer than that of any king or queen before her.

5 The weather is hotter in August than in March.

6 Harry spends a lot of time studying. He is more hard-working than his brother.

3 Think about you and your best friend. In what ways are you the same? In what ways are you different?

Write five sentences. Use **as ... as**, **not as ... as** and the comparative forms of adjectives. Use the adjectives in the box or choose your own.

hard-working clever funny tall artistic talkative energetic tidy

My best friend is _____

Grammar in use

1 Complete the sentences with the adjectives in the box.

good better the best bad worse the worst

- The food was delicious. It was the best meal I've ever eaten.
- The film was so bad that we left the cinema before the end.
- The weather is terrible today but we are hoping it will be better tomorrow.
- John failed his exam, lost his money and broke his leg. It was the worst day of his life.
- Sam's essay was excellent but unfortunately Jane's work was not as good as Sam's.
- The exam was really difficult. It was worse than Lisa had expected.

2 Complete the sentences with the correct form of the adjectives in the box.

dangerous big precious near early high fascinating magical

- Professor Bolt's earliest memory is seeing a shooting star.
- He thought it was the most magical thing he had ever seen.
- For the professor astronomy is the most fascinating science of all.
- Sharks are some of the most dangerous creatures in the ocean.
- The nearest planet to Earth is Mars.
- Mount Everest is the highest mountain in the world.
- Diamonds are among the most precious jewels.
- The blue whale is the biggest creature on earth.



Be careful with spelling in the first and last sentences!

3 Write sentences using the superlative forms of adjectives.

What do you think about these things?

- your town I think that my town ...
- football _____
- spiders _____
- English _____
- winter _____

4 Complete the sentences with the phrasal verbs in the box.

look out look up look after look into look for

- Newspapers have reported the appearance of a new planet. Astronomers are looking into this discovery.
- If you want to know more about shooting stars, you can look them up on the internet.
- Look out! The ice is starting to break!
- The professor can't find his glasses. He has looked for them everywhere.
- Jane is a nurse because she enjoys looking after people.

Individual writing: writing a biography

5

A **biography** is the story of a person's life written by someone else. You have read a short biography about Queen Victoria. Now you are going to write a short **biography** of one of your relatives.

Read Student's Book page 54 again. It shows you how to write a biography.

Name of your relative _____

Ask your relative these questions and make notes:

Family

- When were you born?
- Who are your parents?
- What does / did your father do?
- What does / did your mother do?
- Do you have brothers and sisters?

Education

- What schools did you go to?
- What subjects did you like?
- What were you good at?

Job

- What job do you do?
- Have you done other jobs?

Spare time

- What hobbies do you like doing?
- What interesting places have you visited?
- What is the most interesting thing you have done?

Use your notes to write the biography.

Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

see say love watch fantastic favourite
as bad as worse the worst
good more exciting the most wonderful

You're joking! Sorry? guess what?
Oh no! or what? Nonsense!
to be honest

Laura: Did you watch TV last night?
Ross: Yes, I did. Why?
Laura: Did you see Day of the Comet 3? Amazing what?
Ross: Well, to be honest, I thought it was terrible.
Laura: You're joking!
Ross: No, I'm not. I think it was the worst film I've ever seen.
Laura: Nonsense! It's very good. It's more exciting than Day of the Comet 2.
Ross: Well, that's true. It wasn't as bad as Day of the Comet 2. That film was even worse than Day of the Comet 1.
Laura: But Day of the Comet 1 is fantastic! It's the most wonderful film in the world.
Ross: Sorry? What did you say?
Laura: It's my favourite film. I love it.
And guess what?
Ross: What?
Laura: It's on TV tonight!
Ross: Oh no!



Individual speaking

1 You are going to talk about the best project you have done in school. What subject was it in? Science? English? Art? Some other subject?

2 Tick the boxes and make notes.

My best project			
Subject:	science ☐	English ☐	art ☐ other _____
Title:	_____		Date: _____
How long did it take to complete?	_____		
Research:	books ☐	internet ☐	other _____
Describe your project:	_____ _____ _____		
Your opinion of your project:	_____		
Your teacher's opinion:	_____		Mark: _____

3 Write sentences about your best project. Use your notes.

4 Talk to the class about your best project.

Reading

1 You read a biography of a Queen of England.

a Which Queen? Queen Victoria

b Who did she marry? Prince Albert

2 Complete.

A simple biography usually begins with the date the person was born and ends with the date the person dies. A biography uses the past tense.

Vocabulary

1 You learned 20 words about life events of a ruler. Look at page 123 in this book.

Do you know what all these words mean? Check any that you are not sure of in your dictionary.

2 Make these verbs and adjectives into nouns by adding -ment and -ness. Write the complete noun.

a state ment

b gentle ness

c ugly ness

d move ment

e pay ment

f sick ness

Grammar

1 Complete the sentences using the adjective in brackets.

a This hat is as big as (big) this one – they are exactly the same size.

b My bag is smaller than (small) your bag so you'll have to carry the potatoes.

c In my opinion, this picture is more beautiful than (beautiful) this picture but that picture over there is the most beautiful of them all.

2 Complete: good better best; bad worse worst.

3 Underline the correct phrase.

Ben doesn't look out / look after / look for his dog very well. He often has to look up / look after / look for it.

Writing

1 Complete these features of a biography.

A biography is the story of a person's life. It is written by someone else. Usually the events are told in order. Biographies give details about the person. It gives facts about the person's life.

2 Have you made a neat copy of your biography? ☐ Is it in your folder? ☐

Listening and speaking

1 Have you listened again to Holly and Ross talking about things they like? ☐

2 Did your friend ask you about things you like? ☐

3 Did you ask your friend? ☐

4 Have you talked about the best school project you have done? ☐

Check-out 5 complete ☐

6 What a character!

Reading comprehension

Read Mr Duffy's workshop again.

Write the phrases and adjectives under the objects they describe.

neat fine pointed broad clean but well-used



1 clean but well used



2 neat



3 broad



4 pointed



5 fine

Write the words and phrases about Mr Duffy's appearance and personality under the correct heading.

clean but well-used tools
extremely tall neat racks
thoughtful pointed chin
extremely thin
broad forehead
fine, delicate brushes
long green apron wise

Mr Duffy's appearance

extremely tall
pointed chin
extremely thin
broad forehead
long blue apron

Mr Duffy's personality

clean but well used
neat racks
thoughtful
fine
delicate brushes
wise

Each paragraph in the story tells the reader about something different. Match the phrases to the six paragraphs in the story.

- a the courtyard of Mr Duffy's house
- b Sally's present
- c what Mr Duffy looked like
- d why George went to Mr Duffy's house
- e what Mr Duffy was doing in his workshop
- f Mr Duffy's house

- paragraph 1 d
- paragraph 2 f
- paragraph 3 a
- paragraph 4 e
- paragraph 5 c
- paragraph 6 b

Number the sentences in the correct order.

- a 7 Mr Duffy beckoned George to a table against one wall.
- b 2 Grandpa asked George to collect Sally's present.
- c 9 George laughed.
- d 6 Mr Duffy turned towards him with a welcoming smile.
- e 5 George stepped inside Mr Duffy's workshop.
- f 4 A delicious smell of simmering fruit wafted past his nose.
- g 1 Mr Duffy phoned Grandpa.
- h 3 George knocked on the old wooden door.
- i 8 Mr Duffy lifted out one of the sailors and showed it to George.

Vocabulary

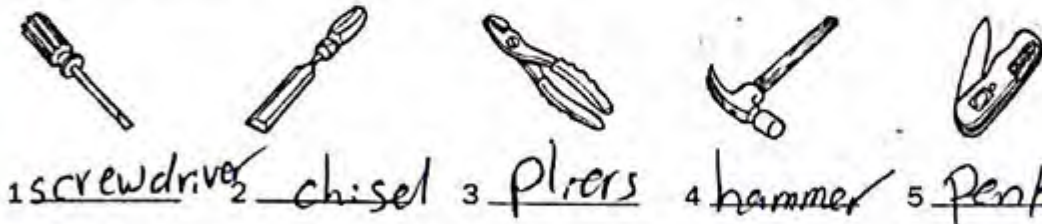
6

1 Label the picture.

forehead cheek chin
moustache eyebrow



2 Name the tools.



pliers
screwdriver
penknife
chisel
hammer

3 Match the words with the pictures.



tools
rim
rack
varnish
screw

4 Read these nouns.

expression concentration glimpse satisfaction

They are not illustrated because they are abstract nouns.

5 Write the nouns in Exercise 4 next to the correct definition.

- the power to give full attention to something Concentration تركيز
- the look on someone's face expression تعبير
- a pleased feeling that something is good Satisfaction ارتياح
- a very quick look at something glimpse لمحة

6 Read about compound nouns. Write the words.

Some nouns are made of two nouns put together to make a new word.

1 work + bench = workbench

a bench for doing work on

These compound nouns were in the story:

2 work + shop = workshop

a building for making things in

3 screw + driver = screwdriver

a tool for driving in (pushing in) screws

4 pen + knife = penknife

a small knife for sharpening pencils

7 These words were in the story. Write the two nouns that make up each word.

1 courtyard Court yard

2 doorway door way

3 passageway passage way

4 sunlight Sun light

give one word

Working with words

- 1** Complete the sentences with the verbs and adjectives in the box. Make changes to the verbs as necessary.

motivate delicate separate chocolate intricate fortunate concentrate
educate insulate separate celebrate fascinate illustrate

- A butterfly's wings are thin and delicate.
- The teacher separated Anna and Milly because they wouldn't stop talking.
- Let's celebrate your birthday with a big chocolate cake.
- She told them to sit at separate tables.
- Ben is fortunate because he can concentrate very well and always finishes his homework.
- Please illustrate your project with some good pictures.
- Nowadays, most children are educated in schools.
- The polar bear's fur insulates it from the cold.
- The class was motivated by the lesson and they wanted to start their projects straight away.
- Nina was fascinated by the colourful silk and its intricate patterns.

2 Read.

You read this word in Unit 1 and learned how to add the -tion suffix to make it into a noun.

motivate

motivation

All the verbs in Exercise 1 follow the same pattern and can be made into nouns by adding -tion.

- 3** Rewrite the verbs from Exercise 1 to make nouns. Check the spelling in your dictionary if you need to.

1 illustrate

illustration

2 concentrate

concentration

3 separate

separation

4 celebrate

celebration

5 educate

education

6 fascinate

fascination

7 insulate

insulation

- 4** **abc** Spelling: write the c in each of these words. Write the complete word.

1 descend

2 scissors

3 science

4 ascend

5 scent

6 crescent

- 5** **abc** Choose three words and use them in sentences of your own.

Grammar

6

1 Complete the sentences with a, an or the.

- 1 In Mrs Duffy's kitchen there was a pretty bowl on the table. The bowl was full of plums.
- 2 In Mr Duffy's workshop there was a screwdriver and a chisel on the workbench. The screwdriver was old but the chisel was new.
- 3 Behind Mr Duffy's house there was a courtyard. In the courtyard stood an old peach tree.
- 4 Sally's present was a blue and white boat. Across the middle of the boat little sailors sat on benches. Mr Duffy picked up a sailor and showed it to George. The sailor had dark hair.

2 Look at the picture. Complete the sentences with a, an or the.

Clara arrived at the last house on the street.
The garden gate creaked as she opened it.
The garden was untidy and neglected. There
 were two white birds on the roof and smoke was
 rising from the chimney. Someone was at home.
 Clara walked up the path and knocked on the
 front door.



3 Complete the sentences with the or no article at all. If you think there should be no article, write X.

- 1 This bakery usually sells X delicious cakes but the cakes which I bought today were horrible.
- 2 That factory makes X boots from X high quality leather but the leather of the boots in this shop is poor quality.
- 3 Have you tried the peaches from Mr Duffy's tree? No? Why not? Don't you like X peaches?
- 4 Professor Brown is very interested in X education. He is especially concerned with the education of teenagers.

4 Write your own sentences using the words below.

1 music the music

I love music but the music on this CD is really terrible.

2 snakes the snakes

3 fruit the fruit

4 tools the tools

5 flowers the flowers

Grammar in use

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 Sally doesn't mind getting up early. (get up)
- 2 She is looking forward to going to college. (go)
- 3 How are you planning to spend the weekend? (spend)
- 4 Which subject do you enjoy studying most? (study)
- 5 John needs to revise for the maths test. (revise)
- 6 Have you managed to finish your science homework? (finish)
- 7 Joe is very good at swimming. (swim)
- 8 Billy's mother helped him to complete his art project. (complete)

2 Complete the sentences in a suitable way using the infinitive or the gerund (-ing form of the verb).

- 1 It's very cold in here. Would you mind opening
- 2 Sam looks very happy. He enjoys playing
- 3 The students have gone to the library. They have decided to
- 4 It's such a hot day. Would you like to
- 5 It's the last day of school and Meg is looking forward to going
- 6 Because he worked hard, Freddie managed to
- 7 The students are very interested in studying
- 8 Lucy wants to be an astronomer so she's planning to

3 Write about yourself.

- 1 What do you love doing? _____
- 2 What do you hate doing? _____
- 3 What don't you mind doing? _____
- 4 What are you looking forward to doing? _____

4 Complete the sentences with the phrasal verbs in the box. Make any necessary changes.

stand up stand in for stand out stand by stand up for

- 1 A true friend will stand up for you no matter what you do.
- 2 With his red hair and bright clothes, Colin stood out from the crowd.
- 3 The lion was lying under a tree. When it saw the hunters, it stood up and faced them.
- 4 When the famous actor, Judd Burns, was ill and had to leave the play, an unknown member of the cast stood in for him until he was well again.
- 5 Don't let the bullies upset you. You must stand up for yourself.

Individual writing: writing a character description

6

George is the young boy in the story *Mr Duffy's workshop*.
He goes to Mr Duffy's house to collect a present for his cousin, Sally.
What does George **look like**?
What **sort of person** is he?

Read Student's Book
page 64 again. It
shows you how to
describe a character.

Make some notes about George.

If the information is not in the story or you can't see it in the pictures, use your imagination.

What does George look like?

- age _____
- short / tall _____
- fat / thin _____
- eyes _____
- hair _____
- clothes _____



- anything else about the way he looks? _____

What sort of person is George?

We do not learn much about George in the story. We know:

- he didn't mind going to pick up the present
- he was fascinated by Mr Duffy's tools
- he said "Thank you" to Mrs Duffy.

Think about what sort of person George is. Which of these words would you use?

angry	awful	boring	childish	clever	confident	cute
friendly	funny	happy	helpful	intelligent	kind	lazy
nervous	polite	sad	serious	timid	wonderful	

Write your description of George.

Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

being drawing standing
to teach to become to do to practise
rain teacher school designer

Oh dear You mean good luck Really? How about you?
Hey Thanks a lot something like that Wow!
Well The problem is



Holly: Hey, Jack!
What do you want to do when you leave school?
Jack: You mean, what job do I want?
Holly: Yes.
Jack: Well, I'm planning to become a teacher.
Holly: Wow!
Jack: Yes, a sports teacher. I'd like to teach adventure sports or something like that.
Holly: I hope you don't mind standing outside in the wind and the rain.
Jack: No, that's OK. I'm used to being outside. How about you? Any plans?
Holly: I've decided to become a fashion designer.
Jack: Really? That's exciting!
Holly: The problem is I'm not very good at drawing.
Jack: Oh dear.
Holly: Yes, I need to practise.
Jack: Well, good luck with that.
Holly: Thanks a lot. I'll need it!

Individual speaking

You are going to talk about your future career plans.

Think about these questions and make notes:

What would you like to do when you leave school? _____
Have you always wanted this career? _____
Did you consider other careers? _____
Why would you like to do this job? _____
Why do you think you would be good at it? _____
What school subjects will you need to study? _____
Will you need to go to college or university? _____
Is your family happy about your choice? _____

Write sentences about your future career plans. Use your notes.

Talk about your future career.

Reading

- 1 You read a description of a character. a What material did Mr Duffy work with? a wood
b What toy did George go to collect? a boat c Who was it for? Sally
- 2 The description of Mr Duffy was in a story written in the past tense. Stories are fiction. This means they are not true.

Vocabulary

- 1 You learned 20 words about a person's appearance and a craftsman's tools. Look at page 123 in this book. Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- 2 Circle the adjectives and underline the verbs.
concentrate intricate illustrate celebrate delicate educate fortunate
- 3 Write these words that all begin with s and contain a silent c.
a the smell from a flower scent
b a hand tool for cutting paper scissors
c a subject you study in school science

Grammar

- 1 Write a, an or the. If no article is necessary, write X.
In Mr Duffy's workshop there was an old workbench. On the workbench there was a pot of X paint. the paint was blue. There were two brushes. the brushes were lying on a piece of X paper.
- 2 Write complete sentences using the past tense.
a Mr Duffy / enjoy ^{ed} / making toys _____
b George / want ^d / visit / Mr Duffy _____
- 3 Underline the best phrase: The best student in the class stood up / stood out / stood by from all the others.

Writing

- 1 Complete what the writer tells the reader in order to portray character:
how the person looks: appearance; how the person behaves: personality
- 2 Mark these phrases a or p: a with pretty blue shoes on her feet a b in a quiet, nervous voice p
c slamming the door and throwing down his books p d a black and green hat a
- 3 Have you made a neat copy of your character description? ☐ Is it in your folder? ☐

Listening and speaking

- 1 Have you listened again to Jack, Laura, Ross and Holly? ☐
- 2 Did your friend ask you about your future career plans? ☐
- 3 Did you ask your friend? ☐
- 4 Have you talked for one minute about your future career? ☐

Check-out 6 complete ☐

Revision 3 (Units 5 and 6)

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

- 1 During her childhood Victoria was not as free as other children. (free)
- 2 Albert was younger than Victoria. (young)
- 3 When Albert married Victoria, he became wealthier than before. (wealthy)
- 4 In Victorian times living conditions were better for the rich than the poor. (good)
- 5 Victoria's reign was one of the longest in history. (long)
- 6 Professor Bolt's earliest memory is seeing a shooting star. (early)
- 7 He thought it was the most wonderful thing he had ever seen. (wonderful)
- 8 He was bad at history at school and even worse at languages. (bad, bad)
- 9 Science was his best subject. Art was the worst of all. (good, bad)
- 10 No present was as good as the telescope which his father gave him. (good)

Complete the sentences with a, an or the. If no article is necessary, write X.

- 1 Mr Duffy had a workshop at his house. In the workshop there was a large workbench. Near the workbench X screwdrivers, X chisels and X pliers stood in X neat racks. George liked to look at the tools which Mr Duffy used.
- 2 Mr and Mrs Duffy lived in an old house. When George arrived at the house, he knocked on the door. Mrs Duffy was in the kitchen. She was cooking X peaches and X plums.

Complete the sentences with verbs in the box. Use the infinitive or the gerund.

shop spend get interview study make start take work become

- 1 Sally is planning to study design.
- 2 She has managed to get on a course at the local college.
- 3 She is looking forward to starting her course.
- 4 She would like to become a top designer.
- 5 Jack has decided to take part in the Portrait project.
- 6 Laura is very interested in making videos.
- 7 Holly enjoys shopping in the shopping centre.
- 8 They need to work together as a team.
- 9 Ross helped Holly to interview Professor Bolt, the famous astronomer.
- 10 They don't mind spending time on the project.

4 Complete the sentences with the words in the box.

expression saddened leant cheeks strict cheerful satisfaction
protective allowed tools Immensely handsome

- Victoria's mother was very protective and her daughter was brought up under strict rules. Victoria was never allowed to be alone.
- At seventeen Victoria was introduced to a handsome German prince.
- During her reign Victoria became immensely popular and people were greatly saddened when she died.
- Mrs Duffy had rosy cheeks and a cheerful smile.
- Mr Duffy leaned over his workbench. His shiny tools hung on the wall beside him.
- He looked at the ship he had carved with an expression of satisfaction on his face.

5 Change these words into nouns. Add -ment, -ness or -tion.

- kind: ness
- agree: ment
- naughty: ness
- education: tion
- argue: ment
- concentrate: tion

6 Complete the sentences with the nouns above.

- It is important in life to have a good education.
- Our ideas are very different. We will never reach an agreement.
- The girls had an argument and refused to speak to each other.
- The nurse spoke to the patient with great kindness.
- A game like chess requires great concentration.
- The children must be punished for their naughtiness.

7 Complete the sentences with words from the box.

for in for up for out after into

- During her childhood Victoria was looked after by servants and her governess.
- All the students are excellent but there is one who stands out.
- Harry is looking into the possibility of studying abroad.
- Don't let the bullies win. You must stand up for yourself.
- Lucy looked for the missing money everywhere.
- While the captain of the team was on holiday, John stood in for him.

7 This is what to do

Reading comprehension

1 Read Brilliantly Healthy Beefburgers again.

2 Find five ingredients for the burgers. Find five items for serving with the burgers. Write the items in the correct lists.



ingredients onion minced beef herbs garlic tomato sauce
for serving tomato tomato ketchup salad roll garlic mayonnaise

3 Read the sentences. Write the person whose recipe it came from.

- 1 You don't need much salt but remember to heat the oil before you start to cook. Bella
- 2 Heat the oil in a pan, add the onion, garlic and some salt and fry gently until soft. Ben
- 3 You can put them all in a bowl and also put in the onion and garlic mixture that you've just cooked. Bella
- 4 Put the mince into a bowl and add the fresh parsley or thyme, egg, tomato ketchup, a little salt and pepper and the fried onion and garlic. Ben
- 5 Mix the ingredients well with a fork. Ben
- 6 You can use a fork to mix everything up or you could use a spoon. Bella
- 7 Form the mixture into four burgers and refrigerate for five minutes. Ben
- 8 To make four beefburgers, you need to divide the mixture into four parts then use your hands to make four beefburgers. Bella
- 9 Put the burgers in the rolls with some salad and the sauces but leave them for a minute first. Bella
- 10 Put the burgers in the rolls with your salad and favourite sauces. Ben

Vocabulary

7

1 Match the verbs with the pictures.

beat mince crush chop grind



1 chop



2 crush



3 beat



4 grind



5 mince

2 Match the adjectives with the definitions. Write the ingredients from Ben's recipe that were prepared by each method.

minced ground crushed chopped beaten

- 1 broken into tiny pieces by pressing between turning metal plates or stone ground pepper
- 2 cut into very small pieces by a machine minced beef
- 3 cut into pieces with a sharp knife chopped herbs
- 4 mixed together very hard beaten egg
- 5 squashed between two spoons or pieces of metal crushed garlic

3 Write the verbs next to the correct definition.

form serve fry prepare refrigerate preheat

- 1 to get ready before prepare
- 2 to make hot before preheat
- 3 to put in the fridge refrigerate
- 4 to make into a shape form
- 5 to cook gently in oil fry
- 6 to present for eating serve

4 Choose the best words to complete the sentences.

fridge fresh filling freshly fell apart

- 1 These apples were picked this morning so they are very fresh
- 2 What filling do you want in your sandwich, salad or cheese?
- 3 Let's put the jug of juice in the fridge to keep it cool.
- 4 Bella pressed the burger mix together but the burgers fell apart when she cooked them.
- 5 The cakes in the baker's are always freshly made every day.

Working with words

1 Write phrases to describe the objects. Use a past participle as the adjective.

The verbs in the box may help you.

chop paint wrap break fall polish



1 broken window



2 fallen tree



3 chopped logs



4 wrapped present



5 faded door



6 polished table

2 Read these pairs of sentences. Write them as one sentence. Use the past participle as an adjective to describe a noun.

1 Anna picked up the box. It was painted. Anna picked up the painted box.

2 The boy was crying. He was lost. the lost boy was crying.

3 The thieves hid the car. It was stolen. The thieves hid the stolen car.

4 The man smiled happily. He was rescued. the rescued man smiled happily.

5 Mum looked at the cakes. They were burned. Mum looked at the burned cakes.

3 Complete the sentences. Use the words in the box. Make any necessary changes.

preheat precede predict prepare preview

1 You should always prepare well before an exam.

2 We watched a preview of a film on TV.

3 Queen Victoria preceeded her son Edward as the ruler of the United Kingdom.

4 It's impossible to predict who will win the semi-final tonight.

5 If you pre heat the pan, the burger will cook better.

4 **abc** Spelling: complete the words ending -ture. Use the words to complete the sentences.

1 adventure

2 furniture

3 future

4 picture

5 sculpture

6 culture

a This is my favourite picture in the museum and that's my favourite sculpture.

b This new adventure story is set in the future.

c In some cultures, people don't have much furniture and they sit on the floor.

Grammar

7

1 Complete the sentences with the words in the box. Use the present simple.

- 1 Wood burns easily if you keep it dry.
- 2 If you heat water to 100° Celsius, it boils.
- 3 Water freezes if the temperature falls ^(drops) to zero degrees.
- 4 A rainbow forms ^(appears) if the sun shines through rain.
- 5 If you mix yellow paint with blue, it becomes green.
- 6 If you add salt and pepper to food, it usually tastes better.

become	keep
heat	freeze
add	boil
taste	appear
mix	burn
drop	shine

2 Write the sentences correctly.

- 1 a it chopped soft. fry oil, becomes in onion you If ^{soft}
if you fry a chopped onion in oil, it becomes
- 2 a time burger it If cook. is takes to thin, less
if a burger is thin, it takes less time to cook.
- 3 hard them Eggs for you boil too become if long.
Eggs become hard if you boil them for too long.
- 4 a room. melts you if in warm Butter it leave
Butter melts if you leave it in a warm room.

3 Write one or two sentences. Use the present simple.

You may need to use your dictionary.

- 1 What happens to water if the sun shines on the sea?

- 2 What happens if you breathe on a cold mirror? Can you explain why?

- 3 What happens if lightning strikes a tree?

- 4 What happens if you don't keep milk in a refrigerator?

Grammar in use

1 Complete the sentences with **How much**, **How many**, **a little** and **a few**.

- 1 How much money have you got? I've only got a little money.
- 2 How many people are in the lift? Only a few.
- 3 ~ ~ shops are there in this street? There are only a few.
- 4 How much traffic is there in the street? There is only a little traffic.
- 5 How many students passed the exam? A few students passed.
- 6 How much time have we got? We've only got a little time.
- 7 ~ ~ luggage are you taking? I'm only taking a little.
- 8 How many escalators are there in the shopping centre? There are only a few.

2 Complete the sentences with the correct words in brackets.

- 1 A lot of glass was used in the construction of this building. (Many / A lot of)
- 2 Not many waitresses are working in the café today. (much / many)
- 3 There are some stairs which lead to the top floor. (some / any)
- 4 We bought lots of clothes in a new shop in the shopping centre. (much / lots of)
- 5 Lots of jewellery was stolen from that shop. (Many / Lots of)
- 6 I haven't seen any good films recently. (some / any)
- 7 We haven't received much news about the school trip. (much / many)
- 8 The students are keen to visit a lot of different places. (much / a lot of)



Remember! **a lot of** and **lots of** are the same. We can use them with both countable and uncountable nouns.

3 Complete the sentences with the phrasal verbs in the box. Make any necessary changes.

تقلب turn over ترفع turn up تحول turn into تخفض turn down تخرج turn out

- 1 My uncle was offered a job in Paris but he turned it down.
- 2 A small crowd was expected for the opening of the new shopping centre but hundreds of people turned up.
- 3 The day started cold and wet but it turned out warm and sunny.
- 4 That tiny tadpole is going to turn into a huge frog.
- 5 John turned the photo over and read the words on the back.

Individual writing: writing instructions

7

You have read a set of **Instructions** telling you how to make *Brilliantly Healthy Beefburgers*. Now you are going to use the pictures to help write a clear set of **Instructions** for making scrambled eggs.

Read
Student's
Book page
74 again. It
shows you
how to write
Instructions.

Complete the instructions. You will need:



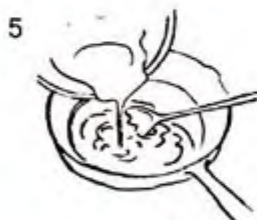
Method

















Imperative verbs you will need:

Break	Add	Beat	Pour
Heat	Stir	Cook	Put

Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

many much a few a little some any
lots of afford split up earrings crowded
jeweller's top floor display escalator

I'm afraid OK Don't worry!
hurry up! Great! See you later
Good thinking

Jack: Gosh! There are so many people here today!

Laura: Yes, it's always busy at weekends.

Jack: We must be quick. We've only got a little time.

Laura: I want to go to the music shop to get a CD.

Jack: OK. And I need to buy some new swimming shorts.

Laura: The sports shop's over there. It's got a brilliant window display.
They've got lots of nice stuff.

Jack: Have they got any shorts? Can you see?

Laura: Why don't we split up? You go to the sports shop and I'll take the escalator up to the music shop on the top floor?

Jack: Good thinking. We can meet later and try to find a birthday present for Mum.

Laura: She'd like some earrings, I'm sure. I've seen some nice pairs at the jeweller's.

Jack: I hope they're not expensive. I haven't got much money, I'm afraid.

Laura: Don't worry. You can afford them.

Jack: Great!

Laura: Now go to the sports shop and hurry up!

Jack: OK. See you later.



Individual speaking

1 Think about your favourite shop. Make notes.

Name: _____
Location: _____

What you can buy: _____
Cheap or expensive: _____
Why I like it: _____

My last visit
When: _____
What I bought: _____
How much I spent: _____

My next visit
When: _____
What I plan to buy: _____

2 Write sentences about your favourite shop. Use your notes.

3 Talk about your favourite shop.

Reading

- You read a recipe.
 - What was it for? burgers
 - How many could you make from the recipe? four
- What form of the verb is usually used for instructions? imperative
 - What things are listed before the instructions for making? ingredients

Vocabulary

- You learned 20 words for ingredients and cooking. Look at pages 123-4 in this book. Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- Rewrite these two sentences as a single sentence. Use the past participle as an adjective.
These are tomatoes. They have been chopped. these are chopped tomatoes
- Write words beginning with *pre-* for these definitions.
 - to get ready prepare
 - to heat something first preheat
 - to go in front of precede
- Write words ending *-ture* for these definitions.
 - a series of exciting events adventure
 - the time that has not yet happened future

Grammar

- Complete the sentences.
 - If you mix red and blue paint, you get purple. 2016
 - Plants grow bigger if you look after them well.
 - "Have you got any pears? I need some pears to make some juice," said Mum.
 - The shopkeeper replied, "I've only got a few in this box but there are lots in the sack."
- Underline the correct phrase. Ben lost his watch then it turned out / turned over / turned up in his desk.

Writing

- Complete these features of a recipe by circling the correct word in bold.
In the ingredients list, the amounts are given in figures / **words**. The instructions are in the correct order / **list**.
The instructions are helpful / **numbered**. The instructions are written in short / **long** sentences. The sentences are quick / **clear**.

- Have you made a neat copy of your instructions for scrambled eggs? ☐ Is it in your folder? ☐

Listening and speaking

- Have you listened again to Jack and Laura talking about shopping? ☐
- Have you and your friend talked about being at the mall? ☐
- Have you listened to the people in the shops and answered the questions? ☐
- Have you talked for one minute about your favourite shop? ☐

Check-out 7 complete ☐

8 A point of view

Reading comprehension

1 Read the Wildlife World web page again.

2 Choose the best words to complete the sentences.

occupy habitat captivity entertain stress close-up

- 1 When Julie was younger she used to see animals close-up.
- 2 Julie thinks that zoos cannot give animals a truly natural habitat.
- 3 Lions never learn to hunt if they are born in captivity.
- 4 The continual pacing of a tiger is a sign of stress.
- 5 Many zoos use animals to entertain visitors.
- 6 Julie is convinced that people must not occupy every corner of the world.

3 Write the names of the members who have these views.

- 1 Let's get rid of all the circuses. Jeff
- 2 We can find out about animals on the internet. Amanda
- 3 Zoos must be abolished. Jeff
- 4 Julie is right. Linda
- 5 Zoos should be banned. Amanda
- 6 Keeping animals in cages shouldn't be allowed. Sam
- 7 People must be told the real facts about zoos. Linda
- 8 Animals suffer stress when they are kept in cages. Sam
- 9 Putting animals in these prisons is a disgrace. Amanda

4 Read the statements. Write T (true) or F (false). Correct the false statements.

- 1 You can order a Wildlife World T-shirt by post. f from the WW website
- 2 All sizes of Wildlife World T-shirts are available. T
- 3 You can join Wildlife World this month at half-price. T
- 4 If you become a member you will receive a regular blog. f email updates
- 5 You get a log-in password to the members' blog when you join Wildlife World. T
- 6 Members exchange news and ^{views} email. f
- 7 You can take a wildlife holiday in destinations all round the world. T
- 8 The web page also tells you how to support wildlife in city parks. f
you have to click on the link

Vocabulary

8

1 The words in the left column appeared in the text. Write them next to the words on the right that have the same or similar meaning.

precisely

unbelievably

close-up

isolation

truly

convinced

cruel

1 loneliness isolation عزلة

2 unkind cruel قاسي

3 really truly حقا

4 sure convinced مقنع

5 exactly precisely تماما

6 near close up عاقل

7 incredibly unbelievably لا يصدق

Check any words you are unsure of in your dictionary.



2 Write the verbs next to the correct definition.

suffer pant exchange pace pound ban abolish

1 to walk or run with regular and heavy footsteps pound سحق - ضرب بقوة

2 to walk with regular steps around a small area pace خطوة

3 to breathe fast because the body is under stress pant طرز لهف

4 to not allow something ban حظر

5 to get rid of something for ever abolish ألغى

6 to feel bad or in pain suffer عانى

7 to give something to someone in return for something else exchange تبادل

3 Two pairs of words in Exercise 2 have the same or a similar meaning. Write the pairs.

pound pace
ban abolish

4 Choose the best word to complete the sentences.

available regular continual related prison link disgrace

1 Uncle Jim is a regular visitor to our house and he comes every Saturday.

2 The rain was continual and we could not go out without getting wet.

3 Maths and Science are related subjects and they both work with numbers.

4 The new school uniform is available from the school shop.

5 The thief was sent to prison for a year and when he came out he was in disgrace

6 Many scientists say there is a link between climate change and global warming.

Working with words

1 Write the words next to the correct definition.

Incredible Independent Impatient Impolite Invisible Imperfect

- 1 wanting things to happen at once impatient
- 2 unseen invisible
- 3 surprising and difficult to believe incredible
- 4 having some errors or mistakes imperfect
- 5 rude impolite
- 6 not needing anyone to help you independent

give one word

2 Choose three of the words in Exercise 1 and write sentences of your own.

Write a sentence that shows the meaning of the word, e.g.

impossible It is impossible to visit the castle today because it is closed.

3 abc Spelling: complete the sentences with the correct word in the box. Make any necessary changes.

roll role shore sure floe flow allowed aloud mall male

- 1 The male polar bear was seen hunting on a huge ice floe
- 2 The water flowed around the rocks and waves crashed onto the shore
- 3 Are you sure we're allowed to eat all these delicious cheese rolls
- 4 Jack is playing the role of the prince in the school play.
- 5 When the mail arrived Ross opened his letter and read it aloud

4 abc Complete the words using ci or ti. Complete the sentences.

a precious b initial c optician d ancient e patient

- 1 Ben had to be examined by the optician before he got his glasses.
- 2 There are some very ancient buildings in Rome.
- 3 'Please be patient and wait for your turn,' the teacher told the children.
- 4 The initial letter of a proper noun is always a capital.
- 5 Gold and silver are both precious metals.

Grammar

Match the sentence beginnings and endings. Write the letters.

- | | |
|--|--|
| 1 If a lion is born in captivity, | A their numbers will decrease. |
| 2 A tiger will pace up and down | B the ice at the poles will melt. |
| 3 Unless endangered animals are protected, | C unless more is done to protect it. |
| 4 Some animals will become extinct | D if it is kept in a small cage. |
| 5 If temperatures increase, | E it will never learn to behave naturally. |
| 6 The giant panda will die out | F if we do not protect them. |

1 F 2 D 3 A 4 F 5 B 6 C

Rewrite the sentences. Use unless.

1 If we don't protect them, many animals will become extinct.

Unless ~ ~ ~ ~ ~

2 If you don't travel to the Arctic, you won't see polar bears in the wild.

Unless ~ ~ ~ ~ ~

3 Julie will never become a vet if she does not study harder.

unless she studies ~ ~ ~

4 Our wildlife project will be a disaster if we can't find good photographs.

unless we can ~ ~ ~

5 If Joe doesn't hand in his work tomorrow, he'll be in trouble.

Unless Joe hands ~ ~ ~

6 Sam won't go on the school trip if his parents don't give him permission.

Unless ~ ~ ~

Complete the sentences with the verbs in brackets.

1 You will receive a free T-shirt if you join Wildlife World. (receive, join)

2 The animals will not survive unless it rains soon. (survive, rain)

3 If Ben trains hard, he will become a better player. (train, become)

4 Unless he improves, he will not be on the team. (improve, be)

5 If we go to the zoo, what animals will we see? (go, see)

6 Lily will not arrive on time unless she leaves now. (arrive, leave)

Use your own ideas to complete the sentences.

1 If I finish my homework quickly, ~ ~ ~

2 I'll go to university if ~ ~ ~

3 Unless we practise every day, ~ ~ ~

4 We won't succeed unless ~ ~ ~

Grammar in use

1 Rewrite the sentences using the verb in brackets.

1 Perhaps they will build a new library. (may)

They may build a new library.

2 It is possible that the building will look very modern. (might)

It might look very modern

3 Maybe the council will suggest a new site. (might)

The Council might suggest a new site

4 The new library will possibly cost a lot of money. (may)

The new library may cost a lot of money

Remember! may and might have the same meaning



2 Complete the sentences with one of the verbs in brackets.

1 If you don't like the design, you should say so. (might/should)

2 Can I open the window, please? (can/must)

3 You must never speak rudely to your teachers. (might/must)

4 If you are hungry, you ought to eat something. (ought to/mustn't)

5 It's very cold. I think it might snow. (should/might)

6 I may buy that CD but I'm not sure. (can/may)

3 Read and make sentences. Use the verbs in brackets.

1 Your friend starts to feel ill in class. What's your advice to him?
(ought to) _____

2 Your friend isn't wearing his school uniform. What do you say to him?
(shouldn't) _____

3 You and your friend never arrive in class on time. What do you suggest?
(ought not) _____

4 You never remember to take your sports kit to school. What do you say to yourself?
(mustn't) _____

Remember! should and ought to have the same meaning



4 Complete the sentences with the verbs in the box.

get rid of get away get on with get over get out of

1 Sally can't get over her disappointment at failing her exams.

2 I don't want to go to the party but I don't know how to get out of it.

3 We need to get rid of these old clothes.

4 Everyone likes Paul. He's very easy to get on with

5 We tied a rope round the horse's neck so that it couldn't get away

Individual writing: writing about your opinion

8

You have read about Julie Smith's **opinion** of zoos. What do you think about homework? You are going to make notes and write your **opinion** of homework.

Choose whether you think homework is a good thing or a bad thing.

My opinion: I think homework is a _____ thing.

Make notes on three reasons to support your opinion.

Reason 1 _____
Reason 2 _____
Reason 3 _____

Write about your opinion.

Homework is a _____ thing

I think homework is a _____ thing for these reasons.

My first reason is _____

My second reason is _____

Another reason why I think homework is a _____ thing is that _____

Read Student's Book page 84 again. It tells you how to write about your opinion.

Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

ought to Might shouldn't maybe
modern traditional skyscrapers
library architect storeys
views location design floor

You've got to be joking! my kind of thing
I'm not sure In my opinion deadly serious
To be honest Certainly not! I agree

Holly: What do you think about the new library, Ross?
Ross: Well, I like the design because I like modern buildings
but I'm not sure they ought to build it in the park.
Holly: I agree. The location is all wrong.
Ross: Do you like the design?
Holly: To be honest, it's not my kind of thing. I prefer traditional
buildings.
Ross: I love skyscrapers - the taller the better. We ought to
have one in Hampton.
Holly: How many skyscrapers?
Ross: I'm not sure. Twenty? Thirty?
Holly: You've got to be joking
Ross: No, I'm deadly serious. Wouldn't you like to see one?
Holly: Certainly not! I'd hate it.
Ross: Imagine the view from the top floor!
Holly: Might you become an architect one day?
Ross: Yes, maybe. I'd like that.



Individual speaking

You are going to talk about new buildings in your town. Make notes.

Are there a lot or a few? _____
Why? _____
Where? _____

Types of new buildings. Tick the boxes.

houses ☐ apartment blocks ☐
schools ☐ shops/shopping centres ☐
other _____

The style of the buildings:

Your opinion:

I like ... _____
Why? _____
I don't like ... _____
Why? _____

Write sentences about new buildings in your town. Make notes.

Talk about new buildings in your town.

Reading

- 1 You read a blog. a What was the writer against? Zoos b How many people had posted responses? four
- 2 Which of these were on the web page?
photos map caption advertisement membership offer questionnaire quiz related links

Vocabulary

- 1 You learned 20 words to do with animals in captivity. Look at page 124 in this book. Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- 2 Write the negative prefix *in-* or *im-* before these words.
a incredible b impossible c imperfect d invisible e indirect f impatient
- 3 Write a homophone for each of these words.
a sure shore b mail male c allowed aloud d flee flow
- 4 Complete the words with *ci* or *ti*:
a precious b patient c cautious d ancient

Grammar

- 1 Complete the sentences. Use the verbs in brackets; use the correct modal.
a If you are (be) interested in animals, you will enjoy (enjoy) this nature programme.
b The students will see (see) the king's crown if they visit (visit) the museum.
c The sky is dark and I think it might rain (rain). Perhaps we should go (go) indoors.
d This is a new dress and I mustn't get wet (get wet) or mum will be cross.
- 2 Underline the correct phrase. The king could not get over / get rid of / get out of the death of his son.

Writing

- 1 Complete these features of expressing a point of view.
In the first Paragraph you must say what you are writing about. In the following paragraphs you write your reasons for your view. When you give your opinion, you write in the first person.

- 2 Have you made a neat copy of your view about homework? ☐ Is it in your folder? ☐

Listening and speaking

- 1 Have you listened again to Holly and Ross talking about buildings? ☐
- 2 Have you and your friend discussed the building in the photographs? ☐
- 3 Have you listened to Maggie James and understood her speech? ☐
- 4 Have you talked for one minute about new buildings in your town / city? ☐

Check-out 8 complete ☐

Revision 4 (Units 7 and 8)

Complete the sentences with the verbs in the box. Be sure to use the correct forms of the verbs.

go rise continue do melt see keep drop protest use freeze suffer

- 1 If the temperature drops below zero, water freezes
- 2 Ice melts if the temperature rises above zero.
- 3 Our bodies always use energy if we do physical work.
- 4 You will see animals in captivity if you go to the zoo tomorrow.
- 5 If they keep this lion in a cage, it will suffer from stress.
- 6 Unless we protest against animal cruelty, it will continue

2 Rewrite the sentences. Use unless.

- 1 ~~If we do not~~ protect the Arctic, polar bears will become extinct.

Unless we ~ ~ ~ ~ ~

- 2 Many animals will disappear ~~if we do not~~ protect them.

~ ~ ~ unless we ~ ~ ~

3 Complete the sentences with one of the words or phrases in brackets.

- 1 How many escalators are there in the shopping centre? (much / many)
- 2 There are a lot of shoppers here this morning. (a lot of / a little)
- 3 I can see a few people in the café. (a little / a few)
- 4 There's lots of jewellery in that window display. (lots of / many)
- 5 I can't see any cheap necklaces or bracelets. (some / any)
- 6 I've only got a little money. (a little / a few)
- 7 There's too much noise in here. (much / many)
- 8 Who should we interview? any ideas? (Some / Any)

4 Complete the sentences with one of the verbs in brackets.

- 1 If you are thirsty, you should drink some water. (should / mustn't)
- 2 Look at those dark clouds. There might be a storm later. (ought to / might)
- 3 You must always speak politely to your teachers. (may / must)
- 4 Can I borrow your dictionary, please? (Should / Can)
- 5 Anna may decide to study medicine but she's not sure. (may / must)
- 6 If Freddie wants to be on the team, he ought to train harder. (may / ought to)

1 Complete the sentences with words from the box. Make any necessary changes.

sauce stress prepare convinced fridge ingredients
cruel behaviour ban fresh captivity fry

- When you are cooking, it is always best to use fresh ingredients.
- When you have prepared the burgers, put the meat in the fridge until you are ready to start cooking.
- Fry the burgers in a little olive oil. Serve them with tomato sauce.
- Julie believes that keeping animals in captivity is cruel.
- Many animals in zoos suffer from stress and their behaviour is not natural.
- Julie is convinced that zoos should be banned.

2 Write the past participles of these verbs.

- break broken
- steal stolen
- fall fallen
- beat beaten
- chop chopped
- polish polished

3 Use the past participles in Exercise 2 as adjectives in these sentences.

- Add salt and pepper to the beaten eggs.
- We used the fallen trees to make a raft.
- Joe looked very smart in a dark suit and polished shoes. 20/6
- Mr Duffy mended the broken chair.
- Mix some chopped herbs with the meat.
- The police never found the stolen pictures.

4 Make the opposites by adding in-, im- or un- to these adjectives.

- impolite
- unimportant
- invisible
- unintelligent
- impossible
- impatient
- incorrect
- impossible

5 Complete the sentences with the words in the box.

rid of over on with up down into

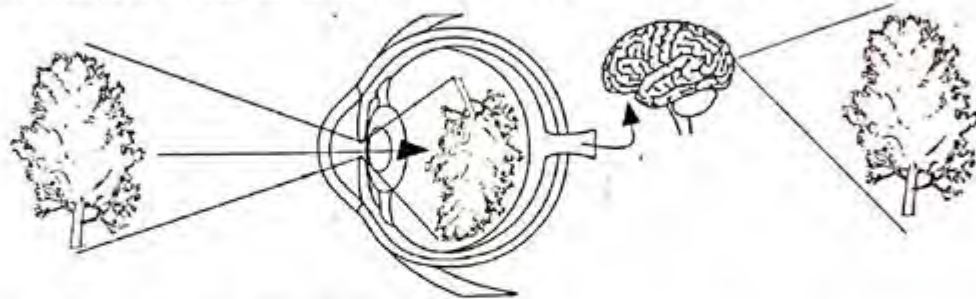
- Jenny was invited on a trip to Paris but she turned the invitation down.
- It was a cold, wet day but a huge crowd turned up to watch the match.
- To get rid of the mice in his barn, the farmer bought a cat.
- Billy is easy to talk to. He gets on with everybody.
- Susie was very lazy at first but she has turned into an excellent student.
- Fred's illness was serious. It took him months to get over it completely.

9 How the body works

Reading comprehension

1 Read How we see again.

2 Number the sentences in the correct order. The diagram may help you.



- a 6 The lens focuses light onto the retina.
- b 10 The brain receives the message and turns the picture the right way round.
- c 3 The iris controls the amount of light that enters the eye.
- d 9 The optic nerve sends the electrical message from the retina to the brain.
- e 8 It turns the picture into an electrical message for the brain.
- f 7 The retina shows the picture you are seeing upside-down.
- g 2 The pupil becomes bigger in dull light and smaller in bright light.
- h 5 Next, the light passes through the lens.
- i 1 First, light passes into your eye through the pupil.
- j 4 It makes the pupil larger or smaller.

3 Read and complete the sentences. Use the words in the box.

Use the pictures to help you with ideas for filling some of the gaps.

dust light hot materials sharp objects wind insects fast-moving object

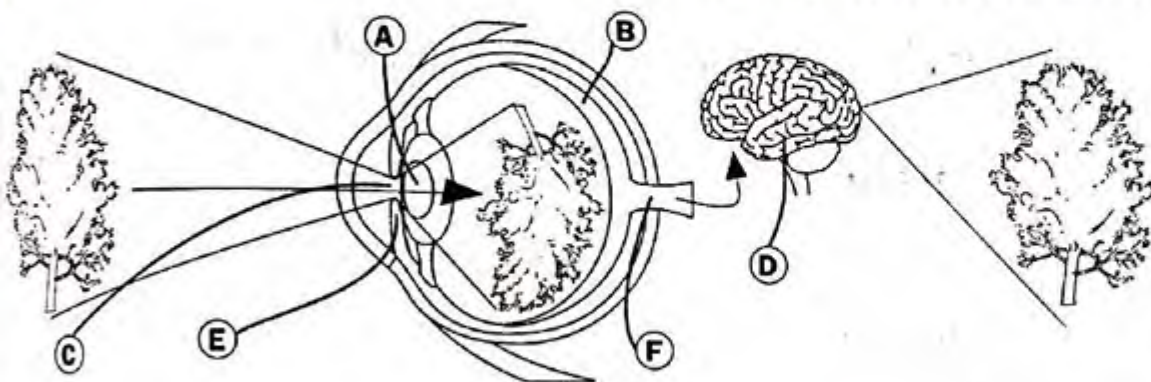


- People who go skiing or climb mountains often wear Sunglasses to protect their eyes from the sun reflecting on the snow, which creates very bright and harmful light.
- People who work with hot materials need good eye protection such as a visor made of plastic. This can also prevent sharp objects from entering the eye.
- Motorbike riders wear goggles to protect their eyes from wind, from insects flying in the air and dust blowing up from the road.
- Baseball players are in danger of being hit by a fast-moving object - the baseball. They need very strong protection and their visors are made of metal.

Circle the words that are parts of the eye.



Label the diagram with words from Exercise 1. Use the words to complete the explanation.



- A lens
- B retina
- C pupil
- D brain
- E iris
- F optic nerve

1 Light passes through the pupil which is the hole at the front of the eye.

2 The size of the pupil is controlled by the iris which is the coloured part of the eye.

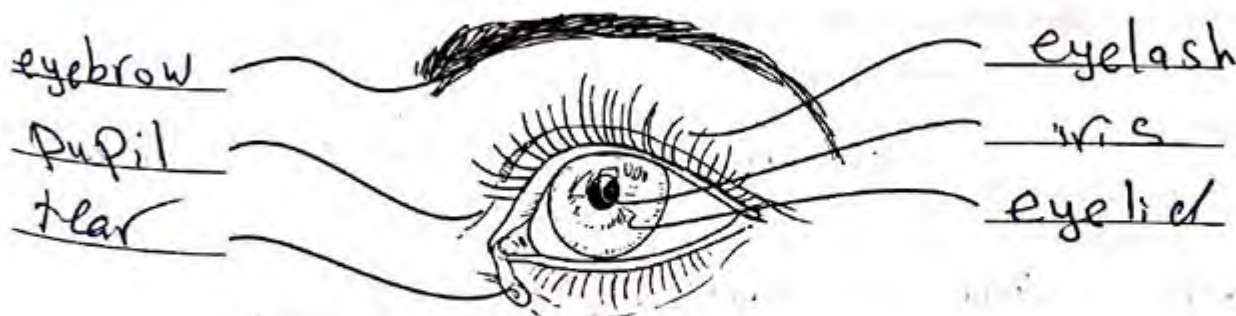
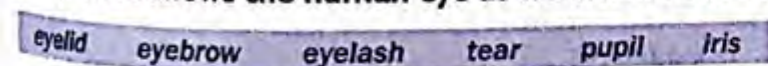
3 Light passes through the lens which changes shape to make the picture as clear as possible.

4 The retina shows the picture you are seeing upside-down.

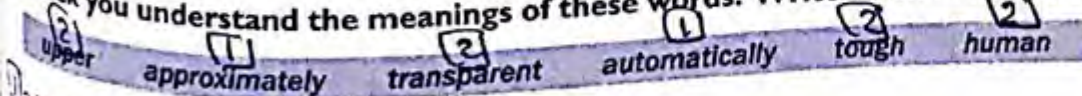
5 The optic nerve sends an electrical message.

6 The electrical message reaches the brain which turns the picture the right way up.

This picture shows the human eye as we are used to seeing it. Label the parts.



Check you understand the meanings of these words. Write them in the correct lists.



1 adverbs _____

2 adjectives _____

3 Which word can be used as both a noun and an adjective? human

Working with words

1 Rewrite these words to make adjectives ending **-ible** or **-able**.

- 1 horrible 2 comfortable 3 sensible
4 likeable 5 visible 6 terrible

Be careful of verbs ending



2 Write the opposite of these words. Use **in-**, **im-** or **un-**.
Check in your dictionary if you are not sure.

- 1 credible 2 visible 3 possible 4 divisible
incredible invisible impossible indivisible
5 breakable 6 separable 7 loveable 8 believable
unbreakable inseparable unlovable unbelievable

3 Choose the best word from Exercises 1 and 2 to complete these sentences.
Use each word once only.

- 1 I thought that film was terrible. The story was ridiculous and completely unbelievable.
2 This glass is unbreakable. If you drop it on the floor it won't even crack.
3 Thirty-six is divisible by three and four. It is indivisible by five.
4 The special effects in the film were incredible! The creatures from space were really horrible - they had four eyes and horns on their heads.
5 These shoes are very uncomfortable. Is it possible to change them?
6 Ben is a very likable boy. He works hard and he has lots of sensible ideas.

4 Complete the sentences with the verb and the gerund. Circle the gerund.

- 1 Ben likes riding. He's riding a horse at the moment.
2 Anna is playing her trumpet. She enjoys playing it.
3 Grandma is writing a letter. I think writing letters is difficult.
4 Ned is good at running. He is running in the marathon next month.

5 **abc** Spelling: complete the nouns. Write them next to the correct verb below.

- a explosion b inclusion c decision d revision
1 revision 2 decision 3 explode exploration 4 include includion
 decision

6 **abc** Write the correct ending to these words.

Use **-sion**, **-ssion**, **-tion** or **-shion**.

- 1 station 2 fashion 3 mission 4 vision 5 cushion
6 nation 7 confusion 8 discusion 9 impression

Grammar

Complete the sentences with the verbs in brackets.
Use the passive. Be careful to use the correct tense.

Remember! passive = to be
+ past participle

Be careful with irregular verbs!

- 1 A valuable painting was stolen from the museum last night. (steal)
- 2 I hope that the thief will be caught soon. (catch)
- 3 What's happened to the house? All the windows have been broken. (break)
- 4 Our eyes are protected by eyelids and eyelashes. (protect)
- 5 Snow goggles were first worn by the Inuit people. (wear)
- 6 This scarf is soft and warm because it is made of silk. (make)
- 7 Next year a new library will be built in the centre of town. (build)
- 8 Something is missing from the square. The statue has been taken away. (take)

1 Rewrite the sentences. Use the passive.

- 1 Someone has eaten all the chocolates.
- 2 Someone left the gates open.
- 3 They paint their house every year.
- 4 We will send a reply immediately.
- 5 People grew rice in this valley.
- 6 Someone has swept the floor.

All the chocolates have been eaten.
The gates have been left open.
Their house is painted every year.
A reply will be sent immediately.
Rice was grown in this valley.
The floor has been swept.

2 Answer the questions. Use the passive and the phrases in the box.

a Russian author customers in the Middle East heavy rain
an unknown artist an Italian architect

- 1 Who will design the building?
The building will be designed by an Italian architect.
- 2 Who drew the pictures?
The pictures were drawn by an unknown artist.
- 3 Who wrote this book?
The book was written by a Russian author.
- 4 What has damaged the crops?
The crops have been damaged by heavy rain in the Middle East.
- 5 Who buys this expensive jewellery?
This expensive jewellery is bought by customers.

Grammar in use

1 Match the sentences with the correct question tags. Write the letters.

- | | |
|--|---------------------------------------|
| 1 The market is busy, <u>C</u> | 2 Loads of people come here, <u>H</u> |
| 3 The crockery isn't expensive, <u>A</u> | 4 You don't like shopping, <u>D</u> |
| 5 The stalls are colourful, <u>F</u> | 6 We aren't in a hurry, <u>B</u> |
| 7 They don't sell cutlery, <u>E</u> | 8 The honey tastes good, <u>G</u> |
- A is it? B are we? C isn't it? D do you?
E do they? F aren't they? G doesn't it? H don't they?

2 Write the question tags.

Don't forget the question marks!



- | | |
|---|--|
| 1 The market is popular, <u>isn't it?</u> | 2 You don't like it, <u>do you?</u> |
| 3 She's selling honey, <u>isn't she?</u> | 4 Markets are cheap, <u>aren't they?</u> |
| 5 That man doesn't look well, <u>does he?</u> | 6 Lemons taste sour, <u>don't they?</u> |
| 7 This pan costs a lot, <u>doesn't it?</u> | 8 We don't have much time, <u>do we?</u> |

3 Look at the picture and write sentences with question tags.

Use your own ideas. Use the question tags in the box.



isn't it? aren't they? doesn't it? are they? do they?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 Complete the sentences with the verbs in the box.

shut out shut down shut up shut off shut in

- 1 The workmen should shut off the electricity before they touch the cables.
- 2 Annie shut herself in the bathroom and refused to come out.
- 3 The boy covered his ears with his hands to shut out the noise of the storm.
- 4 When the factory shut down, one hundred people lost their jobs.
- 5 My sisters chatter all the time. They never shut up.

9

Read Student's Book page 94 again. It shows you how to write an explanation.

- What time do you get up?
- What do you do as soon as you get up?
 - have breakfast?
 - get washed and dressed?
- What do you have for breakfast?
- When do you pack your school bag?
- What do you put in it?
- Do you take something to eat?
- What do you take?
- When do you get it ready?
- What is the last thing you do before leaving the house?
- What time do you leave the house?
- How do you travel to school?
- What time do you arrive?

First ... Next ... As soon as ... After that ...
When I finish ... At _____ o'clock Before I ...

Unit 9 Planning sheet for writing an explanation

Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

do you doesn't she don't they isn't it
aren't they stall prices free sample
delicious colourful greedy popular

loads of stuff over there Honestly!
Don't be mean! Gosh! Good idea
Here we are! Not really I suppose so
Let's have a look

Laura: Here we are! Goose Lane Market.
Ross: Gosh! It's busy, isn't it?
Laura: Yes, it's very popular. You can buy loads of stuff here.
Ross: Let's have a look at some of the stalls.
Laura: Right. How about that fruit and vegetable stall? It's so colourful! I'll take a photo.
Ross: Those strawberries look delicious, don't they?
Laura: Yes, they do.
Ross: Do you think the stallholder will give me a free sample?
Laura: Honestly! You're so greedy.
Ross: Don't be mean. I just like my food.
Laura: The prices are really low here, aren't they?
Ross: I suppose so.
Laura: You don't know much about shopping do you?
Ross: Not really. But I'm good at interviews.
Laura: Why don't you interview that lady over there?
Ross: Good idea. She looks friendly, doesn't she?



Individual speaking

2 You are going to talk about a market in your town or a market you have visited.

Read the questions and make notes.

Where is it? _____ When does it open? _____

What can you buy there? Circle the items.



Anything else? _____

Circle the words which describe the market.

busy noisy quiet popular cheap expensive interesting

When did you go there? _____ What did you buy? _____

Did you like it? _____ Will you go there again? _____

2 Write sentences about the market.

3 Talk about the market.

Reading

You read an explanation of part of your body.

- a What part was it? eye b What passes into it? light c What turns the image the right way up? brain

Write the things that people wear to protect their eyes from

- a sunlight Sunglasses b hot sparks Visor c wind and dust goggles

Vocabulary

You learned 20 words about the eye and sight. Look at page 124 in this book.

Do you know what all these words mean? Check any that you are not sure of in your dictionary.

Complete these words using -ible or -able.

- a terrible b breakable c believable d sensible e divisible f lovable

Use the gerund to complete the sentence.

I go to the pool to swim every day. Swimming in the pool is good exercise.

Complete these words with -sion or -ssion:

- a television b discussion c impression d vision e mision f session g confusion

Grammar

Complete the sentences using the passive form.

This museum was built (build) a year ago. It hasn't been opened (not open) yet because it hasn't been finished (not finish). It will be finished (finish) next month.

Write the correct question tag.

- a This programme is hilarious, isn't it? The characters are a bit weird, though, aren't they?
b You don't want to turn over, do you? Yes, but I think Ben wants to watch it, doesn't he?

Underline the correct phrase. Mum lost her door key so we were shut off (shut out) shut down when we got home.

Writing

Complete these features of an explanation.

An explanation is written in the present tense. It uses the present simple and the present passive.
The explanation includes diagrams which help to show how things work.

Have you made a neat copy of your explanation? ☐ Is it in your folder? ☐

Listening and speaking

Have you listened again to Laura and Ross talking about the market? ☐

Have you and your friend talked about a market in your town? ☐

Did you listen to Laura's interview with the stall holder and answer the questions? ☐

Have you told the class about a market you have visited? ☐

Check-out 9 complete ☐

Reading comprehension

1 Read A helping hand again.

2 Answer these questions. Use short answers.

- 1 Where was Grandma at the start of the story? in a hospital
- 2 Where did Mum go the next evening? to visit her
- 3 What subject was Sadie studying? Chemistry
- 4 What was Dad's idea for cheering up Grandma? To take her to her favourite opera
- 5 What did Annette need to concentrate on? her project
- 6 Where did Mum buy the material for the new curtains? at the market
- 7 What did Annette make for Grandma? an album of photographs
- 8 What did Annette receive as her prize? a cheque (money)
- 9 What did Annette decide to study the next year? photography
- 10 What did Grandma give Annette? Confidence

3 Number these sentences in the order of the events in the story.

- a 7 Grandma went to see the medical faculty at the university.
- b 5 Annette just laughed.
- c 6 Mum breathed another sigh of relief.
- d 4 Sadie got her exam results.
- e 3 Grandma saw the picture of Sadie and her friends beaming in front of the lemon tree.
- f 1 Grandma was in hospital.
- g 2 Mum chose new curtain material for Grandma's room.
- h 8 Mum was relieved when she heard about Grandma's successful operation.
- i 9 Annette gave Grandma an album of photographs.
- j 10 Annette entered the competition.
- k 11 Everyone was pleased and impressed.
- l 12 Everyone thought of ideas to cheer up Grandma.
- m 13 Annette received an envelope.
- n 14 Mum was concerned because Grandma was feeling lonely.

Vocabulary

Write the verbs next to the correct definition. Do as many as you can without looking in your dictionary. Use your dictionary to check answers and complete the exercise.

embarrass	miss	pause	come round
enquire	regain	inspire	glance
suggest			concentrate

- to stop an action for a while before continuing it Pause
- to make someone feel silly in front of other people embarrass
- to visit someone in their home Come round
- to think about something with complete attention Concentrate
- to ask enquire
- to encourage someone to do something by giving exciting ideas about it inspire
- to look quickly glance
- to have again regain
- to put forward an idea suggest
- to feel sad because something or someone is not present miss

Complete the sentences with the adverbs in the box.

modestly	ultimately	cheerfully	eventually	enquiringly
----------	------------	------------	------------	-------------

- "We haven't got that computer at the moment but could I order it for you?" said the shop assistant enquiringly.
- "Hurray! I've learned all the irregular verbs," said Ben cheerfully.
- Ben was proud to win the prize but he accepted it modestly and thanked his teacher.
- Dad tried to mend our car but ultimately he had to agree it was hopeless.
- We walked for hours and eventually we reached the lake before we went through the forest.

Check you understand the meanings of these nouns. Write them in the correct lists.

cheerfulness	opera	opportunity	album	certainty	chemistry	gallery	talent
--------------	-------	-------------	-------	-----------	-----------	---------	--------

- common nouns opera album gallery
- abstract nouns Cheerfulness opportunity certainty Chemistry talent

Write the adjectives in alphabetical order. Check you understand the meanings.

radiant shimmering translucent concerned depressed crisp tremendous biological

Choose four adjectives from Exercise 4 and use them in sentences of your own.

Working with words

1 Rewrite these sentences as two separate sentences.

- 1 The nurses stood on the hospital steps, waving goodbye to Grandma.

They waved

- 2 Annette arranged the photos in the album, singing quietly to herself.

She sang

- 3 Dad, glancing quickly behind him, took the last chocolate out of the box.

He took



2 Rewrite these pairs of sentences to make one sentence. Use an extra clause.

- 1 Grandma sat in the car. She waved goodbye to the nurses.

~~~~~ Waving ~~~~~

- 2 The children were laughing and shouting. They ran into the playground.

The children ran into the playground, laughing and shouting

- 3 The lemon tree had bright yellow fruit on its branches. It stood on the balcony.

~~~~~, standing on the balcony, had bright yellow fruit on its branches

3 Complete these words. Use your dictionary to help you if you need it.

- 1 tremendous very good, excellent

- 2 hareferendos terrible, awful

- 3 enormous very large

- 4 obvisos clear, evident

- 5 cationos slow and careful

- 6 vicios very nasty and cruel

4 abc Spelling: complete the words using -er or -re.

- 1 entertainer 2 theatre 3 litre 4 letter 5 enter
6 centre 7 rubber 8 fibre 9 sombre

5 abc Find the words in Exercise 4 that match these definitions.

- 1 a measurement for liquid litre

- 2 the middle point centre

- 3 a thread of material fibre

- 4 dull and gloomy sombre

Complete the sentences with the verbs in the box.
Use the present perfect simple.

| | | |
|-------|-------|-------|
| drink | take | hurt |
| wear | begin | spent |

1. Ouch! I have hurt my toe!
2. Annette has not finished her English project yet.
3. How many photos have you taken?
4. Someone has drunk all the milk. The bottle is empty.
5. We have always spent our holidays at the seaside.
6. Billy has worn glasses since he was seven.

Look at the pictures. Write what they have been doing and for how long.
Use the present perfect continuous and since or for.

1. an hour They have been playing football for an hour.



2. early this morning they have been climbing the mountain since early

3. four o'clock she has been reading since

four o'clock



4. two weeks they have been walking for 2 weeks

5. ten minutes He has been standing under the tree for



6. 1996 She has been making pots since 1996

Answer the questions about yourself.

1. How long have you been at your school? _____
2. How long have you lived in your town? _____
3. What is the weather like today? _____
4. How long has it been like this? _____
5. What have you been doing today? _____
6. How many years have you been studying English? _____

Grammar in use

1 Complete the sentences with the verbs in the box. Use the present perfect.

win take ride enter see eat

- 1 Laura has never seen Morris dancing.
- 2 Ross has never ridden a pony before.
- 3 Have you ever won a prize?
- 4 Has Jack ever entered a fancy dress competition?
- 5 Have we ever eaten a more delicious cake?
- 6 I have never taken a photo with this camera.

2 Complete the sentences with the verbs in brackets.

Use the present perfect or the past simple.

- 1 We spent our holidays in the mountains last year. (spend)
- 2 Have you ever heard this song before? (hear)
- 3 Did you buy cakes at the Town Fair yesterday? (buy)
- 4 Holly has never been to Goose Lane Market. (be)
- 5 A lot of snow fell last night. (fall)
- 6 So much snow has never fallen before. (fall)

3 Complete the dialogue.

Use the present perfect and the past simple of the verbs in brackets.

(be, go, see)

- Billy: Have you ever been to Australia?
- Fred: Yes, I have.
- Billy: When did you go there?
- Fred: I went there last summer.
- Billy: Did you see any kangaroos?
- Fred: Yes, we saw lots of them.
- Billy: Lucky you! I have never seen a kangaroo.

4 Complete the sentences with the phrasal verbs in the box.

go on go by go over go into go off

- 1 We went over all the details of our journey very carefully before we left.
- 2 Jessie doesn't eat meat any more. She says she has gone off it.
- 3 Dan is a talented fiddle player. He should go on practising.
- 4 Katy loves children so she has decided to go into teaching.
- 5 We were having such fun that the time went by really quickly.

Individual writing: writing a story with a simple plot

10

In Unit 6, you read about George. He visited Mr Duffy to collect a present for his cousin, Sally. It was a small blue and white boat with three wooden sailors. Now you are going to write **what happens next**.

Read Student's Book page 104 again. It shows you how to write a story with a simple plot.

Write a story with this plot:

What part of the story?

How do you know time has passed?

What happens?

Paragraph 1

Beginning

Tea time

George has tea and cakes with Mr and Mrs Duffy.



After tea

He takes the present home.



Paragraph 2

Middle

The next day

He wraps the present.



After school ...

He goes to visit his cousin, Sally.



He gives Sally the present. She loves it.

Paragraph 3

End

A week later

George takes Sally to see Mr Duffy. She thanks him for the present.



Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

taken been found carrying see went
is it aren't they Have you wasn't never ago
Chinese magazine new year dragons

What on earth Honestly! I mean
Let's have a look! It's awesome!
I think actually I get it!

Laura: I've found a great picture in this magazine.
Ross: Let's have a look!
Laura: They're Chinese dancers! They're great, aren't they?
Ross: What on earth are they doing?
Laura: They're carrying a dragon on their heads.
Ross: Why?
Laura: Because they're celebrating the Chinese new year.
Ross: Oh, I get it! It isn't a real dragon, is it?
Laura: No, silly! Honestly! You're hopeless!
Ross: Where was this photo taken? It's awesome!
Laura: In Hong Kong, I think.
Ross: Have you ever been there? To Hong Kong, I mean.
Laura: No, I haven't. Why? Have you?
Ross: I have, actually. I went there two years ago.
But it wasn't new year so I didn't see any dragons.



Individual speaking

You are going to talk about a festival you have been to or a festival that you know about. Make notes.

Name of the festival: _____
What are the people celebrating? _____
Location: _____
When does it take place? _____

When did you go to this festival? _____
What did you like about it? _____
What didn't you like about it? _____
OR
Would you like to go to this festival? _____
Why?/Why not? _____

What is special about the festival? Tick (✓).

A parade ☐ Costumes ☐
Music ☐ Dancing ☐
Food and drink ☐ Anything else? ☐

Give details: _____

Write sentences.

Talk about the festival.

Reading

You read a narrative story with a clear plot.

- a When the story began, where was Grandma? in hospital
 b Who was worried? Mum c Who was lonely? Grandma
 a Later, who passed her exams? Sadie b Who made a book of photographs? Annette
 a At the end of the story, who was relieved? Mum
 b Who felt confident? Annette c Who was cheerful? Grandma

Vocabulary

You learned 20 words to do with behaviour and feelings. Look at page 124-5 in this book. laughing and shouting
 Do you know what all these words mean? Check any that you are not sure of in your dictionary.

Underline the clause in this sentence which gives extra information about the subject.

The children ran across the playground, laughing and shouting as they went.

Write the adjectives from these nouns.

- a nervous b marvellous c fury furious d ridiculous e courageous

Complete these words with -re or -er. a met fe b cent re c mutter r d theatre

Grammar

Complete the sentences with the correct form of the verb in brackets and since or for.

How long have the children been playing? Ben and Jack have been throwing (throw) stones in the lake for ten minutes. Sue and Andy have been riding (ride) their bikes since two o'clock.

Complete the sentences with the present perfect or the past simple.

Ben: Have you ever swum (swim) a kilometre? Last summer we stayed (stay) at the seaside and I learned (learn) to swim.

Jack: Lucky you. I have never seen (see) the sea.

Underline the correct phrase. Always go into go over go by your work before you hand it in.

Writing

Complete these features of a narrative story. The plot has a clear beginning, middle and end.

Time phrases show passing time. Underline the phrases that tell you that time has passed.

the following morning at ten o'clock later that week the next day tomorrow afternoon

Have you made a neat copy of your narrative story? ☐ Is it in your folder? ☐

Listening and speaking

Have you listened again to Holly and Jack talking about international festivals? ☐

Have you talked for one minute about a festival you know about? ☐

Check-out 10 complete ☐

Revision 5 (Units 9 and 10)

1 Complete the sentences with the verbs in brackets.

Use the passive. Be careful to use the correct tense.

- 1 Last night trees were blown over by a violent storm. (blow)
- 2 Next year a new shopping centre will be built outside the town. (build)
- 3 Look at this beautiful old dress! It has never been worn (wear)
- 4 Fruit and vegetables are sold in the market square every Monday. (sell)

2 Change the sentences. Use the passive. Use by in three sentences.

- 1 A young boy wrote these poems. were written by a young boy.
- 2 Someone has eaten all the cakes. have all been eaten.
- 3 The optic nerve sends messages to the brain. Messages are sent to the brain.
- 4 Every student in the school will take the test. will be taken
- 5 People have farmed this land for centuries. this land has been farmed for centuries

3 Complete the sentences with question tags.

- 1 The market's very busy, isn't it
- 2 They sell everything here, don't they
- 3 Laura's taking a photo, isn't she
- 4 You like honey, don't you
- 5 That stallholder sells cheese, doesn't he
- 6 The fruit doesn't cost much, does it
- 7 We aren't late, are we
- 8 You don't have much time, do you

4 Complete the sentences with the verbs in brackets. Use the present perfect simple or the present perfect continuous.

- 1 Look at all this glass on the floor! Someone has broken the window. (break)
- 2 Annette is at the park. She has been taking photos all morning. (take)
- 3 Have the children broken up yet? (wake)
- 4 The builders have been working hard all week but they ~~they~~ have not finished the house yet. (work, finish)

5 Complete the sentences with for or since.

- 1 My uncle has lived in Paris for three years.
- 2 Jenny has been learning the violin since last September.
- 3 Mr Martin has worked at our school since 2007.
- 4 We've been waiting for the bus for half an hour.

6 Complete the sentences with the present perfect simple or the past simple. Use the verbs in the box.

write eat go see be

- 1 I went to America last summer. Have you ever been to America?
- 2 My brother saw a bear in the forest but I have never seen one.

We have never eaten Japanese food but we ate some Chinese food last weekend.
 Have you written your composition yet? I wrote mine last night.

Complete the sentences with the words in the box. Make any necessary changes.

vision human brain tough muscle approximately

1 Humans have better vision than many other mammals. We can see approximately ten million different shades of colour.

2 Our brain controls the muscles in our bodies.

3 Some fruits have tough skins, which are impossible to eat.

Write the words in the box next to their definitions.

pause glance talent eventually concerned
 enquire regain depressed opportunity

1 worried adj concerned 2 look quickly v glance

4 in the end adv eventually 5 great skill n talent

7 get back v regain 8 stop for a short time v pause

3 chance n opportunity

6 sad adj depressed

9 ask v enquire

Make adjectives by adding -ible, -able or -ous.

1 visible 2 nervous 3 lovable 4 couragous

5 believable 6 sensible 7 ridiculous 8 terrible

Complete the sentences with adjectives from Exercise 9.

1 This film is stupid. In fact, it's completely ridiculous.

2 What a lovable kitten! It's so sweet!

3 There was a terrible storm last night.

4 Susie felt very nervous before her exam.

5 The fog was so thick that no lights were visible.

6 The girl's story was sad but completely believable.

Complete the sentences with the words in the box.

off over up out down on

1 I put my hands over my ears to shut out the noise.

2 Jane used to like the colour pink but now she's gone off it.

3 The factory shut down because it was not successful.

4 My little brother is always talking. He refuses to shut up.

5 I asked him to be quiet but he went on talking.

6 James went over all the irregular verbs before his test.

11 Sports reports

Reading comprehension

1 Read A match with a difference again.

2 Answer these questions. Use short answers.

- 1 Who wrote this article? Andy Bridges
- 2 What competition was being played and what was the score? National Championship (1-2)
- 3 How many spectators were there? 50,000
- 4 What was unexpected about the semi-final? The new owner of United arrived by hot-air balloon
- 5 What did most people think the hot-air balloon was at first? a stunt for Flynn Airlines
- 6 Which two people commented on Mr Flynn's arrival? Fred Usher, Jamie Usher
- 7 What change did Mr Flynn tell the spectators about? the United Colours would change to green and yellow to match the Flynn airline planes.
- 8 How quickly did City take the lead? after 40 seconds
- 9 What event happened at half-time? 2,000 green and yellow balloons were released
- 10 Which player was substituted after 35 minutes? King

3 Complete the sentences with the words in the box.

relax address equalise descend soar sink

- 1 The green and yellow hot-air balloon soared over the stadium.
- 2 Gradually it sank lower and lower over the stadium.
- 3 Finally it descended to the centre of the pitch.
- 4 After the hot-air balloon had landed, Fergal Flynn addressed the crowd.
- 5 The City players could not relax for long because United equalised.

4 Read the statements. Underline the sentence that best matches the meaning of each one.

- 1 Da Silva justified his place in the team. b
a Da Silva showed he could play well in the team.
☒ b Da Silva showed that he was worth his place in the team.
- 2 Jones lost no time in making his mark. b
a Jones' boot made an impression in the pitch when he scored.
☒ b Jones quickly impressed the spectators.
- 3 The match was full of drama. a
☒ a The match was thrilling.
b The match was well played.
- 4 Strachan was nowhere near it. b
a Strachan was close but could not catch it.
☒ b Strachan was a long way from it.

Vocabulary

Write the words under the correct picture.

cross pass foul tackle dodge header save

1 pass2 header3 tackle4 foul5 dodge6 Cross7 Save

Write the words next to the correct definition.

splendid jubilant deliberate predictable clumsy swift skilful

1 jubilant

very happy, joyful

2 swift

fast

3 predictable

can be expected to happen in a particular way

4 clumsy

not at all graceful or neat

5 skilful

expert, well-done

6 splendid

marvellous

7 deliberate

on purpose

Match the adjectives and nouns. Write adjectival phrases. Check back in the article if you need to.

deliberate spectacular powerful clumsy reserve

striker tackle foul header save

deliberate foulspectacular savepowerful headerclumsy tacklereserve striker

Working with words

1 Write the words as compound nouns.

- 1 skate + board = skateboard 2 air + port = airport
 3 work + bench = workbench 4 pen + knife = penknife
 5 eye + brow = eyebrow 6 beef + burger = beefburger
 7 rail + way = railway 8 brief + case = briefcase

2 Choose four of the compound nouns and write them in sentences of your own.

3 Explain the meaning of these expressions in your own words.

Check in your dictionary.

- 1 never-ending without end, not stopping
 2 well-written written in a skilful way
 3 part-time not all the time
 4 one-way going in one direction only
 5 mix-up confusion, muddle
 6 man-made made by people

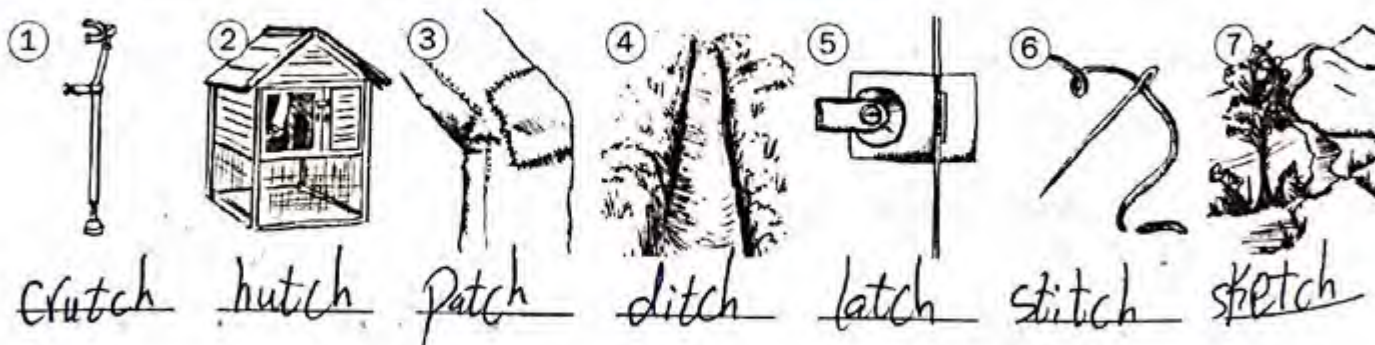


4 Complete the sentences with adjectives in Exercise 3.

- 1 My cousin has a part-time job because he is studying three days a week.
 2 Sometimes the rain in England seems to be never-ending!
 3 This story is very well-written and will be in the school magazine.
 4 When Ben went home wearing Sam's coat, his mother realised there had been a mix-up.
 5 The Eiffel Tower is a man-made attraction in Paris.
 6 You mustn't drive the wrong way down a one-way street.

5 abc Spelling: match the words with the pictures. Use your dictionary to help you if you need to.

ditch crutch stitch patch hutch latch sketch



1 Rewrite the sentences as reported speech. ✓

1 "The club's new owner is a clever businessman," said a reporter.

A reporter said that the club's new owner was.

2 "He owns an airline," a man added.

A man added that he owned.

3 "The balloon's landing on the pitch," shouted a fan.

A fan shouted that the balloon was.

4 "I don't usually travel by balloon," Mr Flynn said.

Mr Flynn said that he didn't.

5 "I'll spend money on new players," he explained.

He explained that he would.

6 "The club will win the championship," he promised.

He promised that the club would.

7 "We're planning to watch every match," the fans said.

The fans said that they were.

8 "You will like the new club colours," Mr Flynn told the spectators.

Mr Flynn told the spectators that they would like.

Report what the people say. Use the verbs in brackets.

1 (say, believe, say)

I'm going to a football match. City is a hard team to beat but I think United will win.

He said he was going.

He believed that City was.

He said that he thought United would.

2 (tell, say, promise)

Mum! We haven't got any homework. There's a good programme on TV. We'll tidy our rooms afterwards.

They told mum that they hadn't got.

They said that there was.

They promised they would tidy.

Remember! You can say: "He said that ..." or "He said ..."



Grammar in use

1 Complete the sentences with **who** or **which**.

- 1 A commuter is someone who travels to a different town to work every day.
- 2 The "Park and ride" scheme, which started last year, has been very successful.
- 3 Hampton is a town which takes its transport system seriously.
- 4 Drivers who work on the other side of town can use the ring road.
- 5 The streets which are now pedestrian areas used to be very polluted.
- 6 The cyclists who use the cycle lanes now feel much safer.

Remember! **who** for people,
which for things.



2 Complete the sentences with one of the words in brackets.

- 1 We all hate the traffic jams _____ happen during the rush hour. (where / which)
- 2 There are some streets in town _____ cars are banned. (where / which)
- 3 People _____ shop in the town centre like the clean, quiet streets. (which / who)
- 4 Rush hour is the time _____ the streets are the most crowded. (which / when)
- 5 From here you can catch a bus _____ will take you to the railway station. (who / that)

3 Rewrite the two sentences to make one sentence. Use the words in brackets.

- 1 John missed the train. He was planning to catch it. (which)
John missed the train which he was planning to catch.
- 2 We met a man. He was cycling round the world. (who)
We met a man who was cycling round the world.
- 3 Autumn is the season. We get the most storms then. (when)
Autumn is the season when we get the most storms.
- 4 The bridge has collapsed. It crosses the ring road. (that)
The bridge that crosses the ring road has collapsed.
- 5 The car park has been closed. We used to leave our car there. (where)
The car park where we used to leave our car has been closed.
- 6 The pollution has decreased. It was caused by heavy traffic. (which)
The pollution which was caused by heavy traffic has decreased.

Remember! Sometimes the
relative clause is in the
middle of the sentence.



4 Complete the sentences with **make** or **do**.

- 1 It's only a spider. Stop making such a fuss!
- 2 Let's go to the shopping centre to do our shopping.
- 3 Joe joined the drama club and immediately made his mark with a fine performance in the school play.
- 4 Some goats got into the garden and made a terrible mess.
- 5 Please do the dishes when you have finished eating.

Individual writing: writing a newspaper report

11

You have read a newspaper **report** about a football match and written about United's match with Rangers in the final. Now you are going to write a newspaper **report** about Fergal Flynn. He likes travelling in his hot-air balloon. After the match against City, he got into his hot-air balloon to go home. The balloon was coming down in his garden when it got caught on a tree. He wasn't hurt but he was stuck in the balloon. Write the newspaper **report**.



Read Student's Book page 114 again. It tells you how to write a newspaper report.

Make notes:

What happened?

- Who saw that the hot-air balloon was stuck?
- What did they do?
- Who came to help?
- What did they use to get Fergal down?

The facts

- What time was it when the balloon got stuck?
- What sort of tree was the balloon stuck in?
- How long was Fergal stuck in the balloon?

Who said what?

- What did Fergal say when he was on the ground again?

A large, empty speech bubble with a tail pointing towards the question 'What did Fergal say when he was on the ground again?'A large, empty speech bubble with a tail pointing towards the question 'What did someone who helped say?'

- What did someone who helped say?

Use your notes to write your newspaper report.

Remember!

Think of an interesting headline.

A long, empty rectangular box for writing the headline.

Write your by-line.

A long, empty rectangular box for writing the by-line.

Use your opening paragraph to tell the reader what the story is about.

Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

| | | | | | |
|----------|-----------|--------|-------------|-------|--------|
| pass | took | argued | flew | move | travel |
| by plane | got stuck | boring | sit still | silly | |
| journey | voyage | boats | traffic jam | ages | |

| | | |
|---------|--------------|-------------------|
| Me, too | you're right | What a nightmare! |
| Oh dear | Absolutely! | of course! |
| | Let me see | Honestly! |



Holly: How did Ross travel when he went to New York?
 Laura: He flew, of course! Honestly! You are silly!
 Holly: No, I'm not. There are boats that go to America, you know
 Laura: Yes, you're right but they take ages to get there.
 Holly: How long is the journey by plane?
 Laura: Hmm ... let me see ... Ross said it took six hours, I think.
 Holly: Last summer we had a car journey which was really long. We got stuck in a traffic jam and we didn't move one centimetre for two hours.
 Laura: Ugh! what a nightmare
 Holly: Absolutely! It was so boring having to sit still all that time.
 Laura: How did you pass the time?
 Holly: I argued with my brother.
 Laura: Oh dear ... One day I'd like to make a long voyage on a beautiful, big ship.
 Holly: Mmm ... me too. I'd love it. Without my brother, of course!

Individual speaking

1 Think about a journey you have made by plane, by train or by car.

2 You are going to talk about a journey you made. Make notes.

| | |
|---|-----------------|
| When? _____ | How? _____ |
| From where? _____ | To where? _____ |
| Who with? _____ | How long? _____ |
| How did you pass the time? _____ | |
| Did you enjoy the journey? Why? / Why not? _____ | |
| Did anything special / funny / interesting / terrible happen? _____ | |
| _____ | |
| How did you feel when you arrived at your destination? _____ | |
| What did you do when you arrived? _____ | |

3 Write sentences about your journey. Use your notes.

4 Talk about your journey.

Reading

You read a sports report.

- What was the sport? a football
- Which teams played? United and City
- What business did the new owner of United have? airline business

A newspaper sports report usually uses the Past tense.
At the beginning of the article there is a short headline.

Vocabulary

You learned 20 words to do with football. Look at page 125 in this book.

Do you know what all these words mean? Check any that you are not sure of in your dictionary.

Write three compound nouns with *sun* as the first word. Sunshine Sunshade Sunglasses

Write three compound nouns with *ball* as the second word. Football Basketball Valleyball

Complete this sentence with words ending -*ch*.

My uncle likes to watch the football match on the pitch in the park.

Grammar

Write the reported sentence:

"This is a brilliant match," said Andy.

Andy said that it was a brilliant match.

Answer the question:

What is a football stadium?

it is a place where football matches are played

Write *make* or *do* to complete the sentences.

My brother always ~~does~~ makes a fuss when he has to do the dishes or do the shopping.

Writing

Complete these features of a newspaper report.

The headline catches the reader's attention. The opening paragraph must keep readers interested. Usually, events are told in order. The report contains facts. Often there is an exciting picture to illustrate the article.

Have you made a neat copy of your newspaper story? ☐ Is it in your folder? ☐

Listening and speaking

Have you listened again to Laura and Ross talking about travelling? ☐

Did your friend ask you where and how you have travelled? ☐

Did you ask your friend? ☐

Have you talked for one minute about a journey you have made? ☐

Check-out 11 complete ☐

12 On stage

Reading comprehension

1 Read *Danger on the railway* again.

2 Number the sentences in the correct order of the events in the play.

- a 9 They waved the flags when they saw the train.
- b 8 They put the red cloth on flagpoles.
- c 10 Peter told Roberta to keep off the track.
- d 5 The children wanted to warn the train.
- e 2 They saw a huge landslide on the other side of the valley.
- f 1 The children were going to pick cherries by the railway track.
- g 6 The girls took off their red petticoats.
- h 3 The landslide completely blocked the track.
- i 7 They tore them into pieces.
- j 4 Peter said that the 11.29 had not gone by.

3 Who was it? Read the question and write the name.

- 1 Who heard the weird sound first? Phyllis
- 2 Who first saw the trees moving? Peter
- 3 Who said it was a landslide? Peter
- 4 Who knew what the time was? Peter
- 5 Who wanted to run to the station? Roberta
- 6 Who suggested doing something to the telegraph wires? Phyllis
- 7 Who thought of waving something red? Peter
- 8 Who thought of the flannel petticoats? Phyllis
- 9 Who thought of tearing them to make flags? Peter
- 10 Who pushed the flags into the stones in the track? Roberta
- 11 Who first heard the train coming? Roberta
- 12 Who stood on the track? Roberta

4 These words tell you how the children felt during the scene.

One word in each line is wrong. Circle the odd one out in each line.

- | | | | | |
|--------------|-----------------|---------|-----------|----------------|
| 1 thoughtful | puzzled | shocked | scared | <u>amused</u> |
| 2 worried | hot | firm | anxious | <u>furious</u> |
| 3 annoyed | <u>hopeless</u> | excited | desperate | urgent |

Read the words and phrases. Check you understand the meanings.

| | | | | | | | |
|-----------|-----------|-----------|-------------|----------------|----------|----------|----------|
| familiar | reach | weird | slip | landslide | shocked | mound | disaster |
| flannel | petticoat | cuckoo | desperately | telegraph post | flagpole | | |
| brainwave | accident | top speed | firmly | bush | like mad | urgently | |

Read the words in Exercise 1 again. Write them in the correct lists.

- two verbs reach slip
- three adverbs firmly urgently desperately
- three compound nouns landslide brainwave flagpole
- three adjectives familiar weird shocked
- four phrases flannel petticoat top speed like mad telegraph post
- five nouns mound disaster cuckoo accident bush

Complete the sentences with the correct word or phrase from Exercise 1.

- Grandpa met us at the station and we were happy to see his familiar face once again.
- The bookshelf is too high and I can't reach the dictionary.
- Sam's idea for our project was a real brainwave and we won the prize.
- Anna was shocked when she saw the spider in her lunch box.
- The cat was sleeping in the shade under the bush.
- When the policeman saw the accident between the two cars, he picked up his phone and spoke urgently.
- There was a mound of rocks at the highest point on the mountain.
- Sometimes, heavy rain falling on a hill or mountain can cause a landslide.
- At the end of the play everyone cheered and clapped like mad.
- We were late for the bus so we ran down the road at top speed.

Use these words in sentences of your own.

firmly disaster weird slip flagpole

Working with words

1 Decide if each phrase tells you about **time**, **place** or **how** an action is done. Write the correct word after each adverbial phrase.

- | | | |
|-----------------------------------|-------------------------------|--------------------------------|
| 1 before he opened it <u>Time</u> | 2 with a smile <u>how</u> | 3 under the table <u>place</u> |
| 4 through the door <u>place</u> | 5 after the storm <u>Time</u> | 6 in a hurry <u>how</u> |

2 Complete the sentences with the phrases in Exercise 1.

- Ben looked carefully at the box before he opened it.
- "How lovely to see you," said Grandma with a smile.
- "This is careless homework," said the teacher, "Did you do it in a hurry?"
- The bag was lying on the floor under the table.
- After the storm the road was shiny and wet.
- The excited children rushed in through the door.

3 Complete the sentences with the correct word in the box.

impressive protective active inventive attractive

- Firefighters wear special protective clothing.
- We decorated the table with candles and flowers to make it look attractive.
- Ben is very inventive and he's good at making new things.
- The teacher liked our project. "It's very impressive," he said.
- Grandad goes swimming every week and he plays chess. He likes to be active.

4 Look at these adjectives ending **-ive**. Write the words next to the correct definition. Check in your dictionary.

positive attentive secretive

- not telling people about things secretive
- certain, sure positive
- listening to or watching something carefully attentive

5 **abc** Spelling: complete the words using **wa-**. Write them in the correct list.

a wash b war c warrior d warm e wall f wander
g ward h waft i water j want

- sounds like o in spot wash warrior wander waft want
- sounds like aw in crawl war warm wall ward water

Complete the sentences. Use the verbs in brackets.

Remember! Past tense in the if clause,
would in the main clause.

But you can use could in both clauses!

- The station is far away. If the station was nearer, the children would run there. (be, run)
- The train driver does not know about the landslide. If he knew about the landslide, he would be able to stop in time. (know, be able to)
- The girls are wearing red petticoats. If they took off their petticoats, they could make red flags. (take, can)
- Molly hasn't got much money. She would buy some CDs if she had more money. (buy, have)
- It's raining today. If the weather was better, we could go to the beach. (be, can)
- Jack is always late for school. He would arrive on time if he left earlier. (arrive, leave)

Read what these people are saying about their town.



There's too much traffic in the town centre. It's very polluted and noisy.

My children want to learn to swim but we don't have a swimming pool in the town.



There's no cinema in the town. We can't go and see new films.

There aren't many good shops. I think we should have a shopping centre.



Write four conditional sentences about their town.

In the first two sentences, put the if clause first. In the last two sentences, put the if clause second.

- If there was less traffic, the town wouldn't be polluted and noisy.
- If there was a swimming pool, the children could learn to swim.
- They could go and see new films if there was a cinema in the town.
- There would be good shops if there was a shopping centre.

Grammar in use

Complete the sentences with the correct form of have to.

- 1 Tomorrow we ^{will} have to get to school earlier than usual.
- 2 My uncle has to take the train to work every day.
- 3 Last week John's sister had to go to hospital.
- 4 You will have to work hard if you want to pass your next exam.
- 5 Sportsmen have to eat healthy food.

Write questions for these answers.

- 1 Must Students wear ?
Yes, the students must wear their uniform to school.
- 2 Do they have to arrive ?
Yes, they have to arrive at school on time.
- 3 What did they have to buy ?
They had to buy bread and eggs at the supermarket.
- 4 When must they be ready ?
They must be ready to leave at eight o'clock.
- 5 How long will he have to stay ?
He will have to stay at school for another five years.

Rewrite these sentences to make them negative.

- 1 You must speak loudly. You mustn't
- 2 He has to practise every day. He doesn't have to
- 3 They have to walk to school. They don't have to
- 4 Jane had to revise for the test. Jane didn't have to
- 5 John will have to stay behind after school. John won't have to
- 6 Molly had to learn the poem by heart. Molly didn't have to

Complete the sentences with the phrasal verbs in the box.

break off break into break down break up break out

- 1 Last night thieves broke into our school and stole several computers.
- 2 We're going on holiday the day after we break up for the summer.
- 3 Susie broke off a piece of chocolate and put it in her mouth.
- 4 A serious epidemic has broken out across the whole country.
- 5 This machine is very old but it has never broken down once.

Individual writing: writing a playscript

12

You have read a **playscript** from *The Railway Children* about how they saved the train. Now you are going to write a **playscript** for the next scene. Roberta, Phyllis and Peter are waiting at the station to catch the train. The train is late. While they are waiting, they talk about how they saved the other train. Write the **playscript**.

Read Student's Book page 124 again. It tells you how to write a playscript.

Make notes:

- the characters



- the scene

- What does Peter say when the train is late? How does he say it?

PETER: ()

- What does Phyllis say? How does she say it?

PHYLLIS: ()

- What does Roberta say? How does she say it?

ROBERTA: ()

- When Peter begins to talk about the other train, what does he say?

PETER:

- Roberta doesn't want to talk about the other train. What does she say?

ROBERTA:

- The children hear the train arriving.

What do they do? []

What do they say?

PETER:

PHYLLIS:

ROBERTA:

Here are some useful words for stage directions.

| | | | |
|-----------|-----------|----------|-------------|
| angrily | anxiously | calmly | confidently |
| hurriedly | loudly | politely | |
| quietly | quickly | slowly | |

Use your notes to write your playscript.

Listening and speaking

Complete the dialogue. Use the words and expressions from the boxes.

have to has to will have to had to must
won hurts would be think
first prize email hairdresser's dentist

Me, too Guess what? Shut up!
maybe I'm not sure nothing special
anything special What? poor you!
How about you

Holly: What are you doing this week, Laura?
Laura: I have to go to the dentist on Tuesday.
Holly: Oh, poor you! I had to go last week. I hate it.
Laura: Me, too, but one of my teeth hurts so I really have to go.
Holly: How about you? Jack?
Laura: He has to go to the hairdresser's. His hair is much too long.
Jack: Shut up! My hair's fine.
Holly: Are you doing anything special, Ross?
Ross: No, nothing special. All I can think about is the Portrait project.
Laura: The results must arrive soon, surely?
Ross: I'm not sure. This week maybe.
Jack: It would be amazing if we won!
Laura: You've got an email, Ross.
Ross: It's from Professor Brown... Oh! Guess what?
Holly: What?
Ross: We've won! We've won first prize!



Individual speaking

Think about things that you had to last week, have to this week, or will have to do next week. These pictures may help to give you some ideas.



Make notes. Use your own ideas, too.

| Last week | This week | Next week |
|-----------|-----------|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |

Write sentences about the things you had to, have to and will have to do.

Talk about all the things that you had to do last week, have to do this week and will have to do next week.

Reading

- You read a scene from a playscript. a What did the children often go to see? the trains
b What happened to the railway line at the beginning? there was a landslide onto it.
- a How many characters were in the scene? three
b Where was the scene set? at the railway line

Vocabulary

- You learned 20 words to do with a disaster. Look at page 125 in this book.
Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- Decide whether these phrases tell you the time when something happened, the place it happened or how it happened. Write time, place or how after each phrase.
a on Monday afternoon Time b in the kitchen place c slowly and carefully how
- Write the adjective ending -ive: a Sunglasses protect. They are protective
b Flowers attract insects. Flowers are attractive to them.
- Write words beginning wa- for these meanings:
a a fighter in an army warrior b to walk slowly and without direction wander
c to float gently in the air waft

Grammar

- Complete the sentence in the second conditional:
If we had (have) some money, we could buy (buy) mum some flowers.
Mum would be (be) very happy if we bought (buy) her some flowers.
- Complete: I have to go now! My bus is coming soon and I mustn't miss it.
- Underline the correct phrase: The bus broke out / broke off / broke down, so everyone had to get off.

Writing

- Complete these features of a playscript:
The names of the character are on the left side of the page. The words the characters say come after their names. The playscript does not use speech marks. The stage directions tell the characters what to do and how to speak.
- Have you made a neat copy of your playscript? ☐ Is it in your folder? ☐

Listening and speaking

- Have you listened again to Laura and Ross talking about the things they have to do? ☐
- Did your friend ask you what you have to do this week? ☐
- Did you ask your friend? ☐
- Have you talked for one minute about things you have to do in the next few weeks? ☐

Check-out 12 complete ☐

Revision 6 (Units 11 and 12)

1 Re-write the sentences as reported speech. Change the tenses of the verbs and make any other necessary changes.

1 "Flynn is the new owner of the club," a man explained.

A man explained that Mr Flynn was the new owner of the club.

2 "I usually travel by car," said Mr Flynn.

Mr Flynn said that he usually travelled by car.

3 "We're enjoying the match," the fans said.

The fans said that they were enjoying the match.

4 The goalkeeper said, "We're playing well at the moment."

The goalkeeper said that they were playing well at the moment.

5 "We'll win every match," the players promised.

The players promised that they would win every match.

2 Complete the sentences with one of the words in brackets.

1 Drivers _____ use the ring road get to work quicker. (which / who)

2 We try not to travel at rush hour _____ the streets are very busy. (when / that)

3 Cyclists like the cycle lanes _____ cars and buses are banned. (which / where)

4 The streets _____ used to be polluted are now much cleaner. (which / where)

5 The "Park and ride" scheme _____ started last year has been a success. (who / that)

3 Complete the sentences with the correct form of the verbs in brackets. These sentences practise the second conditional.

1 There isn't a train on the line but if a train came along now, it would crash into the mound of earth. (come, crash)

2 The station isn't close by. The children would run there if it was not so far away. (run, be)

3 They haven't got any red flags but if they had red flags, they would be able to warn the train driver. (have, be able to)

4 Lucy doesn't sing very well. If she sang better, she could join the choir. (sing, can)

5 Billy always fails his science exam. He would pass the exam if he studied harder. (pass, study)

4 Write the words in the correct order.

1 hard to students project. had work their have The on the students have had to work hard on ^{Project}

2 the Laura to videos. had edit Laura had to edit the videos.

3 work. their to Today check have they Today they have to check their work.

4 must copy. to a remember They make they must remember to make a copy.

5 have entry will soon. post their They to they will soon have to post their entry.

Complete the sentences with the words in the box. Make any necessary changes.

| | | | | | |
|--------|---------|----------|-----------|---------|--------------|
| clumsy | weird | disaster | top speed | skilful | deliberately |
| relax | shocked | slip | accident | manager | lead |

- Joe didn't break the glass deliberately. He's just a very clumsy boy.
- The Manager chose his most skilful players to be in the team.
- Unfortunately when United took the lead, they relaxed and let their opponents score.
- "You have all failed your exams," said the teacher in a shocked voice.
- "This is a complete disaster."
- The police drove at top speed to the scene of the accident.
- As the mud and earth slipped down the hill, it made a weird noise.

Make compound nouns by joining words from both boxes.

| | | | |
|------|----------|-------|-------|
| sun | rail | eye | skate |
| goal | business | cross | air |

| | | | |
|-------|-------|--------|-----|
| brow | board | port | man |
| roads | light | keeper | way |

- Sunlight
- Railway
- eyebrow
- skateboard
- goalkeeper
- businessman
- crossroads
- airport

Complete the sentences with the verbs in the boxes. Use the correct form!

| | | |
|------|----|-------|
| make | do | break |
|------|----|-------|

- Why have we stopped? Has the car broken down?
- When they baked a cake, the children made an awful mess in the kitchen.
- You can do all your shopping at the shopping centre.
- Thieves broke into the museum last night.
- Can someone help me do the dishes, please?
- If you cancel her party, Jemima will make a terrible fuss.

Grammar reference

Present simple See Unit 1

We use the present simple for things that happen regularly.

We go to the seaside every summer. Joe watches TV every day.

There are some verbs which are normally only used in the simple form.

I know that man.

e.g. like, love, hate, want, understand, remember, need, prefer, know, mean, sound, think (have an opinion), have (possession).

| | | |
|---------------|--|---|
| Affirmative | I/You/We/They + verb
He/She/It + verb + s (or es) | They take exams once a year.
John plays football every day.
Sara goes to school by bus. |
| Negative | I/You/We/They + do not + verb
He/She/It + does not + verb | I do not like cold weather.
It does not snow in August. |
| Interrogative | Do + I/you/we/they + verb + ?
Does + he/she/it + verb + ? | Do you speak French?
Does she live in London? |
| Short answers | Yes, I/you/we/they + do. No, I/you/we/they + don't.
Yes, he/she/it + does. No, he/she/it + doesn't. | Yes, we do. No, they don't.
Yes, he does. No, it doesn't. |

Present continuous See Units 1 and 3

1) We use the present continuous for things that are happening now.

At the moment Sam is watching his favourite TV programme.

The students are writing their essays now.

2) We can use the present continuous for future events which are the result of plans/arrangements in the present.

We're having pizza for dinner tonight.

My cousins are coming to stay next weekend.

Harry is taking his driving test next week.

| | | |
|---------------|---|---|
| Affirmative | I am + verb + ing.
You/We/They are + verb + ing.
He/She/ It is + verb + ing. | I am studying at the moment.
They are sleeping now.
Look! It is raining. |
| Negative | I am not + verb + ing.
You/We/They are not + verb + ing.
He/She/It is not + verb + ing. | I am not listening.
We are not sleeping.
He is not watching TV. |
| Interrogative | Am I + verb + ing + ?
Are you/we/they + verb + ing + ?
Is he/she/it + verb + ing + ? | Am I dreaming?
Are they sleeping?
Is Joe coming? |
| Short answers | Yes, I am. No, I'm not.
Yes, you/we/they + are.
Yes, he/she/ it + is.
Yes, we are. No, we aren't.
Yes, he is. No, he isn't. | No, you/we/they + aren't.
No, you're/we're/they're + not.
No, he/she/it + isn't.
No, he's/she's/it's + not.
No, we're not.
No, he's not. |

Past simple See Unit 2

We use the past simple for actions which were completed in the past.

Philippe entered the square.

When Philippe saw the man, he became suspicious.

| | |
|---------------|--|
| Affirmative | I/You/He/She/It/We/They + verb + ed (regular verbs)
+ past simple (irregular verbs)
Jill passed her exams. We went to the shopping centre. |
| Negative | I/You/He/She/It/We/They + did not + verb
I did not buy a new camera. |
| Interrogative | Did + I/you/he/she/it/we/ they + verb + ?
Did you enjoy the film? |
| Short answers | Yes, I/you/he/she/it/we/they + did. No, I/you/he/she/it/we/they + didn't.
Yes, she did. No, they didn't. |

Past continuous See Unit 2

We use the past continuous for actions which continued for some time in the past.

The man was taking photos.

| | |
|---------------|---|
| Affirmative | I/He/She/It + was + verb + ing. The child was crying.
You/We/They + were + verb + ing. The boys were shouting. |
| Negative | I/He/She/It + was not + verb + ing. The man was not smiling.
You/We/They + were not + verb + ing. The girls were not singing. |
| Interrogative | Was + I/he/she/it + verb + ing + ? Was she laughing?
Were + you/we/they + verb + ing + ? Were you sleeping? |
| Short answers | Yes, I/he/she/it + was. No, I/he/she/it + wasn't.
Yes, she was. No, he wasn't.
Yes, you/we/they + were. No, you/we/they + weren't.
Yes, we were. No, they weren't. |

Past simple and past continuous See Unit 2

You can use both tenses in one sentence when a short, sudden action interrupts a longer, continuing action.

Use while or when.

While Joe was watching TV, the telephone rang.

Joe was watching TV when the telephone rang.

Used to See Unit 2

We use used to for actions which

- happened regularly in the past but not now.
Joe used to walk to school but now he goes by bus.
- continued for some time in the past but not now.
Joe used to like football but now he prefers basketball.

| | |
|---------------|---|
| Affirmative | I/You/He/She/It/We/They + used to + verb
He used to have a fast car. |
| Negative | I/You/He/She/It/We/They + did not + use to + verb
She did not use to study hard. |
| Interrogative | Did + I/you/he/she/it/we/they + use to + verb + ?
Did they use to live in London? |
| Short answers | Yes, I/you/he/she/it/we/they + did. No, I/you/he/she/it/we/they + didn't.
Yes, I did. No, we didn't. |

Future simple See Unit 3

We use **will** + verb for actions which will happen in the future.

The concert will take place on Saturday.

| | |
|---------------|---|
| Affirmative | I/You/He/She/It/We/They + will + verb
The shops will open in an hour. |
| Negative | I/You/He/She/It/We/They + will not + verb
The train will not arrive on time. |
| Interrogative | Will + I/you/he/she/it/we/they + verb + ?
Will you pass your exams? |
| Short answers | Yes, I/you/he/she/it/we/they + will. No, I/you/he/she/it/we/they + won't.
Yes, it will. No, she won't. |

Be going to See Unit 3

We use **be going to** + verb

- 1) when talking about plans and intentions.

John is going to be a doctor.

- 2) when a situation in the present means that an action is sure to happen in the future.

Look at those black clouds! It's going to rain.

| | | |
|---------------|---|---|
| Affirmative | I am + going to + verb
You/We/They are + going to + verb
He/She/It is + going to + verb | I am going to miss the train.
We are going to watch TV.
Jane is going to buy a new dress. |
| Negative | I am not + going to + verb
You/We/They are not + going to + verb
He/She/It is not + going to + verb | I am not going to watch the match.
They are not going to play.
It is not going to snow. |
| Interrogative | Am I + going to + verb + ?
Are you/we/they + going to + verb + ?
Is he/she/it + going to + verb + ? | Am I going to be scared?
Are you going to read this book?
Is Sam going to pass his exams? |
| Short answers | Yes, I am. No, I'm not.
Yes, you/we/they are. No, we/you/they aren't.
Yes, you are. No, you aren't.
Yes, he/she/it is. No, he/she/it isn't.
Yes, he is. No, he isn't. | No, we're/you're/they're not.
No, you're not.
No, he's/she's/it's not.
No, he's not. |

Present perfect simple See Units 4 and 10

We use the present perfect simple

- 1) for actions that have happened during a period of time leading up to the present.
Exactly when the actions happened is unknown or unimportant.

Miranda and Jason have tried many sports.

- 2) when an action happened in the past and we can see the result of that action now.

Look! Someone has broken the window.

- 3) for states or actions which started in the past and still continue now.

Use *since* + a definite time. *My uncle has lived in Paris since 2005.*

Use *for* + a period of time. *Sally has been ill for two weeks.*

- 4) with *just* for actions which happened a very short time ago.

Harry has just gone to school.

- 5) with *yet* in questions and negative sentences.

Have you finished your homework yet?

I haven't written my composition yet.

- 6) for actions that happened at an indefinite time in the past.

My uncle has been to China.

- 7) with *ever* and *never*.

Have you ever seen a tiger?

She hasn't ever been abroad.

She has never been abroad.

| | | |
|---------------|--|---|
| Affirmative | I/You/We/They + have + past participle | <i>I have been to Spain.</i> |
| | He/She/It + has + past participle | <i>He has played in the team.</i> |
| Negative | I/You/We/They + have not + past participle | <i>They have not finished their work.</i> |
| | He/She/It + has not + past participle | <i>It has not rained for months.</i> |
| Interrogative | Have I/you/we/they + past participle + ? | <i>Have you eaten your lunch?</i> |
| | Has he/she/it + past participle + ? | <i>Has the plane landed yet?</i> |
| Short answers | Yes, I/you/we/they have. | No, I/you/we/they haven't. |
| | Yes, we have. | No, they haven't. |
| | Yes, he/she/it has. | No, he/she/it hasn't. |
| | Yes, he has. | No, she hasn't. |

Present perfect continuous See Unit 10

We use the present perfect continuous

- 1) when an action started in the past and is still continuing now.

Lisa has been talking on the phone for hours.

We often use a time phrase to show how long the action has been continuing:

... since 3 o'clock. ... for a long time.

- 2) when the result of a past action is visible now and that action continued for some time.

Meg's eyes are red. I think she's been crying.

| | | |
|---------------|--|--------------------------------|
| Affirmative | I/You/We/They + have + been + verb + ing | They have been playing tennis. |
| | He/She/It + has + been + verb + ing | It has been raining. |
| Negative | I/You/We/They + have + not + been + verb + ing | I have not been studying. |
| | He/She/It + has + not + been + verb + ing | Joe has not been swimming. |
| Interrogative | Have + I/you/we/they + been + verb + ing + ? | Have you been sleeping? |
| | Has + he/she/it + been + verb + ing + ? | Has she been crying? |
| Short answers | Yes, I/you/we/they have. | No, I/you/we/they haven't. |
| | Yes, we have. | No, they haven't. |
| | Yes, he/she/it has. | No, he/she/it hasn't. |
| | Yes, he has. | No, she hasn't. |

Conditional sentences See Units 7, 8 and 12

- 1) In **zero conditional** sentences we use the present tense in both clauses when we are talking about general truths and scientific facts.

If the temperature drops below zero, water freezes.

Ice melts if the temperature rises above zero.

- 2) In **first conditional** sentences we are thinking about the future.

Use the future tense in the main clause.

Use the present tense in the *if* clause.

We will go to the beach tomorrow if the weather is fine.

If you go to New York, you will see lots of skyscrapers.

Unless means *if not*.

If Joe doesn't work harder, he will fail his exams.

Unless Joe works harder, he will fail his exams.

I won't go to the party if you don't go with me.

I won't go to the party unless you go with me.

- 3) In **second conditional** sentences we are talking about the present time.

I haven't got a lot of money.

If I had a lot of money, I would travel round the world.

I live in apartment.

If I lived in a house with a garden, I would get a dog.

Use the past tense after *if*. Use *would* + verb in the main clause.

In the main clause *would be able to* can be replaced by *could*.

If he went to China, he would be able to learn Chinese.

If he went to China, he could learn Chinese.

Reported speech See Unit 11

In reported speech

- when the reporting verb is the past (*He said that ..., She told me that ..., A man shouted that ...*) the verbs which were in the direct speech often change.

- 1) Present tenses becomes past tenses:

"The watch is expensive." *He said that the watch was expensive.*

"The dog is barking." *He said that the dog was barking.*

"The boys walk to school." *He said that the boys walked to school.*

2) will becomes would:

"The exams will be hard."
"Not everyone will pass."

He said that the exams would be hard.
He said that not everyone would pass.

subject pronouns can change.

"I am ill," he said.

He said that he was ill.

"You are late," he told me.

He told me that I was late.

"You are early," he told the girl.

He told the girl that she was early.

Always think of the meaning of the sentences and you won't go wrong!

Modal verbs See Unit 8

Meanings of the modal verbs (may, might, can, could, should, ought to, must)

| | | |
|-----------|-----------------------|---|
| may: | possibility | It may rain this afternoon. |
| | permission (polite) | May I bring a friend to the party? |
| might: | possibility | We might go to America next year. |
| can: | ability | Jane can sing beautifully. |
| | permission | You can stay up to watch the film. |
| could: | ability (in the past) | He could speak French fluently when he was a boy. |
| | permission (polite) | Could I borrow your dictionary, please? |
| should: | obligation | You should clean those dirty shoes. |
| ought to: | obligation | John ought to work harder. |
| must: | obligation | We must always be polite. |
| | necessity | You must get to the airport by 10 o'clock. |

| | |
|---------------|--|
| Affirmative | subject + modal verb + infinitive without to (except ought to)
<i>It might rain. He can speak Chinese. You ought to leave.</i> |
| Negative | subject + modal verb + not + infinitive without to (except ought to)
<i>She could not swim. We may not like the film. He ought not to shout.</i> |
| Interrogative | modal verb + subject + infinitive without to (except ought to) + ?
<i>Must we take a test? Should I buy that book? Ought you to do that?</i> |
| Short answers | Yes, + subject + modal verb. No, + subject + modal verb + not (short form)
<i>Yes, we can. No, they mustn't.</i> |
| Passive | subject + modal verb + passive infinitive without to (except ought to)
<i>A bridge should be built. The questions must be answered.
The treasure cannot be found. That tree ought to be cut down.</i> |

Have to and Must See Unit 12

In affirmative sentences *have to* and *must* have the same meaning:

You have to work hard. You must work hard.

(It is necessary to work hard. You have an obligation to work hard.)

In questions *have to* and *must* have the same meaning:

Do you have to go? Must you go?

In negative sentences *have to* and *must* have different meanings:

You do not have to leave now. (It is not necessary to leave now.)

You must not leave now. (You are forbidden to leave now.)

Passive See Unit 9

1) We use the passive when:

- we do not know who does the action
- we do not care who does the action
- we know who does the action but we do not want to say.

Dad's car was stolen.

The painting will be sold.

A window has been broken.

2) We also use the passive when the person or thing that does the action is important or significant.

The competition was won by a student from our school.

The town has been damaged by a violent storm.

| | | |
|------------------|---|---|
| Present: | subject + am/is/are + past participle | <i>Rice is grown in India.</i> |
| Past: | subject + was/were + past participle | <i>Trees were blown down by the storm.</i> |
| Future: | subject + will + be + past participle | <i>New houses will be built on this land.</i> |
| Present perfect: | subject + have/has + been + past participle | <i>The tree has been cut down.</i> |

Verbs + infinitive or gerund See Unit 6

Some verbs are followed by the infinitive.

Sally is planning to do a design course.

need, want, plan, help, decide, manage + infinitive

Some verbs are followed by the gerund.

She doesn't mind working hard.

like, hate, enjoy, mind, look forward to, be good/bad at, be interested in + gerund

Question tags See Unit 9

When the sentence is negative, the question tag is affirmative.

The shops aren't open, are they?

When the sentence is affirmative, the question tag is negative.

The lady is selling honey, isn't she?

We use auxiliary verbs + pronouns in question tags:

I'm wrong, aren't I?

You aren't angry, are you?

They're sleeping, aren't they?

She's playing tennis, isn't she?

It isn't cold today, is it?

He's not studying, is he?

You speak Spanish, don't you?

They don't eat meat, do they?

He plays basketball, doesn't he?

I'm not running, am I?

She doesn't live in the city, does she?

Articles See Unit 6

1) When we talk about something for the first time, we use a or an.

When we mention it again, we use the.

He saw a horse and a cow. The horse was black. The cow was white.

2) We use the when we know there is only one of something.

George knocked on the door.

3) With plural nouns and uncountable nouns we use no article when we are speaking in general. When we are speaking about something specific, we use the.

I like strawberries but the strawberries that I bought aren't sweet.

We can't live without water. The water in our river is polluted.

Comparative adjectives See Unit 5

When you compare two items

- if they are the same, use **as ... as**.

Lily is as tall as her brother.

- if they are different, use **-er than** or **more ... than**.

Ben is older than his sister.

Anna is more intelligent than Ben.

Use **-er than** with

- one-syllable adjectives: *big, small*

- some two-syllable adjectives: *noisy, busy, quiet*

Use **more ... than** with

- some two-syllable adjectives: *peaceful, harmless*

- adjectives with three or more syllables: *dangerous, complicated, interesting*

Superlative adjectives See Unit 5

Superlative adjectives have two forms:

- the adjective + **est**: *January is the coldest month.*

- the **most** + adjective: *This is the most delicious cake.*

Use the adjective + **est** with

- one-syllable adjectives: *hot, tall*

- some two-syllable adjectives: *heavy, lazy, clever*

Use the **most** + adjective with

- some two-syllable adjectives: *polite, handsome*

- adjectives with three syllables or more: *beautiful, astonishing*

Don't forget the irregular adjectives: *good, better, the best* *bad, worse, the worst*

Some, any, much, many, a little, a few, a lot of See Unit 7

With countable nouns we use *some, any, many, a few*.

There are some cars in the street. There aren't any lorries.

There are so many people! There are only a few children.

With uncountable nouns we use *some, any, much, a little*.

There is some water in the jug. There isn't any juice.

How much food have we got? We've got a little meat.

We use *lots of* and *a lot of* with countable and uncountable nouns.

There are lots of shops. OR There are a lot of shops.

There is lots of time. OR There is a lot of time.

We usually use *any* in questions. *Have you got any money?*

We always use *any* in negative sentences. *I haven't got any pets.*

Relative clauses See Unit 11

In relative clauses you can use

- *which* or *that* to refer to things or animals.

The film which I saw was great. This is the fish that I caught.

- *who* or *that* to refer to people.

That's the boy who found the ring. The man that bought the house is French.

- *where* to refer to a place and *when* to refer to a time.

This is the town where I was born. August is the month when we go on holiday.