

CAMBRIDGE

Herbert Puchta and Jeff Stranks

English in Mind

* Workbook 2

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Herbert Puchta and Jeff Stranks with Meredith Levy

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1

Explorers

1 Vocabulary

Guessing meaning from context

- a Write the parts of speech (noun, verb, adjective, adverb or preposition) for each of the underlined words.

- 1 Dr Ballard went to the Black Sea. *verb*
 2 The ocean is fascinating. *noun*
 3 We can put cameras on that ship. *preposition*
 4 It takes hours to get down. *verb*
 5 The submarine moves slowly. *adverb*
 6 The cameras send live pictures. *adjective*

- b Complete the TV guide. Use the words in the box.

settlement ancient explore live remains

Pyramids and Pharaohs BBC1 9pm



Don't miss the final part of this documentary about ¹ ancient Egypt. The BBC is showing ² live pictures of Dr Ross Smith and his team as they ³ settlement inside the Great Pyramid at the Egyptian ⁴ explor of Giza. Will they find gold and the ⁵ remains of an Egyptian pharaoh?

2 Grammar

Present simple and present continuous

- a Circle the correct words.



This is Mark Barns. He is a student at St George's High School in Bromsgrove. He ¹ studies / is studying for his Geography test today. Mark likes / is liking listening to music and playing football.

He plays / is playing football most evenings, and he usually spends / is spending all his money on CDs. But at the moment, Mark ⁵ doesn't spend / isn't spending any money. He ⁶ saves / is saving everything because he is also a serious mountain climber and he ⁷ has / is having a great ambition. He ⁸ wants / is wanting to climb Mount Everest next July. He ⁹ knows / is knowing it will be difficult and so he ¹⁰ trains / is training really hard at the moment.

- b Put the words in order to make questions.

- 1 Mark / is / what / today / doing

What is Mark doing today ?

- 2 does / money / Mark / on books / spend / all / usually / his

Does Mark usually spend all his money on books ?

- 3 football / does / Mark / when / play

When does Mark play football ?

- 4 at the moment / money / Mark / is / spending / a lot of

Is Mark spending a lot of money at the moment ?

- 5 ambition / what / great / Mark's / is

What is Mark's great ambition ?

- 6 at the moment / Mark / training hard / why / is

Why is Mark training hard at the moment ?

c Write the answers to the questions in Exercise 2b.

- 1 He's studying for a Geography test.
- 2 No, he usually spends all his money on CDs
- 3 He plays football most evenings
- 4 No, at the moment, Mark isn't spending any money
- 5 He is a serious mountain climber
- 6 He is wanting to climb Mount Everest next July.

d Complete the sentences. Use the present simple or present continuous form of the verbs.

- 1 My brother doesn't like (not like) onions.
- 2 Do you want (want) something to eat?
- 3 Claire's in the bathroom. She is washing (wash) her hair.
- 4 A: Do your friends often listen to (listen to) classical music? B: No, they Don't
- 5 My sister and I don't watch (not watch) TV very often. We don't have (not have) time!
- 6 A: Can you help me? B: No, sorry. I am doing (do) my homework at the moment.
- 7 Be quiet! The baby is sleeping (sleep).

3 Grammar

Past simple

a Find and **circle** the past simple forms of the verbs in the box. (→ or !)

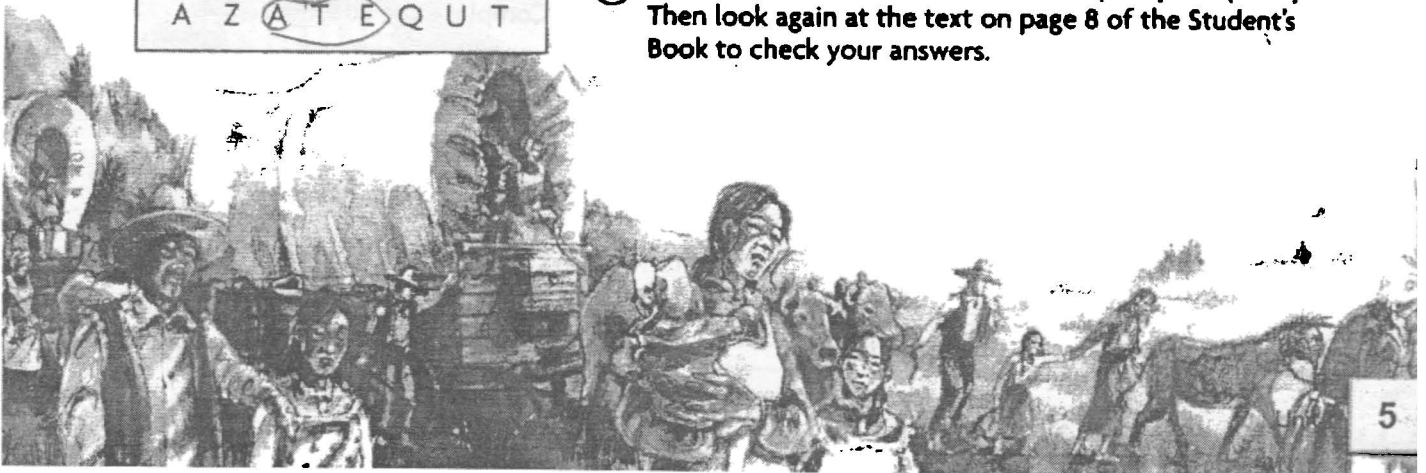
some drink eat find
make put run sing sink
speak write be



b Complete the sentences. Use the past simple form of the verbs.

- 1 Most of the European emigrants found (find) work in New York. F
- 2 The settlers traveled (travel) east to find farmland. F
- 3 Many of the settlers believed (believe) there was gold in California. F
- 4 The biggest problem for the settlers were (be) the Native American Indians. F
- 5 The Oregon Trail was (be) more than 3,000 km long. F
- 6 Many of the settlers were (be) so poor that they didn't have (not have) any shoes. F
- 7 Many of the settlers died (die) in accidents. F

c Mark the statements in Exercise 3b T (True) or F (False). Then look again at the text on page 8 of the Student's Book to check your answers.



d Put the words in order to make questions. Then match questions 1-6 with answers a-f. Write a-f in the boxes.

1 last year / holiday / go on / you / did

Did you go on holiday last year? e

2 do / you / what / did / there

What did you do there? e

3 travel / did / how / through / jungle / the / you

How did you travel through the jungle? c

4 Bangkok / to / you / go / did

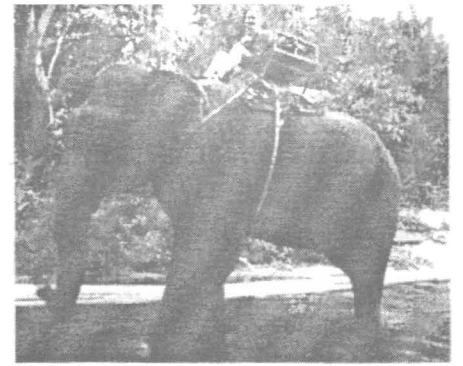
Did you go to Bangkok? d

5 weather / what / the / like / was

What was the weather like? b

6 food / like / in / the / you / did / Thailand

Did you like food in Thailand? f



- a No, only the airport!
- b It was really hot and sunny. I got sunburned!
- c Yes, it was delicious!
- d We walked, but we also went on a river raft and rode an elephant.
- e Yes, we went to Thailand.
- f We spent a week on the beach, and then we went on a trek through the jungle.

e Complete the text. Use the past simple forms of the verbs in the box.

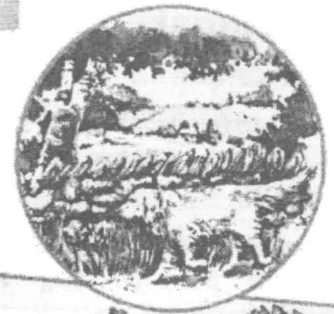
stay want see not like take know not find find arrive look
phone drive not want

A Man's Best Friend

When John Lambert and his wife, Mandy, separated, John ¹ found a new job. He moved from Dorset to London because he ² wanted to start a new life. Mandy ³ stayed in Dorset with their three children. John ⁴ took Rex, the family dog, with him to London.

Rex ⁵ didn't like London and after two weeks he disappeared. For three weeks, John ⁶ looked everywhere for Rex, but he ⁷ didn't find him. But two months later, Rex ⁸ arrived outside Mandy's front door in Dorset. Mandy was amazed and she ⁹ phoned her husband to tell him Rex was home.

John ¹⁰ drove back to Dorset to collect his dog, but when he ¹¹ saw Mandy and the children he ¹² knew that he ¹³ didn't want to go back to London. Today, John, Mandy, Rex and the children live happily together in Dorset.



f Here are some answers to questions about the text in Exercise 3e. Complete the questions.

1 Where did John move to? 1

He moved to London.

2 Why did John find a new job? 2

Because he wanted to start a new life.

3 How long did John look for Rex? 3

He looked for Rex for three weeks.

4 Did John find Rex? 4

No, John didn't find Rex.

5 When did he arrive? 5

He arrived there two months later.

6 What did she do? 6

She phoned John.

7 Did John return? 7

No, John never returned to London.

8 Complete the sentences. Use the present simple, past simple or present continuous forms of the verbs.

- 1 My brother usually gets up (get up) at 6.30 and drives (drive) to work, but last week he had (have) some problems with his car, so he had to (have to) go to work by bus.
- 2 Brenda likes (like) languages. At the moment, she is learning (learn) Spanish and English. She started (start) her Spanish classes two weeks ago.
- 3 I don't think (not think) we need to take our umbrellas with us. They said (say) on the radio this morning that it's going to be sunny today.
- 4 I don't usually like (not like) reading but I am reading (read) a really good book at the moment. I started (start) it last week.

5 Everyday English

Complete the dialogue with the words in the box.

actually too right
round here ~~bloke~~

Cheryl: You know, you look just like that ¹ bloke from Inside Down – Mike, the lead singer.

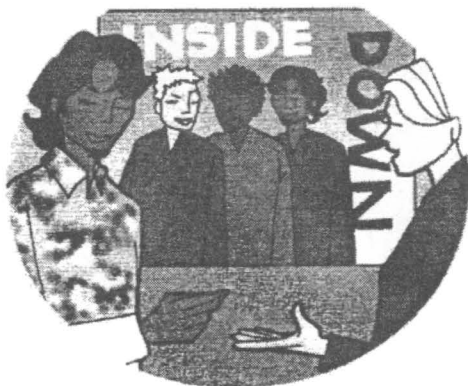
Mike: Really? Did you know he lives round here?

Cheryl: Yeah, someone told me that.

Mike: Do you like them?

Cheryl: ³ Actually! They're my favourite band.

Mike: Well, I know them quite well, ⁴ too right. Would you like to meet them?



4 Pronunciation

Linking sounds in the past simple

a Listen to these sentences. How do you pronounce the underlined parts? Listen again and repeat.

- 1 He played in the school football team.
- 2 She waited at home.
- 3 They wanted to leave.
- 4 I needed to buy it.

b Say these sentences aloud. Then listen, check and repeat.

- 1 They walked out of the room.
- 2 She worked in a bank.
- 3 She listened to the radio.
- 4 They asked the teacher.

6 Study help

Vocabulary: guessing meaning from context

Sometimes it's possible to guess what a word means from the context. If you learn to do this you will start to read more quickly and enjoy reading more.

a Read the sentence. What does *chickenpox* mean, do you think? My sister ¹ has got chickenpox and ² the doctor says ³ she has to stay in bed for a week.

Chickenpox is a noun. We know this because it comes after *has got*.

- ¹ tells us that *chickenpox* is something you can get.
- ² tells us that if you get *chickenpox* you need to see a doctor.
- ³ tells us that if you get *chickenpox* you need to stay in bed for a week.

With this information we know that *chickenpox* is an illness, but it is not very serious. This is enough information to understand the sentence.

b Read sentences 1–3. Guess the meanings of the words in italics.

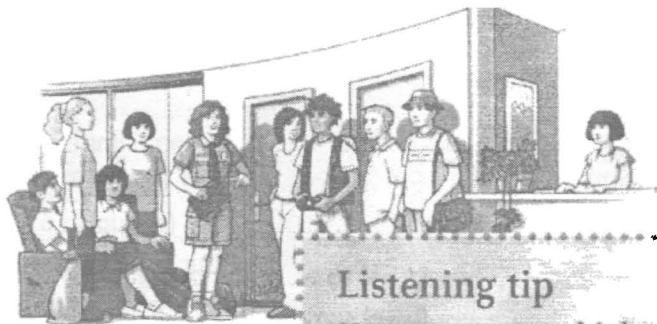
- Decide what part of speech the word is.
- Underline other words that can help you.
- Try to guess the meaning of the word.

1 She *failed* her driving test and so she had to take it again.

2 Look, you've got tomato *sauce* all over your shirt! Why don't you wear an *apron* when you cook?

3 This plane is really *cramped* – there's no space to move my legs!

Skills in mind

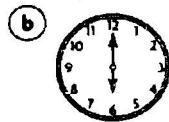


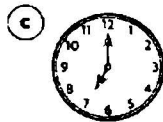
7 Listen

Sheila is a tour guide for a holiday company. She is talking to her group about the next day's activities. Listen and tick (✓) the correct pictures.

1 What time is the group going to leave the hotel in the morning?







2 Which transport are they not going to use?







3 Which of these animals does Sheila not talk about?



Mosquito



Spider



Snake

4 How does Paul feel about the trip?



Excited



Worried



Bored

Listening tip

How to answer multiple choice questions

- Always read the questions carefully before you listen.
- First, try to get an idea of the topic. Who's talking? Where are they?
- After the first listening, try to answer the questions you can remember.
- If the question asks for specific information, listen carefully for important words and the options you have. For example, question 1 asks for a time. Listen for *leave* and *hotel* and listen very carefully for a time.
- How much do you need to listen to before you can answer the question? For question 3, you need to listen to the complete section about animals before you can choose your answer.

8 Read

(a) Read the advertisement for a ten-day tour of Brazil. Draw a line to mark the journey on the map.

(b) On which days do they:

- | | |
|----------------------------------|------------|
| 1 go sightseeing? | 2..... |
| 2 travel by plane? | 1..... |
| 3 not stay the night in a hotel? | 10..... |
| 4 see animals? | 5, 6 and 7 |

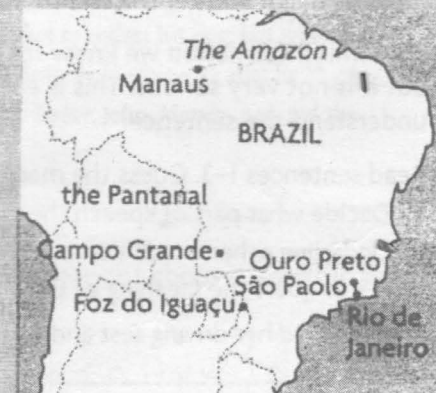
Itinerary

Day 1: Arrive at Rio de Janeiro airport in the morning. After checking in to the hotel you are free to spend the rest of the day relaxing on the beaches or shopping.

Day 2: Rio de Janeiro. Sightseeing Corcovado, Sugar Loaf Mountain and Rio Zoo.

Day 3: Coach trip to historical city of Ouro Preto in Minas Gerais where we will visit churches and the old gold mines.

Day 4: Morning flight to Foz do Iguaçu to see the world-famous waterfalls and visit the world's largest aviary.



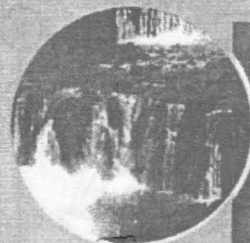
Day 5: Flight to Campo Grande. Afternoon free for shopping and sightseeing.

Days 5, 6 and 7: Camping in the Pantanal. Local guides to point out animals and birds.

Day 8: Flight to Manaus and afternoon sightseeing including the famous opera house.

Day 9: Day trip into the jungle.

Day 10: Connecting flights to Rio de Janeiro. Fly home in the evening.



Unit check

1 Fill in the spaces

Complete the text with the words in the box.

shipwrecks cities remains explores works on discovered explore wants to is making plans bottom

Franck Goddio from France ¹ explores the sea. In 1985 he began to look for very old ² shipwrecks. He found 14 ships, including Napoleon Bonaparte's flagship, Orient.

In 1995 Franck Goddio started to look for ³ remains from past civilisations. In 1996 he ⁴ discovered Alexandria and Herakleion at the ⁵ bottom of the sea. Experts think that these ⁶ cities sank thousands of years ago after a series of earthquakes.

Frank Goddio does not only ⁷ explore the ocean. He also ⁸ wants to tell as many people as possible about his discoveries. This is why he writes books and ⁹ works on TV documentaries. We can be sure he ¹⁰ is making plans for exciting new future projects.

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

1 One of my friends _____ an unusual hobby.

a had b is having c has

2 Dr Ballard _____ a submarine to explore.

a uses b using c use

3 At the moment he _____ on a new idea.

a works b worked c is working

4 Last week an accident _____ near our school.

a happening b happen c happened

5 I heard that two people _____ in the accident.

a died b die c dies

6 In the 20th century, millions of Europeans _____ to America.

a emigrates b emigrated c emigrate

7 On the Oregon Trail, many parents _____ carry their children.

a had to b having to c has to

8 I _____ enjoy the film last night.

a don't b didn't c doesn't

9 _____ you buy your computer or was it a present?

a does b do c did

8

3 Correct the mistakes

In each sentence there is a mistake with the present simple/continuous or with the past simple. Underline the mistakes and write the correct sentence.

1 Jane is a teacher. She teach French and German. Jane is a teacher. She teaches French and German.

2 I live in Green Street and my friend living there too. I live in Green street and my friend lives

3 I not know why George is angry. don't

4 Yesterday my friends not phoned me. didn't

5 Jane watches TV in her room right now. is watching

6 Kate speaks French, but she not speak Spanish. doesn't

7 At the moment, Dr Ballard working on a new project. is

8 Where you go for a holiday last year? did

9 You live round here?

8

How did you do?

Total:



Very good
20 - 25



OK
14 - 19



Review Unit 1 again
0 - 13

10 That's an idea!

1 Grammar

Past continuous

a Complete the sentences with the past continuous form of the verbs.

- I was making (make) my dog his dinner when you called.
- My grandmother was dancing (dance) to a Michael Jackson CD when I arrived.
- The cats were sitting (sit) on top of the piano, so I couldn't play.
- I was drawing (draw) a picture of the teacher on the board when he came into the room.
- We were laughing (laugh) loudly, so we didn't hear the bell.
- Mum and Dad were kissing (kiss) when we opened the door.
- Nigel was trying (try) to do his homework on the bus.

b Look at the picture. Write sentences in the negative form of the past continuous. Use the verbs in the box.

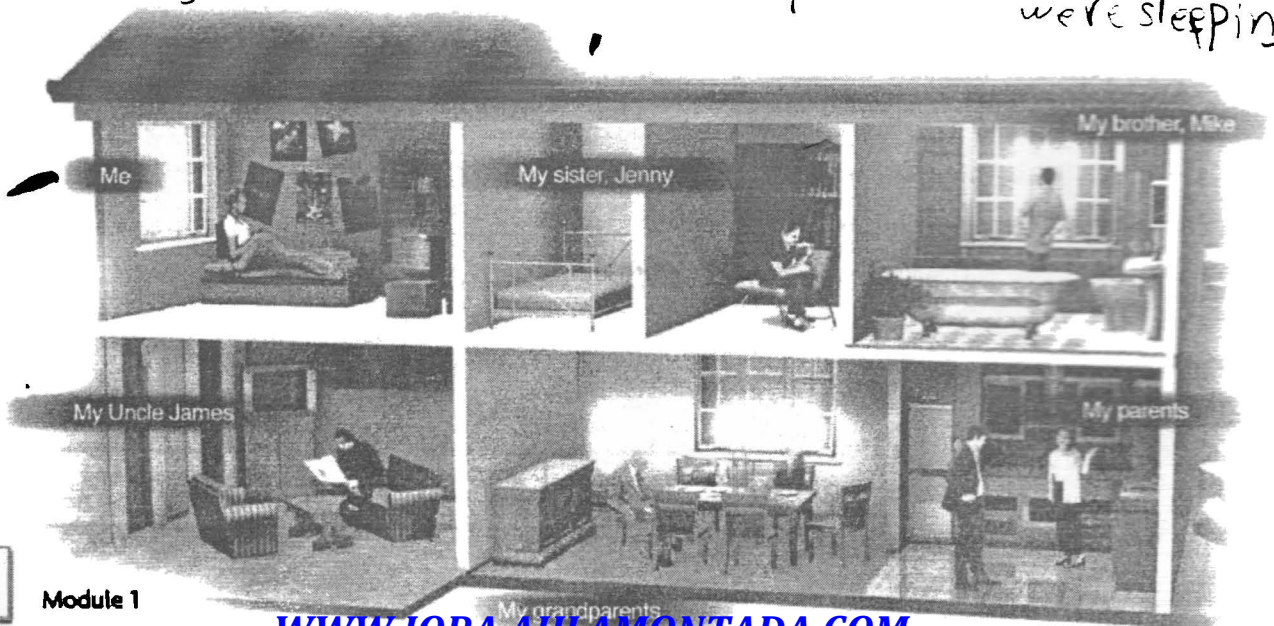
cook sleep read eat
have a shower watch

Last night at 10.00 pm:

- My Uncle James was in the living room, but he wasn't watching TV.
- My parents were in the kitchen, but they were not eating dinner.
- My sister, Jenny, was in the library, but she wasn't reading the books.
- My brother, Mike, was in the bathroom, but he wasn't sitting on the toilet.
- I was in bed, but I wasn't sleeping.
- My grandparents were in the dining room, but they were not eating food.

c Write questions and short answers. Use the picture and the words in brackets to help you.

- my Uncle James / read a newspaper?
Was my Uncle James reading a newspaper? Yes, he was.
- Jenny / read a book? (eat a sandwich)
Was Jenny reading a book? No, she wasn't. She was eating a sandwich.
- Mike / look out of the window?
Was Mike looking out of the window? No, he wasn't.
- my parents / cook dinner? (talk)
Were my parents cooking dinner? No, they weren't. They were talking.
- I / watch TV?
Was I watching TV? No, I wasn't.
- my grandparents / eat dinner? (sleep)
Were my grandparents eating dinner? No, they weren't. They were sleeping.

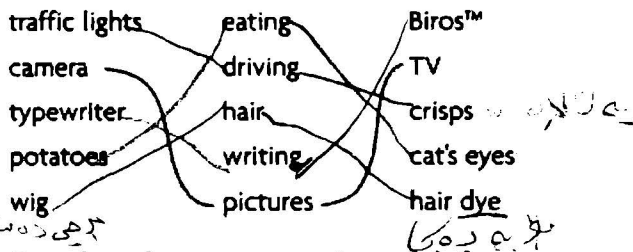


d) Write the questions. Use the past continuous form of the verbs in brackets.

- 1 I phoned you on Sunday night, but there was no answer. What were you doing? (you / do)
- 2 I saw you in the Game Centre yesterday. What were you playing? (you / play)
- 3 I saw your mum and dad with lots of bags. Where were they going? (they / go)
- 4 You put the phone down very quickly when I came in! Who were you talking? (you / talk)
- 5 I thought John didn't like Maria! Why was he holding hands with her? (he / hold)
- 6 I saw your sister outside the cinema last night. Who was she waiting for? (she / wait)
- 7 Jane was eating something in the lesson. What was she eating? (she / eat)

2 Vocabulary

a) Connect the words on the left and the right with the words in the middle.



b) Complete the sentences using words from Exercise a.

- 1 A French chemist invented hair dye.
- 2 John Logie Baird was a Scotsman. He invented TV.
- 3 A Hungarian reporter invented Biros™.
- 4 One dark night, an Englishman had the idea for crisps.
- 5 George Crum, an American cook, invented cat's eyes.

c) Put the words in the box in the correct columns. Use a dictionary if you need to.

dry to school angry an idea confused
tired a present a surprise cold close
wet an illness home homework

get + noun	get + adjective
a present	dry
to school	angry
Get an idea	Get confused
close	tired
wet	a surprise
home	cold
homework	an illness

d) Complete the sentences. Use get in the correct tense, and some words from the box in Exercise 2c.

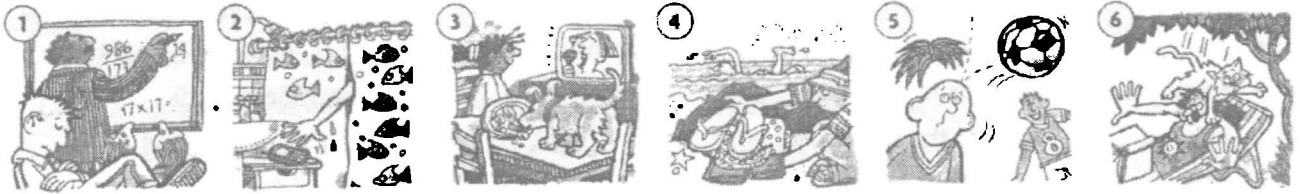
- 1 It was my brother's birthday last week. He got lots of presents.
- 2 Sometimes my parents get angry when I don't tidy my bedroom.
- 3 Tim didn't understand the Maths exercise and he got very confused.
- 4 I went for a walk on Sunday, but it started raining and I got very wet.
- 5 Our plane was late and we got home at 1 am.
- 6 You're very wet. Come inside the house and get dry.
- 7 We got a surprise at school yesterday. Our teacher didn't give us any homework!



3 Grammar

Past continuous and past simple: when and while

a Complete the sentences. Use the past simple or past continuous form of the verbs.



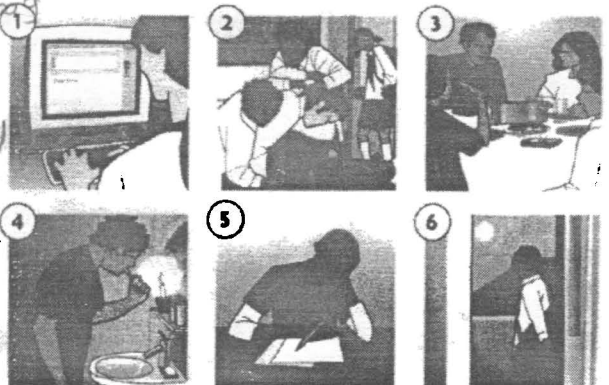
- 1 While the teacher was writing (write) on the board, Toby fell (fall) asleep.
- 2 Kelly was having (have) a shower when her mobile phone rang (ring).
- 3 While Lauren was watching (watch) TV, her dog ate (eat) her dinner.
- 4 Somebody stole (steal) Dave's clothes while he was swimming (swim) in the sea.
- 5 Eric's wig fell (fall) off while he was playing (play) football.
- 6 While Erica was sunbathing (bathe) in the garden, the cat jumped (jump) on her head.

b Join the sentences in two different ways. Use *when* and *while*.

- 1 I fell. I was playing basketball.
I fell while I was playing basketball.
I was playing basketball when I fell.
- 2 We were listening to music. The lights went off.
We were listening to music while the lights went off.
The lights went off when we were listening to music.
- 3 I lost my keys. I was running on the beach.
I lost my keys while I was running on the beach.
I was running on the beach when I lost my keys.
- 4 Somebody stole my bag. I was talking to my friend.
Somebody stole my bag while I was talking to my friend.
I was talking to my friend when somebody stole my bag.
- 5 Danny called. You were taking the dog for a walk.
Danny called while you were taking the dog for a walk.
You were taking the dog for a walk when Danny called.
- 6 I was getting ready for the beach. It started to rain.
I was getting ready for the beach while it started to rain.
It started to rain when I was getting ready for the beach.

c Complete the sentences with your own ideas, or use the pictures to help you.

- 1 While I was using my computer at the weekend, I sent an email to one of my friends.
- 2 When I came into the classroom today, I was seeing my friends fighting.
- 3 While I was eating dinner last night, I stomach ached.
- 4 While I was cleaning my teeth last night, I broke my teeth.
- 5 While I was doing my homework last night, I slept on the table.
- 6 When I left the house this morning, I wasn't closing the door.



4 Pronunciation

was and were

Listen and underline the main stress. Then listen again and repeat.

- 1 A: I was waiting for you.
B: No, you weren't! You were going without me.
- 2 A: You weren't crying.
B: Yes, I was!
- 3 A: She was sleeping.
B: No, she wasn't! She was reading.
- 4 A: They were running.
B: No, they weren't! They were dancing.
- 5 A: We were doing our homework.
B: No, you weren't! You were playing games.
- 6 A: I wasn't writing a letter.
B: Yes, you were!

5 Culture in mind

Complete the summary about Levi Strauss and the history of jeans. Use the words in the box. Then check with the text on page 16 of the Student's Book.

trousers قو بيجه
buttons
patterns fabric
styles wear
fashionable flared
casual clothes

Levi Strauss invented jeans in California in the 1850s. At the time, he was working in a ¹ clothes shop. Working men came because they needed to wear very strong ² trousers when they were looking for gold.

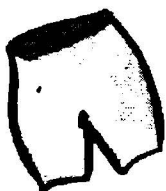
Strauss used a strong French ³ fabric called 'denim' to make his trousers. When he added metal buttons to them they became more popular, but only for work. This changed in the 1950s and 60s, when young men started to ⁵ wear them as ⁶ casual clothes to go out in. 'Jeans', as teenagers called them, then became very fashionable.

In the 1960s and 1970s, people started to make different ⁸ styles of jeans. For example, in the 1970s, ⁹ flared jeans decorated with ¹⁰ patterns and sequins became very popular. Today, you can buy many more different types of jeans.

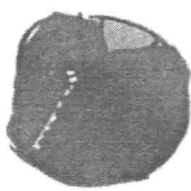


6 Study help

Vocabulary: how to remember new words



Lycra shorts



A leather jacket with a zip

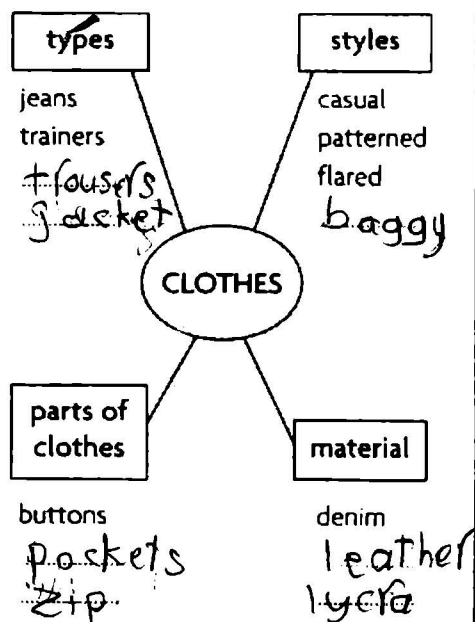


Baggy trousers with big pockets

a In your vocabulary notebook, record words in diagram form.

- Draw pictures next to the words. This will help you remember them.
- Add new words to your diagram when you meet them.
- Copy your diagram, with your book closed. How many words can you remember?

b Look at the pictures. Write the underlined words in the correct places in the diagram.



Skills in mind

7 Read

Reading tip

How to answer 'true', 'false' or 'not in text' questions

- Look at the pictures and title of the text.
- Read the whole text. Then read the statement carefully.
- Underline the parts of the text with the information.

a Read the text and mark statements 1–3 T (true), F (false), or N (not in text). Then read the notes below and check your answers.

- Hamburgers use a kind of beef called 'minced beef'.
 - Mongolians invented hamburgers over 800 years ago.
 - The three stories about the invention of hamburgers are all true.
- 'Minced beef' is another way of saying 'the kind of beef we see in hamburgers'. So 1 is true.
 - The Mongolians invented minced beef over 800 years ago, not hamburgers. So 2 is false.
 - The cities say their stories are true, but we don't know if the stories are really true, because the text does not give enough information. So for 3, not in text is the correct answer.

WHERE IS THE TRUE HOME OF THE HAMBURGER?

The kind of beef we see in hamburgers, minced beef, was possibly invented by Mongolians over 800 years ago. But who first put the beef in between pieces of bread, and called it a hamburger?

Three different cities in the United States all say that they were the first to invent America's favourite food. Some people say that Fletcher Davis, from Athens, Texas, invented hamburgers. 'Old Dave', as people called him, was selling minced beef sandwiches in his lunch bar as early as the 1880s. Some years later, they say that a group of Germans called his sandwich a 'hamburger' because people from the German city of Hamburg ate this kind of beef.

Other people believe that the hamburger came from a different city called Hamburg – the 1885 fair in Hamburg, New York. The Menches brothers were selling pork sandwiches, but when there was no more pork, they used minced beef and gave it a new name, the 'hamburger'.

The third possible inventor of the hamburger was Charlie Nagreen, also known as 'Hamburger Charlie', from Seymour, Wisconsin. He said that in 1885 he invented the world's first hamburgers at a fair. Seymour now celebrates the invention of the hamburger every year. In 1989, it was the home of the world's largest ever burger – over 2,500 kg!

b Read the rest of the text again. Mark statements 4–8, T (true), F (false), or N (not in text).

- Fletcher Davis gave the name 'hamburger' to his minced beef sandwich.
- 'Old Dave' visited Hamburg in Germany.
- There is a place called Hamburg in New York.
- The Menches brothers used beef in their sandwiches because no one liked pork.
- 'Hamburger Charlie' and the Menches brothers all say they invented hamburgers in the same year.

8 Listen

1 Listen and tick (✓) the correct pictures.

1 What did the Menches brothers say they also invented?



2 What did Old Dave say he also invented?



3 What did the man in England invent in 1750?



4 What did Thomas Adams invent?



Unit check

1 Fill in the spaces

Complete the text with the words in the box.

get was getting got wet got a horrible surprise got to school
~~got up~~ didn't get got nervous didn't hear was shining

Yesterday wasn't my best day. First I ¹ got up late because I ² didn't hear the alarm clock. Perhaps I should ³ get two alarm clocks, so I'm not late for school again! When I finally ⁴ got to school at half past nine, I ⁵ was getting - my class were doing a French test! I ⁶ got nervous because I only had 20 minutes left to do the test. Unfortunately, I ⁷ didn't get a single answer right! On my way home from school I felt better again, because the sun ⁸ was shining! But when I ⁹ got a horrible surprise it suddenly started to rain, so of course I ¹⁰ got wet! Why didn't I just stay in bed yesterday morning? Don't ask!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- Our dog ran away while I to Sarah.
a talk b talked c was talking
- We were in the garden when it to rain.
a was started b started c was starting
- Jane angry yesterday because we were late.
a getting b gets c got
- When I about the competition, I got very excited.
a heard b were hearing c was hearing
- The girls through the park when they saw a big dog.
a walked b was walking c were walking
- I saw Alice a minute ago. She on her mobile phone.
a was talking b talked c were talking
- When Pete and Simon, we were all watching TV.
a arrived b arriving c were arriving
- The phone, so I sent her an email.
a wasn't working b weren't working c didn't worked
- When I got to the party, my friends a great time.
a was having b had c were having

8

3 Correct the mistakes

In each sentence there is a mistake with the past simple or with the past continuous. Underline the mistakes and write the correct sentence.

- I read when she phoned. I was reading when she phoned.
- While I was talking to Steve, it was start to rain. it started
- I think I was writing ten emails yesterday. wrote
- My father were living in Paris when he met my mother. was
- I was watching TV when my parents were getting home. got
- What was you doing when the phone rang? were
- I was cooking spaghetti when they were arriving. arrived
- I was sitting in my room when I was hearing the phone. heard
- Tom was getting hot, so he was taking off his jacket. got

8

How did you do?

Total:

😊 Very good 20 - 25	😐 OK 14 - 19	😞 Review Unit 2 again 0 - 13
------------------------	-----------------	---------------------------------

3

She jumped well

عبد الرزاق إبراهيم، معلم المنهج

1 Grammar

Comparative and superlative adjectives

a Circle the correct words.

- 1 She's more younger / younger than she looks.
- 2 This is the worst / the most bad day of my life!
- 3 Who is the older / the oldest man in the world?
- 4 My brother's much tidier / tidier than me.
- 5 Is your house more old / older than mine?
- 6 I think Giacomo is cleverer than / the cleverest boy in the class.

b Complete the sentences. Use the comparative (+ than) or superlative form of the adjectives in the box.

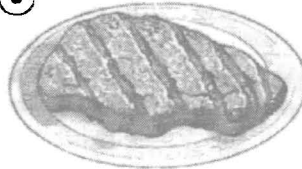
tall happy fat beautiful
good boring far successful

- 1 I think my city is the most beautiful city in the world!
- 2 Oh, no - I must stop eating! I'm getting fatter than my dad!
- 3 The day I married your mother was wonderful. It was the happiest day of my life!
- 4 Is Sears Tower the tallest building in the world?
- 5 That was a great holiday! It was much more boring last year.
- 6 Is the planet Neptune much further than Jupiter from the sun?
- 7 I fell asleep while I was watching the film! It was much more boring the film we saw last week.
- 8 Bill Gates is one of much more successful businessmen in the world.

Intensifiers with comparative adjectives

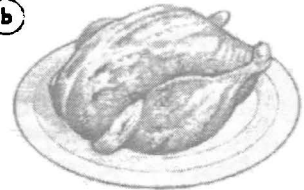
c Write a sentence about each picture. Use the comparative and much, far, a lot or a bit / a little.

1 a



10 Euros

b



9 Euros

2 a



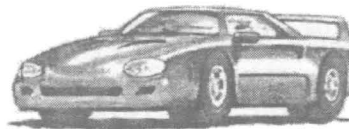
Today: 16°C

b



Yesterday: 21°C

3 a



Ferrari, 230 km/h

b



Fiat, 150 km/h

4 a



Mrs James, 32

b



Mr James, 51

5 a



Steve, 65 kg

b



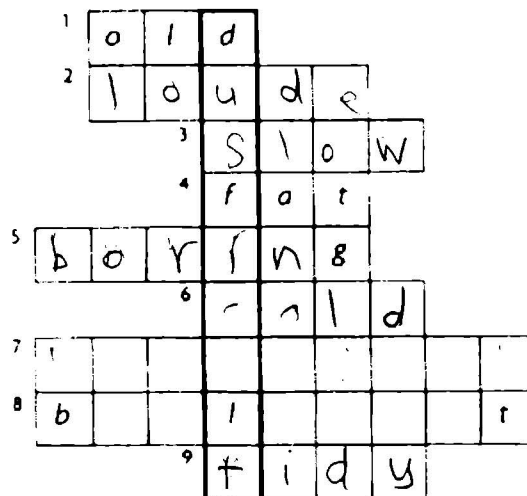
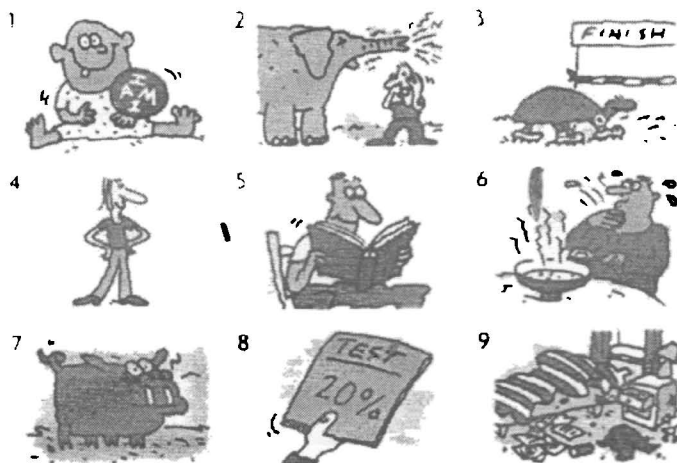
Harry, 66 kg

- 1 The steak is a bit more expensive than the chicken.
- 2 The weather today is a little colder than yesterday.
- 3 The Ferrari is far higher than Fiat.
- 4 Mrs James is much younger than Mr James.
- 5 Steve is a bit slimmer than Harry.

2 Vocabulary-

Antonyms

a Complete the puzzle. Write antonyms of the adjectives the pictures show.



b What is the antonym of the mystery word in the middle?

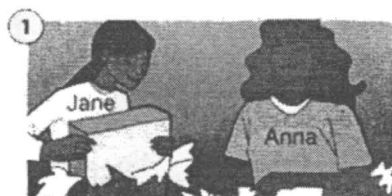
3 Grammar

as ... as comparisons

a Match the sentences which mean the same.

- | | |
|---------------------------------|---|
| 1 Carol isn't as tall as Ruth. | a Ruth is 1.20 m and Carol is 1.25 m |
| 2 Carol is as tall as Ruth. | b Ruth is 15 years old and Carol is 14 years old. |
| 3 Carol isn't as short as Ruth. | c Ruth is 10 years old and Carol is 11 years old. |
| 4 Carol isn't as old as Ruth. | d Ruth is 1.65 m and Carol is 1.58 m. |
| 5 Carol is as old as Ruth. | e Ruth is 1.65 m and Carol is 1.65 m. |
| 6 Carol isn't as young as Ruth. | f Ruth is 15 years old and Carol is 15 years old |

b Write sentences using (not) as ... as to describe the pictures.



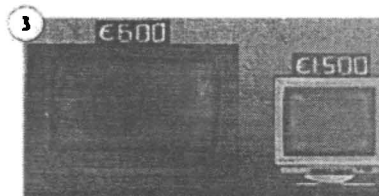
Jane is as happy as her sister

(happy)



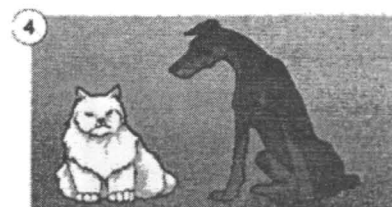
John isn't as tall as Mike

(tall)



The TV isn't as expensive as computer

(expensive)



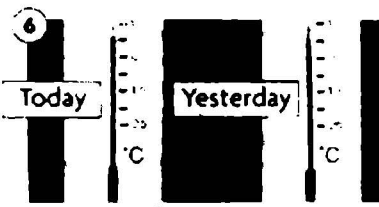
The cat isn't as thin as dog

(thin)



Arsenal isn't as good as Liverpool

(good)



Today is as cold as yesterday

(cold)

4 Grammar

Adverbs, comparative adverbs

(a) Write the adverbs for these adjectives.

- 1 quick quickly 5 fast fast
 2 slow slowly 6 bad badly
 3 easy easily 7 good well
 4 happy happily 8 far far

(b) Complete the second sentence so it means the same as the first.

- 1 His German isn't very good.
He doesn't speak German well.
- 2 He had to be fast to catch the bus.
He had to run fast well.
- 3 He's a very slow driver. He drive well.
- 4 His writing isn't clear. He doesn't write well.
- 5 My secretary's typing is quick. My secretary
- 6 The test was very easy for me. I did study well.

(c) Paul, David, Fred and Richard all go to the same school. Read the sentences about them and complete the table with the information.

- Paul is taller than Fred but not as tall as Richard.
- David runs faster than Fred.
- David is the shortest.
- The tallest boy is also the richest.
- Richard speaks English better than Paul.
- David is richer than Fred.
- Fred speaks English the best.
- Paul isn't as rich as Fred.
- The richest boy runs more slowly than David and Fred, but not as slowly as Paul.
- The boy who has got £200 speaks English better than the tallest boy.

	Paul	David	Fred	Richard
Height: 1.5 m, 1.6 m, 1.7 m, 1.8 m	1.7	1.5	1.6	1.8
Money in the bank: £50, £100, £200, £500	50	200	100	500
Grade in English test: A, B, C, F	C	F	A	B
Position in school Olympics 100 m: 1st, 2nd, 3rd, 4th	4th	1st	2nd	3rd

5 Pronunciation

Weak forms in comparatives

(a) Listen and write down the phrases you hear.

- 1 as good as gold
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

(b) How do you say the phrases in Exercise 5a in your language? Listen again and repeat.

6 Everyday English

Complete the dialogue with the words in the box.

stop it hold on ~~had a go~~ I'm off

Sharon: Can you believe it? Julia had a go at me this morning.

Belinda: What for?

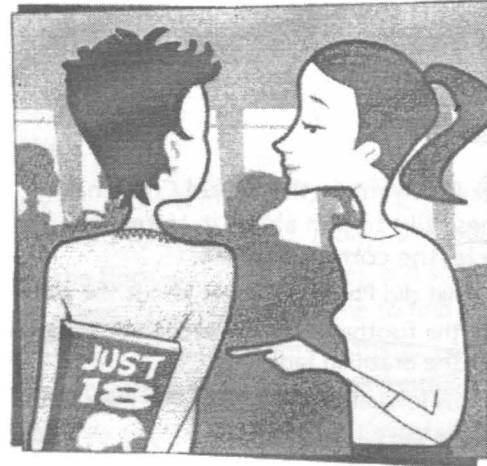
Sharon: She was really angry. She said I took her Just 18 magazine.

Belinda: Well, did you take it?

Sharon: Oh, stop it, Belinda!

I've got my own copy. Hey, hold on. What have you got behind your back?

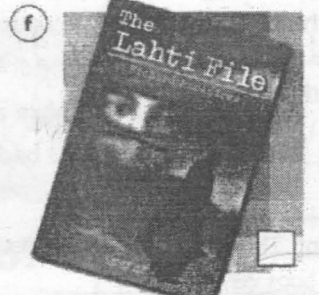
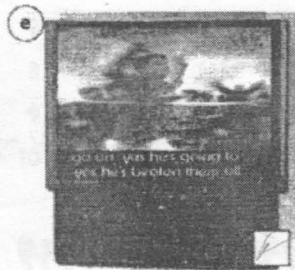
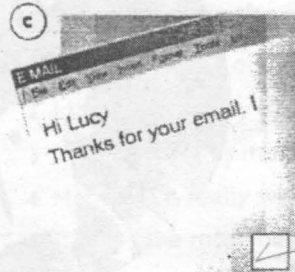
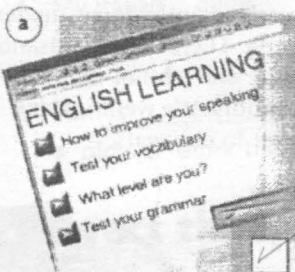
Belinda: Nothing. Listen, I'm off. I've got things to do. See you.



7 Study help

How to get good study habits ^{عادات} _(اعتياد)

a There are many ways you can practise and improve your English outside the classroom. Look at the pictures and tick (✓) the things you do now.



b Match the advice with the pictures. Write a-f in the boxes.

- You could try an English learning website or just read about your favourite bands, film stars or sports people. 80% of the Internet is in English and there's a lot of interesting information there.
- Get an English-speaking penfriend. This is a great way to practise your English!
- Buy an English language magazine or newspaper. Read a story in your own language first, and then read it in English to see how well you can understand.
- Buy or borrow a graded reader that is the right level for you. The stories are interesting and the language isn't too difficult, so you'll start to enjoy reading English for fun.
- Videos and DVD are a fun way to practise your listening. With a DVD you can watch a scene in your own language first and then watch it in English afterwards.
- Listen to a song by one of your favourite English-speaking bands and write down everything you understand. Then check the lyrics. If the CD doesn't contain them, you can look for them on the Internet.

Skills in mind

8 Listen

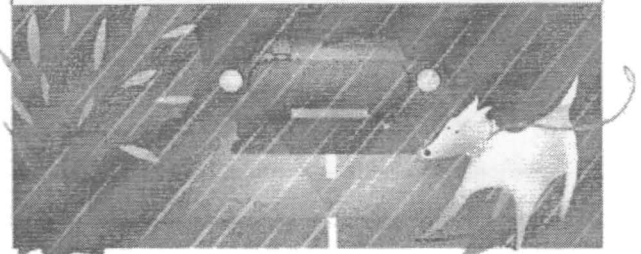
Phil went to the World Cup Final. James talks to him about it. Listen and circle the correct answers.

- What did Phil enjoy most about the game?
 - the football
 - Ronaldo's second goal
 - the Brazilian fans
- How long after the end of the match did they leave the stadium?
 - thirty minutes
 - an hour
 - two hours
- Where did they go afterwards?
 - to their hotel
 - to a Japanese restaurant
 - to a fast food restaurant

9 Write

Rewrite the text to make it more interesting. Use the ideas in the Writing tip.

It was 10 pm and I was late for the party. I got in my car. I drove to the party. A dog ran into the road. I saw the dog. I tried to stop. I lost control of the car. I hit a tree.



Writing tip Making your writing more interesting

Read these two descriptions. Which is more interesting and why?

- Last year I went to Japan to see the World Cup Final. It was a very good experience. We were very excited. We arrived at the stadium five hours early. There were lots of people outside the stadium. A lot of the people were dancing and singing. We went into the stadium and went to our seats.
- Last year I went to Japan to see the World Cup Final. It was a fantastic experience! We were really excited so we arrived at the huge, modern stadium five hours early. There were thousands of happy people outside and a lot of them were dancing and singing loudly. We went inside and couldn't wait to get to our seats.

- Think about the language you want to use. Is there a more interesting or dramatic way of saying what you want to say? How does the writer in text 2 say: *It was a very good experience; lots of people; We went to our seats?*
- Add details to your writing. One way to do this is to use adjectives and adverbs. In text 2, how does the writer describe the stadium; the people; the dancing and singing? Underline the adjectives and adverbs in text 2.
- Too many short sentences can sound boring. Link some of them together with words like *so, because, while, but, etc.* Circle the linking word in text 2.
- Try not to repeat the same words too often. How does the writer in text 2 say: *the people; We went into the stadium?*

Rewrite the sentences to make them more interesting. Use the ideas in the tips.

- She walked into the room and sat down in the chair. (tip 2)
She went into the room and sat down in her chair.
- My alarm clock didn't ring. I was late for work. (tip 3)
My alarm clock didn't work, so I went early to work.
- The meal was great. (tip 1)
This meal was delicious.
- My favourite restaurant is an Italian restaurant. The restaurant is the best restaurant in town. (tip 4)



Unit check

1 Fill in the spaces

Complete the text with antonyms of the words in brackets.

Mum had a go at me this morning. 'Your room is so ¹ messy (tidy). It must be ² difficult (easy) for you to find your way to the door!', she said. I didn't say a word – I was ³ quiet (noisy). My room is always ⁴ tidy (messy). Well, there are some books on the floor, and some clothes, and some CDs too. But the door's ⁵ near (far) my bed, so it's really ⁶ easy (difficult) for me to find my way to the door. I think a tidy room is really ⁷ boring (interesting). When I look for my things, I always get a surprise and find something else. Yesterday I was looking for my ⁸ New (old) football boots. I couldn't find them, but I found a photo of me and my sister. My sister looked really ⁹ young (old) – it was very funny!

8

2 Choose the correct answers

Circle the correct answers: a, b or c.

- Tennis is more interesting football.
a than b as c when
- I read that women are drivers than men.
a as good b the best c better
- He plays the guitar really
a well b bad c good
- My Italian is quite, but I can't speak it quickly.
a good b well c better
- Tom is I am. We are both 15.
a old b older than c as old as
- Read this book. It will help you to play football much
a good b better c well
- This test is no problem. I can do it
a easily b easy c easiest
- People say Chinese is the language to learn.
a difficult b more difficult c most difficult
- I live away from school than all my friends.
a further b the furthest c far

8

3 Correct the mistakes




In each sentence there is a mistake with the comparative/superlative adjective or with the adjective/adverb. Underline the mistakes and write the correct sentence.

- Nobody else in our class has as most CDs as Tom. Nobody else in our class has as many CDs as Tom.
- I think ice hockey is one of ^{the} most dangerous sports.
- You are taller ^{than} as me. You are as tall as me
- Her work is really well. good
- Carol is the most tidy girl in our class. tidiest
- The film on Sunday was more interesting ~~at~~ this film. than
- Wait a minute! I can't run as fastly as you!
- My pronunciation is terribly.
- That new laptop isn't as expensive ^{as} than I thought.
- I think this is the most bad CD of all time! worst

9

How did you do?

Total:

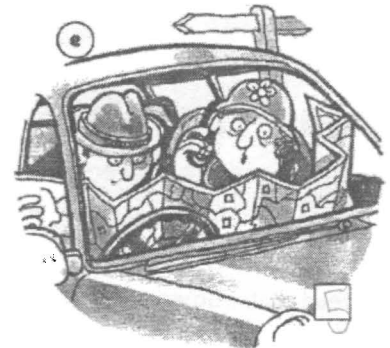
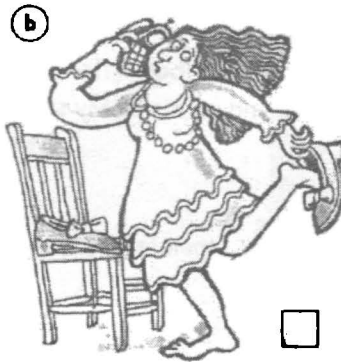
 Very good 20 – 25	 OK 14 – 19	 Review Unit 3 again 0 – 13
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4 Our world

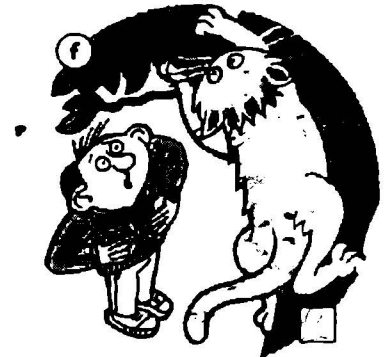
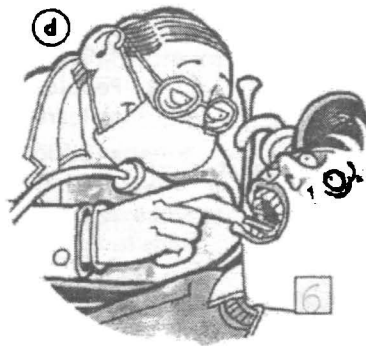
1 Grammar

will/won't, might / might not, may / may not for prediction

- a Match the sentences with the pictures. Write 1-6 in the boxes.



- 1 Hurry up, Tom. You'll be late!
- 2 Don't go up there – you might fall.
- 3 I don't feel well. I may not come to the party tonight.
- 4 I won't be long – I'm almost ready.
- 5 Listen, we're lost – I think we might be a bit late.
- 6 Now just relax – this won't hurt.



- b Read the sentences. Then write C (certain) or P (possible) in the boxes.

- 1 People won't read real books in the future – only things from the Internet. C
- 2 Let's get this video – it may be good. P
- 3 You'll speak English really well after a year in Britain. C
- 4 I might see you at the party later.
- 5 John won't be at school tomorrow – he's ill. C
- 6 Temperatures might not rise in the future. P
- 7 There may not be enough food at home. C

- c Match the sentence halves.

- | | |
|---|---------------------------------------|
| 1 Is that the phone? It might be John, | a because I forgot to go to the bank. |
| 2 I might not have enough money. | b we're already late! |
| 3 You won't have time to call Matt, | c but no one really knows. |
| 4 I might not go to university, | d I don't want to study any more. |
| 5 There might be life on other planets, | e go out of fashion. |
| 6 Jeans will never | f my friend knows a good teacher. |
| 7 I may study Spanish next year, | g he promised to call me tonight. |

d Complete the sentences. Use 'll/won't or might / might not and the verb in brackets.

- 1 Maria won't be (not be) at the party yet. It's too early. (certain)
- 2 I might go (go) to the cinema tonight. I'm not sure. (possible)
- 3 I might not do (not do) my homework tonight. I'm feeling very tired! (possible)
- 4 There will be (be) some great music at the party. I'm the DJ! (certain)
- 5 It mightn't take (not take) as long as you think. Let's start now. (possible)
- 6 We will have (have) time for some chips before the game. (possible)
- 7 He won't do (not do) very well in his exams. He never does any work. (certain)
- 8 It will be (be) a great concert. That band is fantastic! (certain)

2 Vocabulary

a Read the definitions. Then write the words next to the anagrams.

- | | | |
|---|---------------|----------------------|
| 1 Wet, tropical places with lots of trees | airinfrostes | <u>rainforests</u> |
| 2 Dirty gas from cars and factories | fesum | <u>fumes</u> |
| 3 We can find this in air or water | lotilupon | <u>pollution</u> |
| 4 The gases around our planet | rapseemhot | <u>atmosphere</u> |
| 5 A big building that produces energy | wrope oatsnit | <u>power station</u> |
| 6 Using old glass, plastic and paper again | cringlecy | <u>recycling</u> |
| 7 Things you don't want any more | shrubib | <u>rubbish</u> |
| 8 Bits of paper, empty cans, etc. on the street | retilt | <u>litter</u> |

b Match the sentence halves.

- | | |
|--|-----------------------|
| 1 If we want our planet to survive, we need to stop | a recycle them! |
| 2 Electricity is very expensive, so don't | b pick it up! |
| 3 Is that your empty crisp packet on the ground? Please | c polluting it. |
| 4 Don't throw away your old bottles and newspapers! Please | d drop it everywhere! |
| 5 Have you heard about the trees in our street? They're going to | e cleaned it up. |
| 6 People in my school don't care about litter. They just | f waste it. |
| 7 Our river was very dirty before they | g cut them down! |

c Complete the text with the words in the box.

recycle cutting
forests rubbish
clean fumes
pollution warming
picking litter

It's Your Planet

Why don't you care about your world? But what can I do about the problems we have? you might say. It is difficult to see what you can do to stop people ¹ cutting down hundreds of trees every day in the ² forests, or how you can stop all the ³ pollution from traffic and factories that

cause ⁴ fumes in the atmosphere and global ⁵ warming. But you can do little things yourself. Can you say that you never drop ⁶ litter on the streets? You could always try ⁷ picking up the things that other people drop, especially in our parks and on our beaches. They might learn to do the same from your actions.

Just think of all the money we'll save if we don't need to pay people to ⁸ clean up the streets. Maybe you don't throw your empty cola cans on the street, but there's no need to put them in the ⁹ bin for someone to collect every week. Why not ¹⁰ recycle your cans, bottles, plastic and paper? Then we'll all have a cleaner planet.

3 Grammar

First conditional

- a Complete the text. Use *will* or *won't* (if appropriate) and the correct form of the verbs in brackets.



Great Barrier Reef, Australia

HOW CORAL REEFS DIE

Did you know that coral in the sea will die if people ¹ cut down (cut down) more rain forests? It happens like this. If people ² cut down (cut down) more rain forests, the world's temperatures ³ will rise (rise). If the temperature of the sea ⁴ goes up (go up) too, the small animals and plants that coral lives on ⁵ start (start) to die. So, the coral ⁶ won't get (not get) enough food, and then it will go white and die. If the coral ⁷ dies (die), over 90,000 different kinds of fish ⁸ will be (be) in danger of dying too. So, as you can see, one natural disaster often causes another one.

- b Put the words in order to make sentences or questions.

1 won't / pass / exams / your / hard / don't / if / you / you / work

You won't pass your exams if you don't work hard

2 buy / a / if / you / present / I'm / will / me / good

Will you buy me a present if I give you a good message?

3 message / see / your / if / give / James / I'll / I / him

I will give him your message if I see James

4 late / they / if / rains / arrive / will / it

Will they arrive late if it rains?

5 do / what / you / will / if / doesn't / he / phone

What will you do if he doesn't phone?

6 sister / lend / if / her / ask / I / will / mobile / me / my / her

My sister will lend me her mobile if I ask her

7 money / give / some / haven't / if / any / got / I'll / you / you

I'll give you some money if you haven't got any

if and unless

- c Circle the correct words.

1 I'll give you some of my chocolate if / unless you give me some ice cream.

2 Unless / if you read the instructions, you won't know how to play the game.

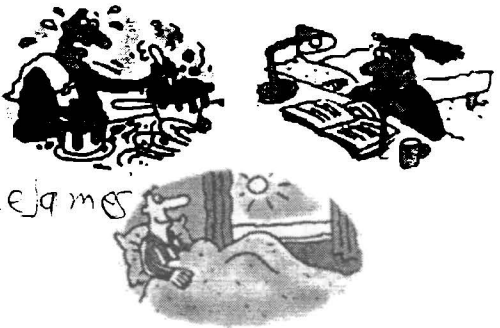
3 Will you give Marco my message unless / if you see him?

4 If / Unless the phone rings while I'm in the shower, will you answer it?

5 Your dad won't be very happy if / unless he finds out what you did.

6 We'll be late unless / if we leave right now.

- d Complete the sentences with your own ideas, or use the picture prompts to help you.



I'll go out this weekend if I don't have exams

2 If I'm hungry on the way home from school, I will buy a hamburger

3 I'll be happy tomorrow if it doesn't rain

4 If the weather is bad this weekend, I won't go to the park

5 I won't talk to my best friend if we don't phone each other

6 If I can't watch TV tonight, I will go to the park

7 I'll make my own dinner tonight if my mum and dad aren't home

8 If I can't do my English homework, I will ask my friend for help

friend

4 Pronunciation

won't and might

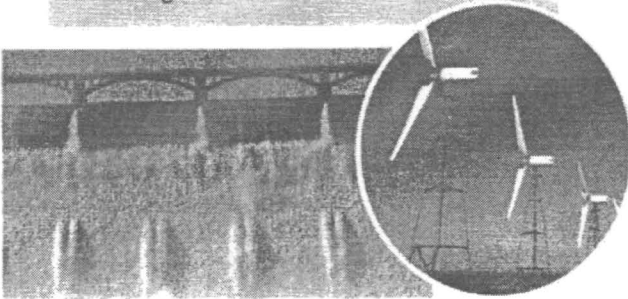
1 Listen and underline the sentences you hear. Then listen again and repeat.

- 1 They want to come. / They won't come.
- 2 They want to go to bed. / They won't go to bed.
- 3 I won't be here. / I want to be here.
- 4 So you won't play squash? / So you want to play squash?
- 5 I think you're maybe right. / I think you might be right.
- 6 You said you might teach her. / You said you're my teacher.

5 Culture in mind

Complete the summary about different forms of energy with phrases from the box.

pollute the atmosphere coal, oil and gas
hydro-electric dams solar energy
will disappear from the sea
too dangerous



Since the nineteenth century, the most popular ways to produce energy have been

¹ coal, oil and gas. One problem with this is that they ² pollute the atmosphere. Also, we won't have these energy sources for ever one day they ³ will disappear.

One alternative is nuclear energy, but many people feel that it is ⁴ too dangerous.

Some countries, like Austria and the USA, use power from the sun, called ⁵ solar energy.

Sweden uses a lot of power from the wind, and also wave power

⁶ from the sea. Brazil and the USA also use water from rivers, building very large

⁷ hydro-electric dams.

6 Study help

Word formation

When you learn a new word, it is a good idea to learn the different parts of speech. English does not have just one way to make verbs, nouns and adjectives – there are many different ways.

a Look at these examples with the word *help*:

Noun: Please can you give me some help with my homework?

Verb: Sometimes I help my parents cook dinner.

Adjective: Using a dictionary is helpful if you want to know the different forms of a word.

b A good dictionary will give you information about the different forms of a word, and example sentences. You can usually find the different parts of speech in separate entries. Look at the example from the *Cambridge Learner's Dictionary*. What part of speech is *environment*? What is the adjective?

environment /ɪnˈvaɪənmənt/ *noun* **1** the environment the air, land, and water where people, animals, and plants live *The new road may cause damage to the environment.* **2** See usage note at **nature**. **2** [C] the situation that you live or work in, and how it influences how you feel *We are working in a very competitive environment.*

environmental /ɪnˈvaɪəˈnɪməntəl/ *adj* relating to the environment *environmental damage*
• an environmental disaster • environmentally adv environmentally damaging chemicals

c Complete the table. All the words are from Unit 4 of the Student's Book and Workbook.

Noun	Verb	Adjective
pollution	pollute	polluted
energy	X	energetic
power	X	powerful
waste	waste	wasted
increase	increase	X
warm	warm (up)	warm
recycle	recycle	recyclable

d Use your dictionary to check your answers if you need to.

Skills in mind

7 Listen

1 Mike is talking about his school. Listen and tick (✓) the things Mike likes and cross (X) the things he doesn't like.

- | | | | |
|---------------------|-------------------------------------|-----------------------------|--------------------------|
| 1 Sports facilities | <input checked="" type="checkbox"/> | 4 The length of the lessons | <input type="checkbox"/> |
| 2 School meals | <input type="checkbox"/> | 5 The school uniform | <input type="checkbox"/> |
| 3 The teachers | <input type="checkbox"/> | 6 School rules | <input type="checkbox"/> |

8 Read and write

a Read this page from Aston Fields High School's website and answer the questions.

Aston Fields High School

Make Aston Fields High School a Better Place!

Do you ever complain about school to your family and friends? Maybe about the lessons, or the school facilities, or meals? We all have bad things to say sometimes (even teachers!). But we can't just complain. A better idea is to say what you think is wrong, and why, and to make suggestions so that things can improve.

So enter our competition. Write an article for the school website and tell us what you think is wrong with our school, explain the problems and say what you think we can do about it.

This is not homework! The best article will win a prize of **100 Euros**. So get writing now!

- 1 What things about a school do people sometimes complain about? Give three examples.
- 2 What do students who enter the competition have to do?
- 3 What will the winner of the competition receive?

b Read Jennifer Cox's reply and answer the questions in the Writing tip.

Right. Some lessons are really boring. All my friends say the same. My dad says why don't we have more lessons with computers and stuff? I don't know if he's right, really.

And another thing. Games lessons are boring - it's all netball, netball, netball! I hate netball. Why can't we do things I like - gym, or dancing or something?

Oh, and I nearly forgot. At lunch times they tell everyone to go outside. That's crazy! What's wrong with people staying in the main hall? You don't use it for anything. Then we could play chess and stuff, or I could do my homework (or not!).

So, what about it?

Jen

c Do you think Jennifer should win? Why / Why not?

Writing tip Using linkers

Jennifer didn't win the prize! Perhaps her ideas are good, but her style of giving opinions is not appropriate. Writing an article is not the same as writing an email, or being in an Internet chat room.

a Jennifer rewrote her article. Put the lines in order. Use her first article to help you.

- 2 ● Secondly, not everyone in our school likes netball.
- 5 ● Finally, why can't we use the main hall at lunch time?
- 7 ● First of all, many people think that interactive lessons with computers could make school more interesting.
- 6 ● To sum up, I believe that these things will make our school a better place for everyone.
- 3 ● Perhaps we could have other activities in Sports lessons - gym or dancing, for instance.
- 4 ● Some people want to play quiet games like chess, or just do their homework, but they don't have a place to go.

b What are the words Jennifer uses to:

- start her first idea?
First of all
- start her second idea?
Secondly
- start her last main idea?
Finally
- give examples of other activities?
For instance
- introduce her closing sentence?
To sum up

c Write your entry to the competition. Say what could make your school a better place. Use the examples on this page, and on page 29 of the Student's Book, to help you.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

pollution waste renewable energy litter pollute
may not fumes atmosphere recycle will

I live in a big city. There are lots of cars, and a lot of air ¹ pollution. Near my city, there is a big factory, and the ² fumes are a real problem. They ³ pollute the air and the water.

Today, we have big problems with the environment, but I think life in the future ⁴ will be really different. There ⁵ may not be any nuclear power stations, and most countries might only use ⁶ renewable energy. This will be positive for the world's ⁷ atmosphere. People won't drop ⁸ litter in the streets, or ⁹ waste water. We will all ¹⁰ recycle bottles and other rubbish.

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- I think I _____ an umbrella with me.
a take b ll take c not take
- I promise I _____ study all day tomorrow.
a might b 'll c not
- I don't think Karen _____ come to the meeting.
a might not b doesn't c will
- If she hears what you said, she _____ angry.
a might b are c 'll be
- If we _____ more rain forests, our planet will be in danger.
a are cutting down b 'll cut down c cut down
- Unless she helps me, I _____ her to the party.
a might invite b won't invite c don't invite
- There'll be problems if we _____ more renewable energy.
a won't use b don't use c 'll use
- What will Tom do if his friends _____ to him any more?
a don't talk b talk c will talk
- If the weather is nice, I _____ and see you.
a coming b may come c come

8

3 Correct the mistakes




In each sentence there is a mistake with the first conditional, or with *may/might/will/won't*. Underline the mistakes and write the correct sentence.

- If I give you the money, what do you do with it? If I give you the money, what will you do with it?
- I won't have time unless Kate help me. _____
- Do you think people in the future have cars? _____
- If pollution increases, more animals might dying out. die
- If you don't say you're sorry, Jane may angry. _____
- If we not use more renewable energy, we'll soon run out of oil. _____
- I think that in the future we don't drive cars. _____
- I will go to Spain on holiday this year, but I'm not sure. _____
- Scientists think there be more climate changes in the future. _____

8

How did you do?

Total:

 Very good 20 - 25	 OK 14 - 19	 Review Unit 4 again 0 - 13
--	---	---

5 Canada and the USA

1 Grammar

Question tags

- a Complete the sentences with the question tags in the box.

didn't they can she haven't they doesn't he ~~does he~~
 can't she aren't we did they

- 1 He doesn't know the answer. does he ?
- 2 We're really late. aren't we ?
- 3 She can wait. can't she ?
- 4 They knew all the answers. didn't they ?
- 5 Your father works in that office. doesn't he ?
- 6 Your sister can't cook. can she ?
- 7 They didn't go very far. did they ?
- 8 They've finished their test. haven't they ?

- b There is a mistake in some of these question tags. If the question tag is correct, write ✓. If the question tag is incorrect, write X and the correct tag.

- 1 It's a nice day, isn't it? _____
- 2 He lives round here, isn't it? doesn't he
- 3 They're Spanish, aren't they? _____
- 4 Your brother studies Maths, don't he? doesn't he
- 5 You went to Paris last year, went you? didn't you
- 6 They won't be late, will they? _____
- 7 I can't come to your party, can I? _____
- 8 She's got a boyfriend, isn't she? hasn't she
- 9 They shouldn't do that, should they? _____

- c Complete the dialogue with the correct question tags.

Steve: Jane, you play the guitar, ¹ don't you ?

Jane: A little, but I'm not very good!

Steve: But you played at the school concert, ² didn't you ?

Jane: Yes. You're asking a lot of questions, ³ aren't you ?

Steve: Sorry! But you'll play at my party, ⁴ won't you ?

Jane: Well, OK. But Mike's going to be there, ⁵ isn't he ?

And he can play really well, ⁶ can't he ?

Steve: Yes, I think so. But that isn't important, ⁷ is it ?

Jane: Yes, it is! He's a much better player than me, so you should ask him to play, ⁸ shouldn't you ?

2 Pronunciation

Intonation in question tags

- a Listen and write the question tags.

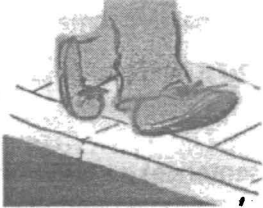

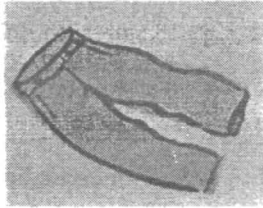
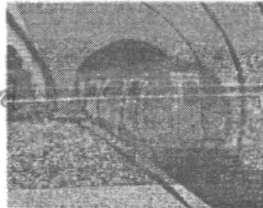
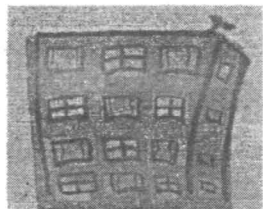
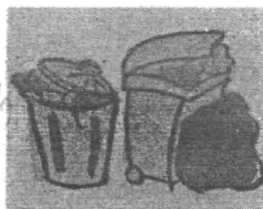
- 1 You're American, aren't you ? D
- 2 You're American, aren't you ? U
- 3 She goes to your school, _____ ?
- 4 They don't live round here, _____ ?
- 5 I can come, _____ ?
- 6 You'll help me, _____ ?

- b Listen again. Does the voice go up or down at the end of each tag? Write D or U. Then listen again and repeat.

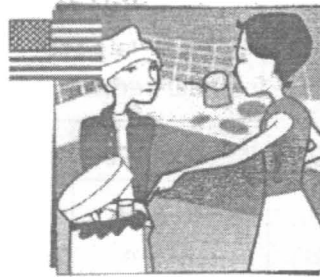
3 Vocabulary

British and North American English

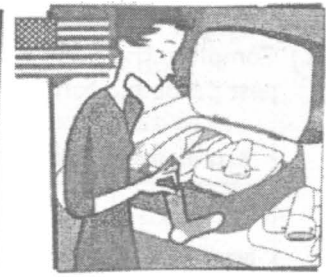
a Complete the table.

British English		North American English
pavement		sidewalk
lift		elevator
trousers		pants
underground		subway
flat		apartment
trash		garbage

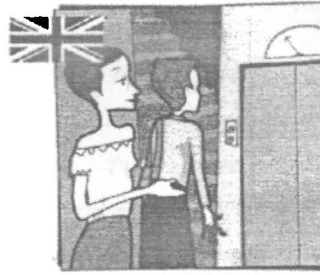
b Write the correct word in each space.



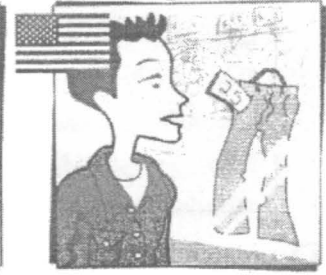
1 John? Can you put the garbage out, please?



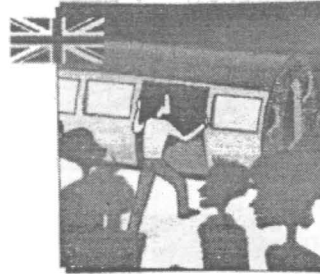
4 Yeah! I'm going on Subway to Hawaii!



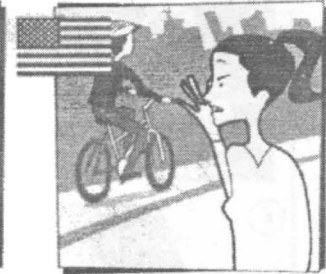
2 Come on, Ann. Let's go up in the lift.



5 I need to buy some new pants.



3 I really like travelling on the underground.



6 Hey! Don't ride your bike on the sidewalk.

c Here are some common spelling differences:

British English	North American English
favourite	favorite
centre	center
travelled	traveled

Write the British English spelling of these words. Use your dictionary to help you.

British English	North American English
1 colour	color
2 theatre	theater
3 kilometre	kilometer
4 travelling	traveling

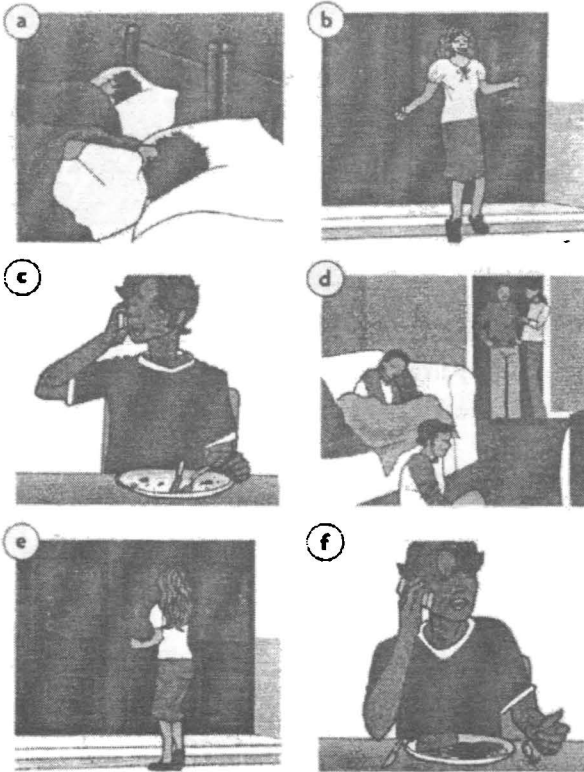
4 Grammar

Present perfect with *already* and *yet*

a Complete the table with the past simple and past participle forms of the irregular verbs.

Base form	Past simple	Past participle
be	was	been
begin	began	begun
come	came	come
drink	drank	drunk
eat	ate	eaten
go	went	gone
know	knew	known
see	saw	seen
write	wrote	written

b Match the sentences with the pictures. Write a-f in the boxes.



- I've already eaten my dinner.
- I haven't eaten my dinner yet.
- They've already gone to bed.
- They haven't gone to bed yet.
- She's already seen the film.
- She hasn't seen the film yet.

- c
f
a
d
b
e

c Complete the sentences with *yet* or *already*.

- I haven't finished my homework yet.
- Have you heard their new CD yet?
- We've already read that magazine.
- She hasn't left school yet.
- My parents haven't come back yet.
- I know that joke - you've already told it to me!

d Write the sentences and questions. Use the present perfect and *already* or *yet*.

- A: Alan, you / finish your dinner?
Alan, have you finished your dinner yet?
B: I / eat the hamburger, but I / not finish the vegetables.

I have already eaten the hamburger but I haven't finished the vegetables.

- A: Maria / go to Sally's house?

Has Maria gone to Sally's house yet?

- B: Yes, but she / not come back.

Yes, but she hasn't come back yet.

- A: I / buy the new *Green Day* CD.

I have already bought the new Green Day CD.

- B: Really? you / listen to it?

Really? Have you listened to it yet?

- A: you / go to sleep?

Have you gone to sleep yet?

- B: No! And you / ask me three times!

No! And you have already asked me three times.

5 Grammar

Present perfect with just

a Write *just* in the correct place in each sentence.

1 He's come home.

He's just come home

2 I've phoned Jenny.

I've just phoned Jenny

3 We've arrived.

We have just arrived

4 My parents have gone out.

My parents have just gone out.

5 The film's finished.

The film has just finished!

b Look at the pictures. Use the words to make a sentence about each picture. Use the present perfect with *just* and *yet*.



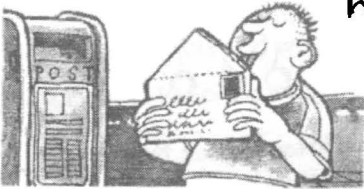
1 buy a magazine / read it

He's just bought a magazine, but he hasn't read it yet.



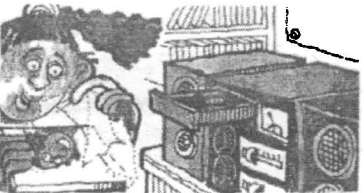
2 buy an ice cream / eat it

She has just bought an ice cream but she hasn't eaten it yet.



3 write a letter / post it

He's just written a letter but he hasn't posted it yet.



4 buy a new CD / listen to it

She has just bought a new CD but she hasn't listened to it yet.

6 Everyday English

Complete the dialogue. Choose from the words in the box.

nice one sure off we go
hold on I'm off wicked

Harry: I really love the school quiz - it's ¹ *wicked*!

Teacher: OK, is everybody ready to start?

All: ² *sure*, we're ready.

Teacher: OK, ³ *off we go*

First question - in which

province of Canada is Vancouver?

Annie: Er, ⁴ *hold on*, a minute. Is it ... British Columbia?

Teacher: Correct! Ten points.

Harry: Wow! ⁵ *nice one* Annie!, We're winning already!

7 Study help

How to remember verbs

Make word cards that you can carry with you. Here is an example using past forms of irregular verbs.

- Make small pieces of card. On one side of each card, write an irregular English verb. On the other side, write the past simple and past participle forms.

Throw

threw,
thrown

- Carry the cards in your pocket or bag. When you have time, take a card, look at the verb and try to remember the two past forms. Turn the card over and check. If you were right, throw the card away. If you were wrong, put the card back and try again later.

Skills in mind

Listening tip

Listening and choosing pictures

Sometimes you have to listen to a recording and look at pictures. While you listen, you have to either:

- tick the pictures that show things that the people talk about

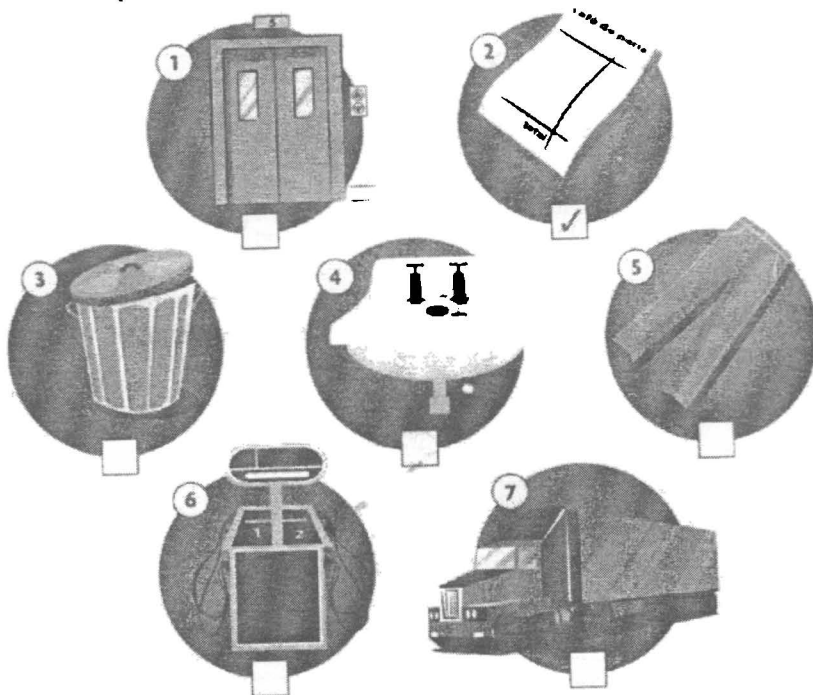
or:

- choose from sets of pictures that are similar to each other

- 1 Look at the pictures carefully before you listen. What do the pictures show? What are the things called in English? If there are pairs of pictures, how are they different from each other?
- 2 Listen the first time. Do you hear any of the words in English that you thought of in question 1?
- 3 If you are sure about a picture, tick (✓) it. If you aren't sure, listen again.
- 4 Remember: you don't have to understand everything to choose the correct picture(s). Listen for the key words.

8 Listen

- a Josh has been on a trip to the USA. Listen to him talking to Sally about his trip. Tick (✓) the things in the pictures he talks about.



- b Match the words. Then listen again and check.

British English

- 1 lift
- 2 bill
- 3 tap
- 4 petrol
- 5 lorry

North American English

- a truck
- b gas
- c check
- d elevator
- e faucet

9 Write

- a You are going on holiday to the UK. You are going to stay with an English family in London and study English at a school there. Look at the list of things you need to do before you go.

A tick (✓) means you have already done it. A cross (X) means you haven't done it yet.

- b Write an email to your penfriend in England. Tell him/her about your trip and about your preparations for it. Use the information in Exercise 9a in your email and add more or your own ideas if you want to.

- Buy a plane ticket ✓
- Get a passport X
- Write to the family you are going to stay with ✓
- Write to the language school and book a place there ✓
- Get a letter from the school to say that you are going to be a student there X
- Buy some new clothes X
- Find out how to get from the airport to the English family X
- Buy a guide book of London ✓

Unit check

1 Fill in the spaces

Amy's friend, Janice, sends her an email from San Francisco. Complete her email with the words in the box.

apartment have you heard wicked nice one popular subway garbage already yet just

Dear Amy

Guess what! I've ¹ just bought a new CD – it's by Avril Lavigne. She's really ² popular here. ³ have you heard many of her music? I haven't listened to all the songs on the CD ⁴ yet but I think it's ⁵ wicked – I love it!

My big news is that we're going to move soon. My mum and dad don't like our ⁶ apartment any more. They've ⁷ already bought a house, and it's great! I'll have my own bedroom, and I can take the ⁸ subway to go to school. Well, I must go now. I have to go and take the ⁹ garbage out. I hate that job! Anyway, I'm happy to hear about you, Dave and the band competition – ¹⁰ nice one. Amy! Good luck and tell me how things go. OK?

Janice

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- Lisa _____ to Tom yet.
a spoken b spoke c hasn't spoken
- I _____ what I'll do in my holidays.
a decide b haven't decided c decided
- I haven't washed the car _____.
a just b already c yet
- You've read that book, _____ you?
a have b hadn't c haven't
- The capital of Germany is Berlin, _____?
a isn't it b doesn't it c hasn't it
- I've just seen Kate, but I _____ to her yet.
a haven't spoken b didn't speak c don't speak
- Tony and Sarah have just moved to London, _____?
a haven't they b didn't they c aren't they
- You haven't got a new car, _____?
a have you b isn't it c haven't you
- He doesn't live in Vancouver, _____?
a doesn't he b isn't he c does he

8

3 Correct the mistakes




In each sentence there is a mistake with the present perfect or with a question tag. Underline the mistakes and write the correct sentence.

- I have been not to London yet. I haven't been to London yet.
- She's just come home, but she didn't eat yet. hasn't eaten
- Don't worry! I already cooked your dinner. have
- It wasn't your Maths teacher, wasn't it? was
- They love tennis, isn't it? do they?
- I have just did my homework. done
- You have already eat everything! eaten
- Paddy didn't phone, does he? did he
- I don't want to see the film – I already saw it. have seen

8

How did you do?

Total: 25

 Very good 20 – 25	 OK 14 – 19	 Review Unit 5 again 0 – 13
--	---	---

6 Growing up

1 Grammar

Present simple passive

is grown are grown is made are made
is written are written is visited are visited

a Complete the sentences with the words in the box.

- My watch is cheap, it is made of plastic.
- A lot of coffee is grown in Brazil.
- The Hard Rock Café is visited by thousands of tourists every day.
- I can't read this book because it is written in Spanish.
- Those computers are made in Taiwan.
- Some cities in Europe are visited by millions of people every year.
- Millions of emails are written every day.
- Oranges are grown in many hot countries.

b Put the words in order to make sentences.

- taught / a lot of / languages / are / different / in our school
A lot of different languages are taught in our school.
- is / Portuguese / in / spoken / Brazil
Portuguese is spoken in Brazil.
- watch / gold / of / made / my / is
My watch is made of gold.
- every four years / held / the / is / World Cup
The World Cup is held every four years.
- here / sold / different / many / are / things
Many different things are sold here.
- many / are / pizzas / how / day / eaten / every / ?
How many pizzas are eaten every day?

c Here are some signs in English outside shops, banks, restaurants, etc. Match the beginnings and endings of the signs.

1 English ...	a ... repaired here.
2 Foreign money ...	b ... developed here
3 Colour films ...	c ... given here.
4 Fresh food ...	d ... spoken here.
5 Cameras ...	e ... changed here.
6 English lessons ...	f ... served here.

d Signs like these are often written without the verb to be. Write the complete sentences. Put the verb to be in the correct form.

- English is spoken here.
- Foreign money is changed
- Colour films are for
- It
- are
- are

a Rewrite the sentences, using the present simple passive.

1 They collect 20,000 tonnes of rubbish every year.

20,000 tonnes of rubbish are collected
every year

2 They sell a new computer every day.

A new computer is sold every day

3 They design computer programs in that company.

Computer programs are designed
in that company

4 People make mistakes in grammar exercises.

Mistakes are made in grammar
exercises

5 They build a lot of new houses every year.

A lot of new houses
are built every year

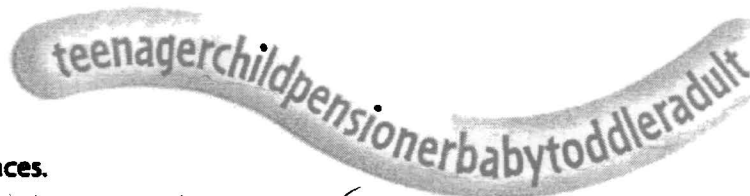
6 They often play football on Saturdays.

Football is often played
on Saturdays

2 Vocabulary

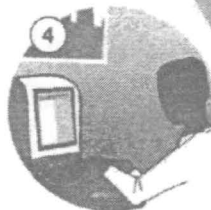
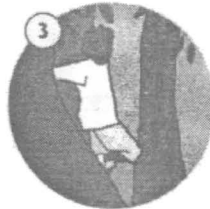
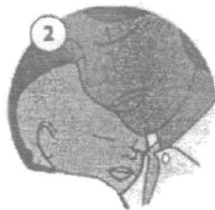
Describing a person's age

a Find and circle the words to describe people's ages. Then write them in the correct order in the spaces.



1 teenager 3 pensioner 5 toddler
2 child 4 baby 6 adult

b Complete the sentences. Use words from Exercise 2a.



1 In many countries, you become an adult when you're 18 years old.

2 My older sister had a brother last month. His name's Tom.

3 My little brother's only eight. He's still a child.

4 It's great to be a teenager. I can do lots of things I couldn't do when I was a child.

5 My grandmother's 68, so she's a pensioner.

6 My cousin Harry's only 18 months old, so he's just a toddler.

3 Grammar

let / be allowed to

a Write the negatives of the underlined verbs.

1 We're allowed to stay out late.

We aren't allowed to stay out late.

2 I'm allowed to watch TV until 11.30.

I am not allowed to watch TV until 11.30.

3 You're allowed to cycle here.

You aren't allowed to cycle here.

4 The teacher lets us leave early.

The teacher doesn't let us leave early.

5 Our parents let us play football in the garden.

Our parents don't let us play football in the garden.

6 My brother lets me use his computer.

My brother doesn't let me use his computer.

b) Look at the pictures and complete the sentences with the correct form of *be allowed to*.

1



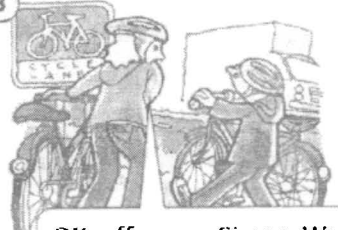
Oh, no! We ~~arent~~ ^{arent} allowed to take photographs here.

2



Sorry, sir. You ~~arent~~ ^{arent} allowed to park here.

3



OK, off we go, Simon. We ~~arent~~ ^{are} allowed to cycle here.

4



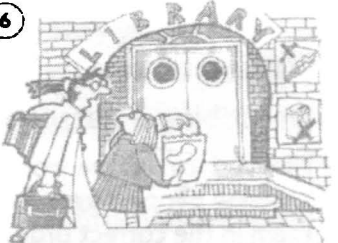
Oh, no! We ~~arent~~ ^{arent} allowed to play football there.

5



I ~~am~~ ^{am} allowed to wear trousers at my school.

6



Susie, remember that you ~~arent~~ ^{arent} allowed to eat or drink in the library.

c) Rewrite the sentences. Use *let (someone) do*.

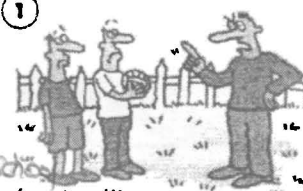
- I watch TV late on Fridays. My parents let me watch TV late on Fridays.
- I don't stay in bed late at the weekend. My parents don't let me stay in bed late at the weekend.
- I ride my brother's bike. My brother lets me ride his bike.

- We invite our friends to our house. Our parents let us invite our friends to our house.
- We can't use our mobile phones inside the school. Our head teacher doesn't let us use our mobile phones.
- Our dog doesn't come into my bedroom. My mother doesn't let our dog come into my bedroom.

d) Look at the pictures. Write sentences using *(not) let (someone) do* or *(not) be allowed to*.

1 Our father / play football in the garden
Our father doesn't let us play football in the garden.

1



2 We / wear jeans to school
We are allowed to wear jeans to school.

2



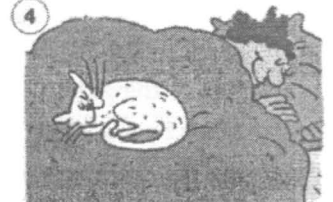
3 We / run in the school corridor
my teacher don't let us run in the school corridor.

3



4 My sister / our cat / sleep on her bed
my sister doesn't let our cat sleep on her bed.

4



5 My parents / put posters on my wall
My parents don't let me put posters on my wall.

5



6 Teenagers / go into that club
Teenagers aren't allowed to go into that club.

6



4 Pronunciation

a Write the words from the box in the correct columns. Then listen and check.

/əʊ/	/aʊ/	
know	now	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

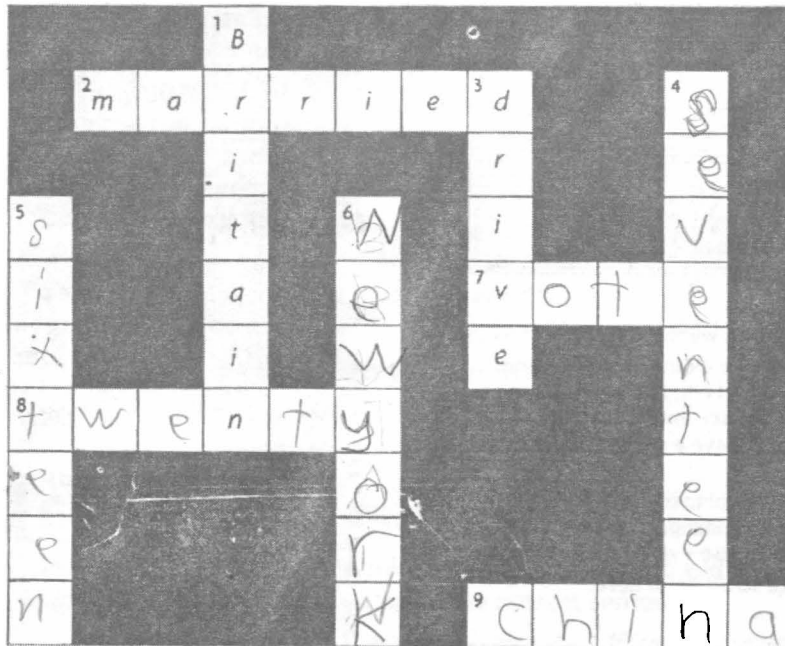
know now show sound low loud round
throw shout town house go down allowed

b Say these sentences. Then listen, check and repeat.

- Go down to the town centre.
- We aren't allowed to go out.
- Don't shout so loudly!
- Come round to our house.
- Can you pronounce this sound?

5 Culture in mind

Read the paragraph and fill in the crossword. Use words and answers from the quiz on page 44 of the Student's Book.



In the USA, you're allowed to drive from the age of Sixteen.
And if you live in New York, you're allowed to get married from the age of Sixteen too.

In Britain, you're allowed to get married from the age of Sixteen, but only with your parents' permission. You can drive from the age of Seventeen, and you're allowed to vote from the age of eighteen.

In China, women can get married from the age of Twenty but men have to be two years older than that!

6 Study help

Pronunciation: using a dictionary

a A good dictionary can help you pronounce new words, because they are also written with the pronunciation symbols. Check on page 124 of the Student's Book for a list of these symbols. The words next to the symbols help you understand them. Also check the word list on pages 125–128 of the Student's Book.

b Here are four words from Unit 6. How do you pronounce them? Check the word list on page 126 of your Student's Book. Look at the symbols for the underlined vowels.

allow grow
flame rope

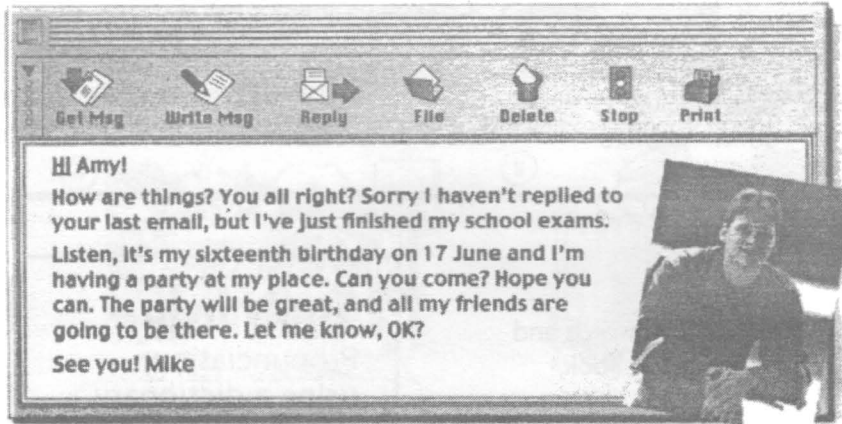
c Now look in a dictionary. How do you pronounce these words?

mouse though
straight comb

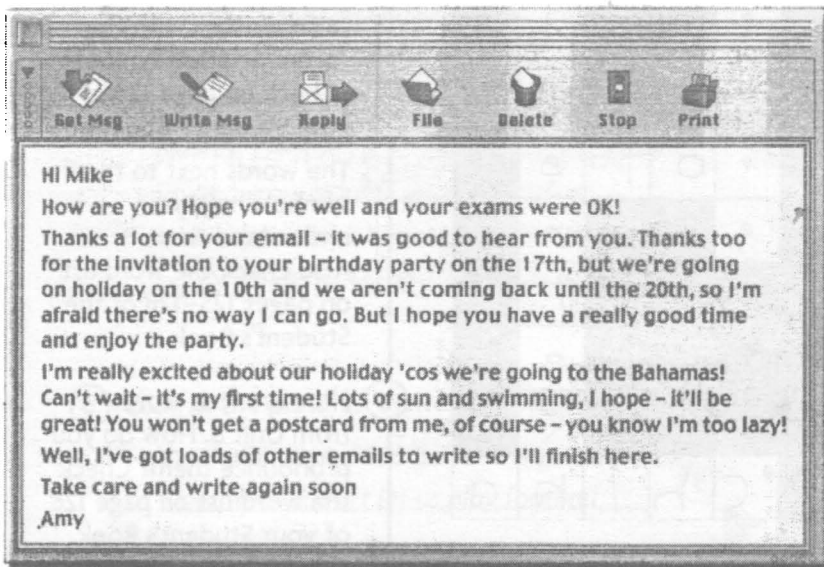
Skills in mind

7 Read

- a Read this email from Mike to his friend, Amy. Why is he writing to Amy?

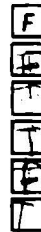


- b Read Amy's reply. Can she go to Mike's party?



- c Mark the sentences T (true) or F (false).

- 1 Amy and her family are going on holiday on 17 June.
- 2 Amy's family will be on holiday for two weeks.
- 3 Amy has never been to the Bahamas before.
- 4 She wants to do a lot of swimming on holiday.
- 5 Mike will get a postcard from Amy.
- 6 Amy has to write a lot of other emails.



8 Write

Imagine you get an email from your English penfriend, inviting you to go and stay with him or her next summer. You can't go because you have planned to spend your summer somewhere else. Write an email to reply to your penfriend. Use Amy's email to help you.

Writing tip

Informal letters and emails

When you write emails or letters to friends, use an informal style. Study these examples:

- Begin the email/letter with *Hi (name)*, or *Hey (name)*. (We can also use *Dear (name)* for informal or more formal emails/letters.)
- At the end, it's usual to write *See you*, *Write soon* or *Take care* before you write your name.
- In the email/letter, use contractions or short forms. For example: *I'm* (not *I am*), *we're* (not *we are*), *he doesn't* (not *he does not*), etc.
- Show interest in the person you're writing to. Use expressions like: *How are things with you?*, *Is everything OK?*, *I hope you're well*, *Thanks for your (last) email/letter*, etc.
- In very informal writing, sometimes *I* or *you* are left out, when it is clear who is the subject. For example, *Hope you're well*, instead of *I hope you're well*.

Underline examples of informal style in the emails in Exercises 7a and 7b.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

child baby get married let given age adult toddler pensioner allowed to

What's the best ¹ age in life? When you are a ² baby, life is simple. You're happy if you are ³ given enough food and milk and your parents look after you. Then, as a ⁴ toddler, you learn to walk and begin to discover the world around you. When I was a ⁵ child, my life was great. I loved it when I started school, and learned to read and write. But I wasn't happy when my parents didn't ⁶ let me stay up late or watch TV. Perhaps being an ⁷ adult is the best time in life. You're ⁸ allowed to drive a car and vote, and you can ⁹ get married, if you find the right person, of course! Or is it best to be a ¹⁰ pensioner, like my grandfather? He's 72, and he's always happy!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- How many cars _____ every day in the UK?
a are produced b produce c produced
- Too much energy _____ all over the world.
a is wasted b was wasted c wasting
- You _____ to sit here.
a aren't allowed b isn't allowed c don't allow
- His parents _____ go out on week days.
a let him to b let him c are let him
- _____ your brother let you borrow his trainers?
a is b Does c Do
- Some Australian animals _____ in any other country.
a are not found b is not found c don't find
- These days, cars _____ with the help of computers.
a is produced b am produced c are produced
- A lot of ice cream _____ every summer.
a is eaten b were eaten c are eaten
- Susan's parents _____ go to discos.
a doesn't let her b don't let her c allowed to

8

3 Correct the mistakes

In each sentence there is a mistake with *let / be allowed to* or the present simple passive. Underline the mistakes and write the correct sentence.

- If you is bitten by a coral snake, you may die. if you are bitten by a coral snake, you may die.
- My father don't let me stay up late during the week. doesn't
- Last week, I not let my little sister use my camera. didn't
- You don't allowed to play football here. aren't
- Thousands of people killed in car accidents every year. are
- Ice cream is make with a lot of sugar. made
- At my school we are not allowed eat in class. to
- My dad always lets me using his squash racket. use
- Are they allow to wear jeans? allowed

8

How did you do?

Total:



Very good
20 - 25



OK
14 - 19



Review Unit 6 again
0 - 13

7 Have a laugh!

1 Grammar

Present perfect

- a Tick (✓) the correct sentence in each pair. Put a cross (X) next to the incorrect sentence.

- 1 Jon lives here since 1999.

Jon has lived here since 1999.
- 2 I've had my bike for two years.

I have my bike for two years.
- 3 A: How long are you here?

B: Since eight o'clock.

A: How long have you been here?

B: Since eight o'clock.
- 4 I haven't been to school since last week.

I haven't been to school for last week.
- 5 My mum has worked here for three months.

My mum has worked here since three months.
- 6 I've seen that film three times.

I see that film three times.

- b Complete the text. Use the present perfect simple form of the verbs.

Dr Helen Marsden talks about Fran Mason

The Clown Doctor ¹ has visited (visit) us every month since 2002. Little James Wallace is only five years old, but he ² has been (be) in hospital for nearly four months. He laughs so much when the Clown Doctor's here. James ³ has had (have) three operations since last month, but he's getting much better. James's parents ⁴ have told (tell) us that they are sure the Clown Doctor's visits ⁵ have helped (help) him to get better. Since Fran's last visit, James ⁶ has asked (ask) me lots of times when she's coming back! We ⁷ have arranged (arrange) for Fran to come back next week, so James is very happy.



- c Complete the questions. Use *How long* and the present perfect form of the verbs.

- 1 A: Maria and Marco live in Rome.
B: How long have they lived (live) there?
- 2 A: I've got a new bike!
B: Really? How long have you had (have) it?
- 3 A: My sister's in Paris.
B: How long has she been (be) there?
- 4 A: My older brother works in that factory.
B: How long have you and both (work) there? Worked
- 5 A: Your parents are waiting for you outside.
B: How long have they been (be) here?

- d Complete the sentences. Use the present simple and present perfect form of the verbs.

- 1 I live (live) in London.
I 've lived (live) here all my life.
- 2 My sister loves (love) taking photographs. She has taken (taken) hundreds of photos of me!
- 3 I have had (have) my guitar for three years, but I don't play (not play) very well!
- 4 My father has worked (work) in that office for ten years. He really enjoys (enjoy) working there.
- 5 My parents bought (buy) a new car. They prefer (prefer) it to the old one.

- e Complete the text. Use the present simple or the present perfect form of the verbs.



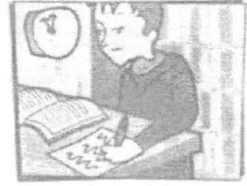
Hakan Tasan is 21 and he's from Turkey, but he ¹ lives (live) in Dallas, USA.

He ² has lived (live) there for nearly two years, and he ³ loves (love)

it. He ⁴ has been (be) a footballer with a Dallas team. He ⁵ plays (play) in goal, but he ⁶ hasn't played (not play) any matches for three months, because of a bad foot.

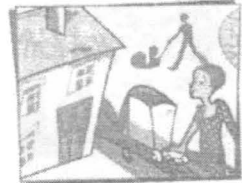
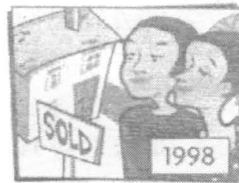
'I ⁷ want (want) to play again very soon,' Hakan says. 'Since January, my foot ⁸ has got (get) much better, so I ⁹ hope (hope) that next month, I'll be back in the team.'

- b Look at the pictures and write sentences. Use the present perfect and *for* or *since*.



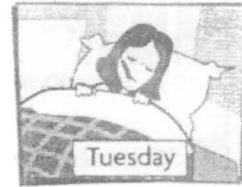
- 1 Tom / be in the library

Tom has been in the library for two hours



- 2 They / live in this house

They have lived in this house since 1998



- 3 I / be ill

I have been ill for two days

2 Grammar

for and *since*

- a Complete the sentences with *for* and *since*.

1 We've lived in this house for a long time.
since 1998.

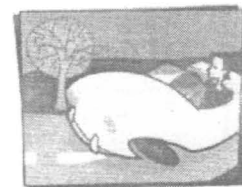
2 My uncle's been here since Saturday.
for two days.

3 I haven't eaten anything since yesterday.
for 24 hours.

4 Our team hasn't won for six months!
since last July!

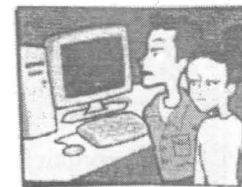
5 Andy hasn't phoned me since last weekend.
for a week.

6 I've studied at this school since I was 11.
for a very long time!



- 4 My aunt / have her car

My aunt has had her car since 2001



- 5 We / have this computer

We have had this computer since 1999

c Complete the sentences. Use the present perfect form of the verbs and *for* or *since*.



1 Paula's hungry. She hasn't eaten (not eat) since breakfast this morning.



4 I'm bored! I haven't been (not be) out since yesterday.



2 Mike and John aren't happy. They haven't played (not play) football for two weeks.



5 It's terrible - my friend hasn't phoned (not phone) me since Saturday!



3 Tom's hair is too long. He hasn't cut (not cut) it for three years.



6 I hope the film's good. I haven't seen (not see) a good film for a long time.

d Write six true sentences about you/your family/your friends. Use the present perfect and *for* or *since*.

I've lived in this town since I was three years old.

Carlo and I have been friends for three years.

- 1 I / live / this town *I've lived in this town since I was three years old*
- 2 I / have / (my computer / my bicycle / my dog/cat) *I have had my computer for eight years*
- 3 I / use / this book *I have used this book for three days*
- 4 *I have done my homework in five minutes*
- 5 _____
- 6 _____

3 Pronunciation

has/have, for

a Read the sentences and underline the words you think are stressed. Then listen, check and repeat. Pay special attention to the pronunciation of *has/have*.

- 1 Where have you been?
- 2 How long has he been there?
- 3 My parents have bought a new car.
- 4 James has gone home.

b Now read these sentences. Underline the words you think are stressed. Then listen, check and repeat. Pay special attention to the pronunciation of *for*.

- 1 He's been here for ages.
- 2 We've lived here for a long time.
- 3 I've had this bike for three months.
- 4 We haven't eaten for two hours.

4 Vocabulary

Verb and noun pairs

Complete the sentences.
Use the correct form of
have or *make*.

- Last night's party was great!
We really had fun.
- Sue and I went to the café
last night, and we had
a drink each.
- I haven't done very well –
I made four mistakes!
- I only got two out of six
right and the others in the
class made fun of me.
- My teacher wasn't very
happy. He really had
a go at me!
- I went to visit James in
hospital yesterday. A clown
doctor was there! He was
made funny faces!
- It was an easy goal, but I
missed the ball and fell in
the mud! I really made
a fool of myself.
- Marco told me a great
joke yesterday. He really
made me laugh!

5 Everyday English

Complete the dialogue with the words in the box.

I see I reckon to be honest get a move on wicked

Mike: Wow! That was a great show.
I thought it was ¹ wicked !

Annie: Really?

Mike: Yeah. ² I reckon
that was the best show I've ever
seen. What about you, Annie?

Annie: Well, ³ to be honest
Mike, I didn't enjoy it very much.

Mike: Oh, ⁴ I see . Well, I'm sorry.

Annie: It's OK, Mike, it isn't your fault! Anyway, what time is it?

Mike: 11.15! Come on, Annie, let's ⁵ get a move on



6 Study help

How to learn English tenses

a Many learners of English find some tenses like the present perfect difficult. Read these ideas to help you.

- Underline examples of the present perfect in the Student's Book and the Workbook.
- When you read, find examples of the present perfect. Think about why it is used.
- Do the same with any songs in English that you know.
- When you listen to your teacher (or other English speakers), listen for examples of the present perfect and think about why she or he has used it.
- Learn from your mistakes! It's OK to make mistakes and it's a normal part of learning.

b Read the paragraph below. Underline examples of the present perfect.

BIRMINGHAM STUDENT WINS TRIP TO CALIFORNIA

Michael Thompson, a student from Birmingham, has won first prize in a competition for student computer programmers. Michael is 19 and studied at St John's High School, Portsmouth, before going to University at Aston, Birmingham. He has been interested in computing since he was 12, and has already written several pieces of software. Michael entered the competition when Professor Samuels, who has been his teacher for a year, suggested that he could do well.

c Why is the present perfect used in each example? Match the examples of the present perfect you've underlined in Exercise 6b, with the uses on pages 103–104.

Skills in mind

Reading tip

How to answer multiple choice questions

- Read the whole text first, before you look at the questions and options. Use the title and any pictures to help you understand the whole text. Look at the title and picture of the text on this page. What do you think the text is about?

- Read each question and the options carefully. Underline the most important (key) words in each question. Look at question 1. The key words are *Hunter Adams, went, Virginia, because*. Find the part of the text that has the answer. The word *Virginia* will help you because it starts with a capital V.

- Read that part of the text carefully again.

- Usually there is at least one option that is clearly wrong because there is no information about it at all in that part of the text. In question 1, a is clearly wrong because at the start of the second paragraph of the text it says that he went to Virginia after he left hospital.

- Remember: you don't have to understand everything in the text. The exercise asks you to find the answers to the questions, not to understand all the words in the text.

7 Read

Read the text and answer the multiple choice questions.

Hunter Patch Adams

When he was a teenager, Hunter Adams was very unhappy, and he spent many years in the 1960s and 1970s in a special hospital for people with mental health problems.

When he left hospital, Adams decided to become a doctor, so he went to Medical School in Virginia, USA. But when he was there, he did things in a different way. For example, he didn't like the doctors' white coats, so he wore shirts with flowers on them when he visited his patients, and he tried to make them laugh. The doctors at the medical school didn't like Adams very much because he was too different.

But Adams believed that people in hospital need more than medicine. He saw unhappy and lonely people, and he tried to help them as patients, but as people too. He spent a lot of time with children in the hospital,

and often put a special red nose on his face to look like a clown and to make the children laugh.

When he finished medical school and became a doctor, Adams opened his own hospital, called 'The Gesundheit Institute', together with some other doctors. They wanted it to be a place with a different way of working with sick people.

Hunter Adams became famous during the 1980s, and in 1998, Universal Pictures made a film about his life. It was very successful. In the film (called *Patch Adams*), Robin Williams played Adams. Williams said, 'Hunter is a really warm person, who believes that patients need a doctor who's a friend. I enjoyed playing him.'



1 Hunter Adams went to Virginia because ...

- a he had mental health problems.
- b he wanted to be a doctor.
- c he did things differently.

2 Adams wore shirts with flowers on them because ...

- a he didn't want to wear a white coat.
- b the doctors didn't like him.
- c it made the patients laugh.

3 Adams thought that many people in hospital ...

- a didn't need medicine.
- b were unhappy and lonely.
- c weren't nice people.

4 Adams started The Gesundheit Institute ...

- a with other doctors.
- b on his own.
- c with different sick people.

5 Universal Pictures made a film about Hunter Adams because ...

- a he was very successful.
- b Robin Williams was his friend.
- c he was a famous person.

Unit check

Fill in the spaces

Complete the text with the words in the box.

funny faces makes fun since made fools good laugh time for make me haven't fun

I love having a ¹ good laugh and I like people who ² make me laugh. For example, my best friend, Sarah. I've known her ³ for nine years and she's really great. She loves telling jokes, but she never ⁴ makes fun of other people. At the weekend we usually have a lot of ⁵ time. We often go to the park and have a cola and a good ⁶ fun together. But one Sunday, a few weeks ago, we ⁷ made fools of ourselves! We were sitting under a tree in the park, making ⁸ funny faces for about half an hour. Then we saw that two boys from my class were watching us! We ⁹ haven't been to the park ¹⁰ since that Sunday!

9

Choose the correct answers

Circle the correct answers: a, b or c.

- Gerry is nice. He _____ in my class since Christmas.
a has been b is c was
- How long _____ this bike?
a you had b have you c have you had
- I'm going to see my cousin next week. We _____ for two years.
a don't meet b haven't met c didn't meet
- My parents _____ for fifteen years.
a have been married b have married
c are married
- David _____ with us since the summer.
a has been b is c was
- I'm sorry I _____ since we last spoke. I've been so busy!
a didn't phone b haven't phoned
c don't phone
- You must be hungry. You _____ since last night.
a haven't eaten b didn't eat c hasn't eaten
- My sister has hated tomato soup _____ she was a child.
a for b when c since
- Carol and I _____ penfriends for three years.
a have been b are c been

8

Correct the mistakes




In each sentence there is a mistake with the present perfect (with *for/since*) or with a phrase with *make/have*. Underline the mistakes and write the correct sentence.

- It's great to go out and make fun with friends. It's great to go out and have fun with friends.
- I live in this house for three years. have lived
- She's had her dog for last Christmas. since
- I haven't seen him since two years. for
- They love making fools of themselves. make
- Don't make fun her. That isn't fair! at
- I think you did a mistake when you told your mother. make
- Sarah and Tricia are my friends for many years. have been
- You told me that five times since last week! have

8

How did you do?

Total:

 Very good 20 - 25	 OK 14 - 19	 Review Unit 7 again 0 - 13
--	---	---

8

A great film!

1 Grammar

Verbs + *-ing* / verbs' + infinitive

a Put the words in order to make the sentences.

- 1 television / I / watching / enjoy
I enjoy watching television.
- 2 sister / to / cinema / my / the / going / prefers
My sister prefers going to the cinema.
- 3 come / promised / my / he / to / party / to
He promised to come to my party.
- 4 mind / cooking / don't / I
I don't mind cooking.
- 5 cousin / learning / drive / my / is / to
My cousin is learning to drive.
- 6 washing-up / to / the / we / offered / do
We offered to do washing-up.
- 7 teacher / to / our / decided / test / us / give / a
Our teacher decided to give us a test.
- 8 friend / stand / on video / my / watching films / can't
My friend can't stand watching films on video.
- 9 always / do / my / refuses / to / brother / washing-up / the
My brother always refuses to do the washing up.
- 10 agreed / use / I / to / him / computer / let / my
I agreed to let him use my computer.

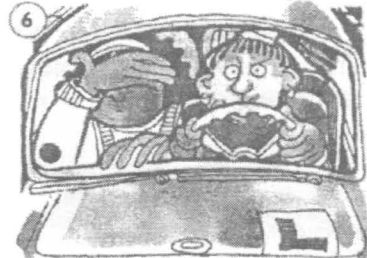
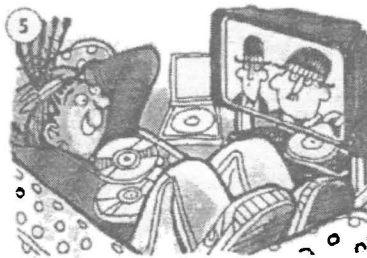
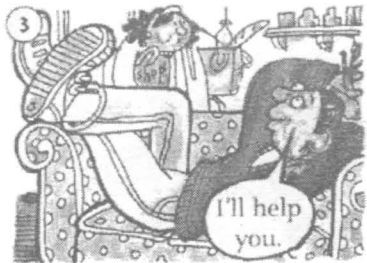
b Circle the correct words.

- 1 My sister hates speaking / to speak foreign languages!
- 2 My friend Tom's really kind. He enjoys to help / helping other people with their problems.
- 3 The homework was really difficult, so my mum offered helping / to help me.
- 4 I can't stand washing / to wash my hair!
- 5 I prefer to play / playing tennis to watching it.
- 6 We missed the train, so we decided to wait / waiting for the next one.
- 7 Our parents' car is really dirty, so we've promised washing / to wash it for them tomorrow.
- 8 I'm not in a hurry, so I don't mind to wait / waiting for another fifteen minutes.
- 9 My holiday in the USA was great. I learned to play / playing American football!
- 10 I broke my brother's camera, and now he refuses speaking / to speak to me!

c Complete the sentences. Use the correct form of the verbs + infinitive or *-ing*.

- 1 Mike phoned me to say he'd be late, so I agreed to wait for him. (agree/wait)
- 2 I don't like Maths very much, but I enjoy studying History. (enjoy/study)
- 3 It was a really good CD, so I decided to buy it. (decide/buy)
- 4 OK, you can use my camera, if you promise to be careful with it! (promise/be)
- 5 I often ask my brother if I can borrow his jacket, but he always refuses to lend it to me. (refuse/lend)
- 6 I didn't have enough money for a ticket, but Sally offered to buy it for me. (offer/buy)
- 7 I don't like our town very much. I want to live somewhere else. (want/live)
- 8 My mum hates washing up, but she doesn't mind doing the cleaning. (not mind/do)
- 9 My brother and I like the swimming pool, but my sister prefers swimming in the sea. (prefer/swim)
- 10 Winter is awful! I can't stand getting up on very cold mornings! (not stand/get up)

d) Look at the pictures. Then complete Julie's sentences.



Hi! I'm Julie. Here is some information about me!

I ¹hate cooking and
 I ²can't stand washing up!
 I always ³offer
 to help
 my mother when she's been to the
 supermarket. I ⁴don't
 mind going to
 the cinema, but I ⁵prefer
 watching DVDs at home. I'm
⁶learning to
 drive fast at
 the moment - I'm not very good!
 I ⁷hope to be
 a doctor when I leave school.
 Finally, I always ⁸promise
 to come home
 early, but I never do!

e) Complete the paragraph about you. Use verbs + infinitive or -ing forms from the unit.

Housework

I don't mind doing the ^{washing up} (the washing-up), but I hate the cooking (the cooking).
 I can't stand waiting my parents when they offer to do

Free time

I love playing football, and I like watching TV, but I
 forget to sleep and washing up. I prefer
 writing email to talking on the phone.

The future

After I leave school, I

Vocabulary

Films and cinema

a Match the pictures to the short descriptions of films in Exercise 2b. Write 1-8 in the boxes.

b Read the descriptions and write the types of films in the spaces.

1 And then Dracula comes out with his two long teeth and starts biting the girl on the neck.

horror

2 When she gets home, a man is waiting in her house and he suddenly comes out. She starts screaming.

thriller

3 So then he puts his gun back, gets on his horse, and rides away from the little town.

western

4 But of course, in the end, he asks her to marry him, and she says, 'Yes', so everything is wonderful.

romance

5 And then the man falls into the swimming pool, and the girl can't stop laughing.

comedy

6 They fly to a strange planet, and they find really intelligent people with three legs and no eyes.

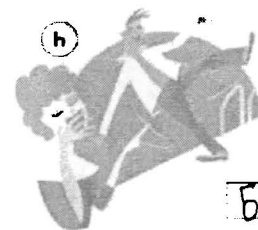
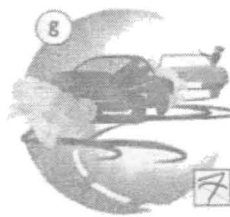
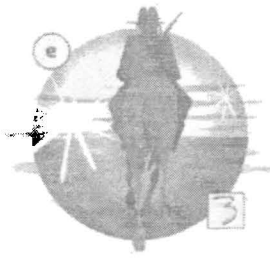
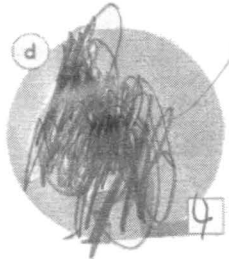
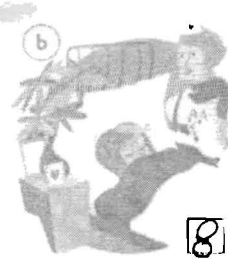
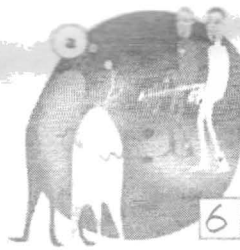
science fiction

7 But of course, James Bond knows what to do. He chases the men in his car and they start shooting at him.

action

8 Then the woman gets very ill, and goes to hospital. No one is sure if she's going to live or die.

drama



c Read Alex's email to a friend about a film he's seen. Then complete the text with words from the box.

about acting actor
director ending film set
set soundtrack special
effects storyline



Get Msg Write Msg Reply File Delete Stop Print


I saw a great film on Friday - it's called *Angels*. It's ¹ set in Los Angeles, and it's ² about a man who is dead and he's an angel, but he comes back to the world as a person.

It's an interesting ³ storyline because the angel falls in love with a living person and he doesn't know what to do about it. There's some good music too - the ⁴ soundtrack is on CD if you want to buy it. The film stars a bloke called Steve Baldrick - he's a new, young ⁵ actor but I think he's going to be famous because his ⁶ acting is great. And there are some good ⁷ special effects too - for example, when the angel comes down to earth and it looks like he's really flying. The people who made the film built an amazing ⁸ film set - I don't know how they did it!


The film's really well made, but I don't know the name of the ⁹ director. The film's also got a really fantastic ¹⁰ ending, but I'm not going to tell you what happens - you have to go and watch the film to find out!

3 Pronunciation

Consonant clusters

a  Listen and repeat.

- 1 special effects
- 2 prefer
- 3 promise
- 4 problem
- 5 action
- 6 actress
- 7 soundtrack
- 8 thriller

b  Listen and repeat the sentences.

- 1 I prefer the special effects.
- 2 I promise to buy the soundtrack for you.
- 3 She's an actress in action films.
- 4 The film's a thriller – is that a problem?

4 Culture in mind

Complete the summary of Amy's article about Hollywood film stars with the words in the box.

goldfish bowl marriages
cosmetic surgery
designer clothes
paparazzi luxury hotels
magazines private yachts



A lot of people think it's great to be a film star. Film stars can wear expensive ¹ designer clothes and travel to wonderful places. They can stay in ² luxury hotels or sail around the world in their ³ private yachts. Their photographs are often on the cover of ⁴ magazines, too. But they aren't always happy.

They are always followed by the ⁵ paparazzi and a lot of the time their life is like living in a ⁶ goldfish bowl. Many female film stars spend a lot of money on ⁷ cosmetic surgery to stay beautiful, and a lot of Hollywood ⁸ marriages have failed – for example, Tom Cruise and Nicole Kidman.

But of course, we don't really know if they're happy or not, do we?

5 Study help


Pronunciation: word stress

Learning the correct stress in English words is very important. People may not understand you if you stress the wrong syllable in a word. When you learn new words and record them in your notebook, remember always to mark the stress. You can do this in one of these ways:

- put a mark like this ' in front of the stressed syllable: *imp'ortant*
- put a mark like this ' above the stressed syllable: *impòrtant*
- underline the stressed syllable: *important*

a Look at these words from this unit and mark the stress on each word.

- | | |
|------------|--------------|
| 1 special | 6 actress |
| 2 effects | 7 soundtrack |
| 3 prefer | 8 thriller |
| 4 promise | 9 designer |
| 5 magazine | |

b  Listen and check your answers. Then listen again and repeat.

Skills in mind

6 Read

Read this film review quickly to find out the name of the film. Then put in the correct punctuation.





★★★★★ outstanding



The film *gangs of New York*, directed by Martin Scorsese, is almost three hours long. It stars Leonardo DiCaprio, Cameron Diaz, Daniel Day-Lewis and Liam Neeson. It's about gangs of men in the streets of New York in the middle of the nineteenth century. DiCaprio plays the role of Amsterdam, a boy who saw his father killed by Butcher Bill, played by Day-Lewis. Amsterdam comes back to New York many years later, looking for a way to kill Butcher Bill. When he is in New York he meets Jennie, played by Cameron Diaz.

7 Listen

Listen to four people talking about what they think is important in films. Which things are important for each person? Write the numbers of the things in the list in the boxes.

- | | | |
|---|--|--|
| (A)  | 5 <input type="checkbox"/> <input type="checkbox"/> | 1 famous actors/actresses
2 special effects |
| (B)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3 the soundtrack
4 good acting |
| (C)  | <input type="checkbox"/> <input type="checkbox"/> | 5 a good story
6 photography |
| (D)  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7 a lot of action
8 a happy ending |

Writing tip

Punctuation

When you write, especially in an examination, it's a good idea to check your punctuation. Here's a list of things to check:

- Use a full stop (.) at the end of every sentence.
- Use a capital letter at the beginning of every sentence, for names of people and places (*James, London, Mr Smith, France*), and for the word *I*.
- Use a question mark (?) at the end of a question.
- Use inverted commas ('Yes') at the beginning and end of something someone says.
- Use a comma (,) between things or people in a list (*eggs, coffee, cheese and ham*).
- Use an apostrophe (') in contractions (*I'm, it's, doesn't*).

8 Write

Write a text about what is important for you in a film, and what isn't important. Use the ideas from the list in Exercise 7 to help you. Give examples of a film (or films) that you have seen. Don't forget to check the punctuation.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

like imagine to go to get walking getting watching going ~~hate~~ refuse

I ¹ hate things that other people like. I can't stand ² getting up late. My friends ³ like staying in bed on Sundays, but I enjoy ⁴ watching TV when my family is still asleep. I can't ⁵ imagine sleeping until lunch time, like my sister does!

But there are things I like that my friends don't. I don't mind ⁶ going for long walks. My friends ⁷ refuse to go for walks because they can't stand ⁸ walking. My sister and I have decided ⁹ to go for a long walk next Sunday. She's promised ¹⁰ to get up early, but I may have to wake her up!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- The new Spielberg film is full of great _____.
a film sets b special effects c soundtracks
- A: That's a fantastic song!
B: Yes. It's from the _____ of a film.
a storyline b director c soundtrack
- Tom really enjoys _____ romance films.
a watching b to watch c watches
- Actors have to read the _____ carefully.
a soundtrack b actresses c script
- Ann's mum offered _____ her to the cinema.
a to take b taking c take
- I don't like _____ because I can't stand blood!
a comedies b horror films c dramas
- The film was boring because it didn't have a good _____.
a storyline b film set c special effect
- I prefer _____ to watching videos.
a to read b reading c read
- I didn't want _____ you. I'm really sorry!
a hurt b hurting c to hurt

8

3 Correct the mistakes




In each sentence there is a mistake with verb + -ing/Infinitive or with a like verb + -ing. Underline the mistakes and write the correct sentence.

- Judy prefers snorkelling to scuba dive. Judy prefers snorkelling to scuba diving.
- Nick doesn't mind to talk on the phone for hours. talking
- Nick really hates tidy his room. tidying
- I wanted going to the cinema, so I called my friends. to go
- You can go if you promise being back soon. to be
- My parents can't stand to listen to loud music. listening
- Our cat refuses eating meat. to eat
- You promised helping me, Janel. to help
- I don't mind to do housework sometimes. doing

8

How did you do?

Total: 25

 Very good 20 - 25	 OK 14 - 19	 Review Unit & again 0 - 13
--	---	---

9 Disaster!

1 Grammar

Past simple passive

- a Complete the sentences. Use the past participle form of the verbs in the box.

hear speak lose give
find see send break

- The film *Gladiator* was seen by more than 100 million people.
- There was a terrible storm last night. Four windows were broken in our house.
- When the volcano on Krakatoa exploded, the noise was heard in Australia – almost 5,000 kilometres away!
- The criminals were caught, and they were sent to prison.
- The French language was spoken by many people in England after 1066.
- Thousands of umbrellas were lost on London Underground trains last year.
- In 1968, the World Cup disappeared in England, but it was found again by a dog called Pickles.
- My sister and I were given a DVD player for Christmas.

- b Circle the correct words.

- Martin Luther King won / was won the Nobel Peace prize in 1964.
- In 1968, King was killed / killed in Memphis, USA.
- My bicycle was stolen / stole last week.
- Luckily, it was found / found again two days later.
- The England football team arrived / were arrived in Italy yesterday.
- Two of the players were interviewed / interviewed on TV last night.
- Television wasn't invented / didn't invent until 1946.
- Twenty years later, the first colour TVs were sold / sold.

- d Complete the text. Use the present simple passive or past simple passive form of the verbs.

- c Match the two parts of the sentences and choose a verb from the centre. Then write the sentences.

- | | | |
|-----------------------------------|----------|---------------------------|
| 1 America | fly | by Brazil. |
| 2 The telephone | discover | by the Wright Brothers. |
| 3 The <i>Harry Potter</i> stories | invent | by Columbus in 1492. |
| 4 The 2002 World Cup | sink | by an Iceberg in 1912. |
| 5 The first aeroplane | paint | by Alexander Graham Bell. |
| 6 The Titanic | build | by J.K. Rowling. |
| 7 <i>La Gioconda</i> | win | by the ancient Egyptians. |
| 8 The Great Pyramids | write | by Leonardo da Vinci. |

- America was discovered by Columbus in 1492
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Earthquakes happen in Los Angeles very often. The city ¹ was built (build) on top of the San Andreas Fault, one of the worst places in the world for earthquakes. Every year many windows ² are broken (break) and many houses ³ are damaged (damage) by small earthquakes.

In 1994, the city ⁴ was hit (hit) by a really bad earthquake which was 6.6 on the Richter scale. Many buildings ⁵ were damaged (damage) by fire; a motorway

was destroyed (destroy) by the earthquake; and many people were killed (kill) in their cars. After that earthquake, new

building laws ⁶ were introduced (introduce) and today all new houses in the Los Angeles area

⁷ are built (build) to survive earthquakes.

ⓔ Rewrite the sentences. Use the past simple passive.

1 They built a new road near my house.

A new road was built near my house

2 They killed 100,000 soldiers in the war.

100,000 soldiers were killed in the war

3 Someone left the door open last night.

The left door was opened last night

4 They printed all the books on time.

All the books were printed on time.

5 They closed the main railway station yesterday.

The main railway station was closed yesterday

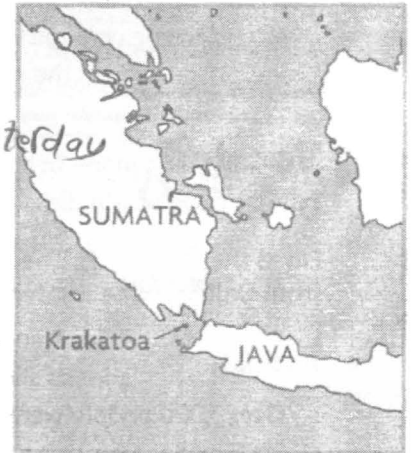
6 Someone stole all my money.

All my money was stolen

7 The hotel porter took my suitcase to my room.

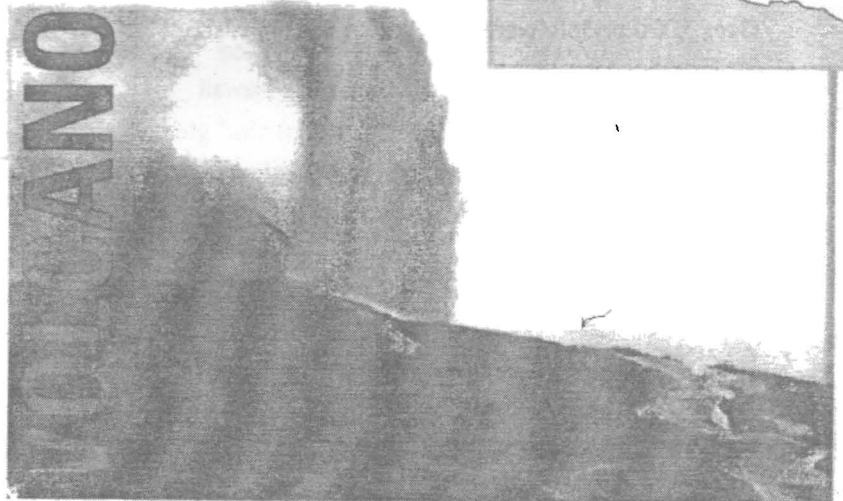
My suitcase was taken to my room by the hotel porter

كوفت الحقيبة لي في غرفتي



ⓕ Complete the text. Use the past simple active or past simple passive form of the verbs.

INDONESIA has many volcanoes. One of the most famous is Krakatoa, a small island volcano in the sea between Java and Sumatra. On the night of 26 August 1883, Krakatoa erupted (erupt). Here are some facts about the eruption:



Before the eruption, Krakatoa was an island of about 47 km², and people ¹ lived (live) there. After the eruption, it was only 16 km², and now no one can live there.

Thousands of people ² were killed (kill), but we don't know exactly how many.

Millions of tonnes of volcanic dust ³ were thrown (throw) into the atmosphere, and the result was some of the most beautiful sunsets that have ever been seen.

Before 1883, Krakatoa was one island, but after the eruption, a smaller island ⁴ was appeared (appear). It ⁵ was pushed (push) out of the sea by the force of the explosion. The second island ⁶ was given (give) the name Anak Krakatoa, which means 'child of Krakatoa' in Indonesian.

There was also an earthquake under the sea. It ⁷ produced (produce) a tsunami wave that was almost 15 m high. The wave ⁸ travelled (travel) nearly 13,000 km!

In 1927, Krakatoa ⁹ was produced (produce) some small eruptions. Since then, the island has been quiet. But who knows when the next eruption will be?

The explosion ¹⁰ was heard (hear) by people in Australia!



2 Pronunciation

Silent letters

1 Read the sentences and underline the letters that are not pronounced. Then listen, check and repeat.

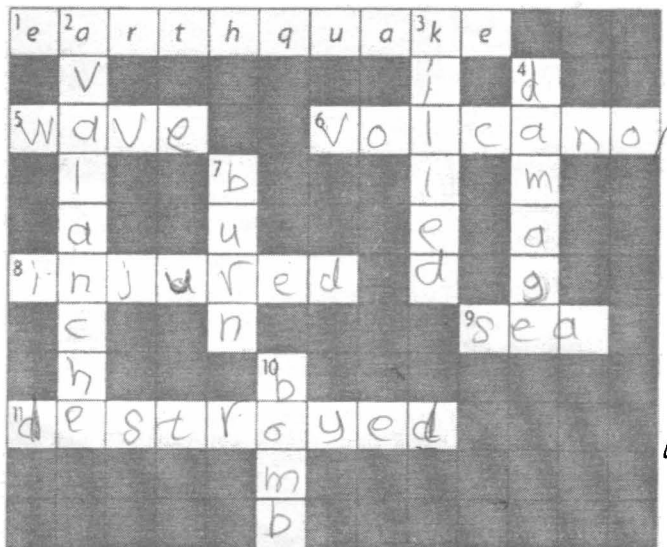
- 1 She knows the answer.
- 2 I wrote the wrong thing.
- 3 Listen to the answers.
- 4 They're climbing up a tall building.
- 5 They built a castle in the mountains.

3 Vocabulary

Disasters

Fill in the crossword. The answers are all words from Unit 9 of the Student's Book.

- 1 A terrible ... hit San Francisco in 1906.
- 2 An ... is when a lot of snow comes down a mountain.
- 3 Over 3,000 people were ... in 1906 in San Francisco.
- 4 \$500 million of ... was caused by a tsunami in Hawaii in 1960.
- 5 A tsunami is a giant ...
- 6 Mount Etna is a famous ... in Italy.
- 7 Many trees were burned down in a forest ... in California in 2001.
- 8 No one was killed, but 50 people were ... in the accident.
- 9 A tsunami is caused by an earthquake at the bottom of the ...
- 10 A nuclear ... makes a cloud shaped like a mushroom.
- 11 In 2002, the terrible rain in Central Europe ... thousands of buildings.



4 Grammar

a/an versus the

- a) Complete the sentences with *a* or *an*.
- 1 I got a bicycle for Christmas.
 - 2 Can I have an orange, please?
 - 3 It's raining. Take an umbrella with you.
 - 4 We've got an examination next week.
 - 5 We stayed in a hotel in Rome.
 - 6 Is this an apple or a pear?

- b) Complete the paragraphs with *a* or *the*.

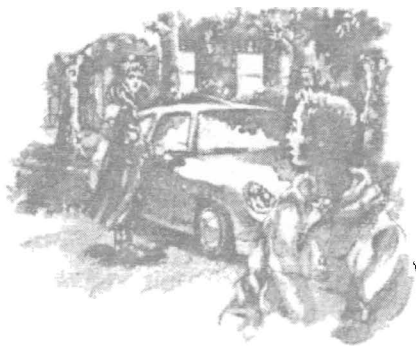


I went to see ¹ a film last night, with ² a friend from school who I've known since I was ten. We really enjoyed ³ the film. It was about ⁴ a man in England who invented ⁵ a machine for travelling in time. But ⁶ the machine went wrong, and ⁷ the man couldn't go back to his own time.



I was in bed last night when I heard ⁸ a strange noise. I got up and went to my window. ⁹ the noise was coming from our neighbours' garden. I saw two men with ¹⁰ a ladder. One of them was very tall. They were putting ¹¹ the ladder against the wall of the house next door. I didn't know who ¹² the men were, so I called ¹³ the police.

c Complete the dialogue with *a*, *an* or *the*.



Jim: I had ¹ a strange dream last night.

Carol: Really? What was it about?

Jim: Well, I was walking down ² a road, at night. And then I saw ³ a car parked outside ⁴ an old house. And then ⁵ a woman came out of ⁶ the house and walked towards ⁷ the car.

Carol: It doesn't sound very strange to me.

Jim: Hold on, I haven't finished. I looked at ⁸ the woman, and she looked at me. Then suddenly she took ⁹ a enormous gun out of her coat and pointed it at me!

Carol: Wow! That's scary. What did you do?

Jim: I just stood there and looked at her. Then ¹⁰ an earthquake started!

Carol: What?

Jim: Yeah, and suddenly there was ¹¹ a big hole in the street and ¹² the woman fell into it! Then I woke up.

Carol: You're weird, Jim!

5 **Everyday English**

Complete the dialogue with the words in the box. One of the phrases is not used.

get rid of got a point I reckon
I see sort of ~~What's up with~~

Sally: You look fed up, Marta!
¹ What's up with you?

Marta: Oh, nothing much. Well, the exams are next week and I'm ² sort of worried about them, that's all.

Sally: Well, it's no good sitting here being worried, is it?
³ I reckon you should go out and have some fun!

Marta: Hmm. I think you've ⁴ got a point there, Sally! But how?

Sally: Look. Why don't we go and do some shopping? I always think that's a good way to ⁵ get rid of worries.

Marta: OK, why not?

6 **Study help**

Speaking: how to improve your fluency

In many tests and examinations, you will often have to speak English. Many students think that the **only** important thing is not to make any mistakes, but this is not true! You are tested on your ability to communicate successfully, and fluency is an important part of communication.

Here are some ideas to help you speak fluently:

- Keep calm, and give yourself time to think. Don't rush!
- Think about the message you want to communicate to the other person, not only about the grammar you are using.
- If you make a mistake, don't worry! It's normal to make mistakes, so don't stop or panic.
- If you can't remember how to say a word in English, don't stop or panic! Try to explain the word if you can. For example, if you can't remember the word *kitchen*, say, 'The room in the house where I cook'.

- It's OK to pause or stop occasionally if you need to think about how to say something. But try not to pause too many times or for too long.
- If you are asked a question, try not to give too many short answers. For example, if the other person asks, 'Have you got any brothers or sisters?' don't just say, 'Yes, I have' or 'No, I haven't'. Say, for example, 'Yes, I've got a sister called Sabrina, and she's 12, and a brother called Marco. He's 11.'

Choose one of the topics below. Think about the topic for one minute, and then try to talk for one minute without stopping. It's better if you can do this with a friend or someone in your family.

- my favourite film star
- my house
- my best friend
- my favourite shops
- the things I like doing in my free time

Skills in mind

Listening tip

Listening for specific information

It's important to look carefully at the task before the listening starts. You are usually given time to do this.

- Read each question very carefully. What kind of information does the question ask you to find? A date? A time? A name? A place?
- You don't need to understand everything in the recording. Look at the questions and listen carefully for the answers.
- Look at the listening exercise on this page. What kind of information do you need to answer questions 2–5? You will hear the names of cities and other places in the countries. Do you need to listen for these?

7 Listen

Great earthquakes in history

Listen to more of the interview with Dr Harris from Student's Book Unit 9 page 63. The interviewer asks her about important earthquakes in history. Listen and put the information in the correct places in the table.

Japan	Ecuador	China	Sicily (Italy)	Portugal
1693	1797	1755	1710	1556
80,000	800,000	60,000	200,000	40,000

	Country	Year	Number of people killed
1	<i>Sicily (Italy)</i>	<i>1693</i>	<i>60,000</i>
2
3
4
5

8 Read

- a Look at the picture and the title of the text. Can you guess what the story is about? Read the text quickly to find the answers to these questions.

- 1 What's the man's name?

Harry Truman

- 2 Where did he live?

Helens against the mountain

- 3 How did he die?

- 4 How old was he?

84

- b Read the text again and answer the questions.

- 1 Why did Harry stay on the mountain, do you think?

.....
.....

- 2 Was a helicopter sent to rescue Harry? Why (not), do you think?

.....
.....

He didn't want to leave

Saint



Harry Truman died on 18 May 1980 when he was 84 years old. He lived in a small house on Mount St Helens, in Washington State, USA. Harry went to live there in 1926. In 1975 his wife died and for the next five years, Harry lived alone.

In April 1980 scientists in the USA realised that the Mount St Helens volcano was going to erupt. Hundreds of families from many towns around the mountain moved away, but not Harry. In the weeks before the mountain erupted, newspaper reporters came to Harry's house and asked him why he wasn't leaving. Harry told them the mountain was his home, and said that he planned to stay there.

'He always said that the mountain was his friend,' said one of Harry's friends. 'I knew he was going to die, and I told him, but he refused to leave his home.'

But George Barker, a local policeman, said, 'I think old Harry liked the stories about him. It made him famous, and he enjoyed that. But I think Harry believed that at the last moment, the newspapers would send a helicopter to take him off the mountain.'

But when the mountain exploded, no helicopter came and the red-hot lava hit Spirit Lake at 200 km/h. The lake, Harry and his house all disappeared under the volcanic rock. No one ever saw Harry again.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

avalanche destroy disasters injure volcano floods lose wave earthquakes killed

¹Disasters happen all the time and in many parts of the world. For example, sometimes people on skiing holidays in the European Alps are ²killed by an ³avalanche. In California, there are lots of ⁴earthquakes (the one in San Francisco in 1906 was very strong). An earthquake under the sea can cause a tsunami, a giant ⁵wave that can kill or ⁶injure thousands of people. In some countries, when it rains heavily, there are ⁷floods. Many people ⁸lose their homes. And lastly, when a ⁹volcano like Vesuvius or Krakatoa erupts, it can easily ¹⁰destroy everything nearby.

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- That house _____ last month.
a sold b is sold c was sold
- My dad's car keys _____ yesterday.
a are stolen b was stolen c were stolen
- That tower _____ hundreds of years ago.
a were built b is built c was built
- About 2,000 years ago, the city of Pompeii _____ by a volcano.
a was destroyed b is destroyed
c were destroyed
- On Sunday I saw _____ interesting film about tsunamis.
a a b an c the
- My mother rides a motorbike. It's _____ old Kawasaki.
a a b the c an
- I got _____ nice new photo album for my birthday this year.
a a b an c the
- When _____ the Tower of London built?
a was built b was c is
- In the flood last month, all the houses by the river _____.
a destroying b are destroyed c were destroyed

8

3 Correct the mistakes




In each sentence there is a mistake with an article or with the past simple passive. Underline the mistakes and write the correct sentence.

- She's got two computers: the laptop and a desktop computer. She's got two computers: a laptop and a desktop computer.
- When was the Golden Gate Bridge is build? built
- A house in the city centre was destroy by fire. destroyed
- Romeo and Juliet was wrote by Shakespeare. written
- A lot of money was lose in the big earthquake. lost
- This song is written by the Beatles in 1968. was
- These houses are built many years ago. were
- Were the fire started by a cigarette? was
- A: Is this your Walkman? B: No. I haven't got the Walkman. a

8

How did you do?

Total:

 Very good 20 - 25	 OK 14 - 19	 Review Unit 9 again 0 - 13
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1 A place to stay

1 Grammar

too much / many, not enough

- a Use *too much* or *too many* to match the two parts of the sentences.

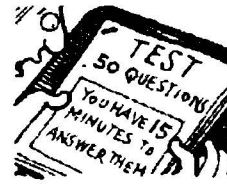
We spent		tests at school.
Be quiet, please! There's		money today!
I think we get	too much	sugar in my coffee.
Jack was sick because he ate	too many	noise in here.
I put		ice cream yesterday.
You always ask me		questions!

- We spent too much money today!*
- Be quiet, please! There's too much noise in here!*
- I think we get too many tests at school.*
- Jack was sick because he ate too much ice cream.*
- I put too much sugar in my coffee.*
- You always ask me too many questions!*

- c Complete the sentences with *too much*, *too many* or *not (n't) enough*.



- 1 There were *too many* people and there were *not enough* chairs for everybody.

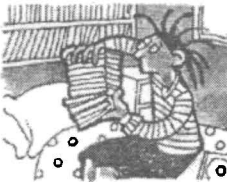


- 2 The test was awful! There were *too many* questions and there was *not enough* time to answer them all.

- 3 I think I've made *too much* food, and there are *not enough* drinks.



- 4 I've got a problem. I've got *too many* CDs and there is *not enough* space for them all!



- 5 The party was awful! There were *too many* boys and there were *not enough* girls!



- b Circle the correct words.

- There isn't enough / aren't enough paper for me to write my letter.
- Let's do it later. There isn't enough / aren't enough time now.
- We need to go shopping. There isn't enough / aren't enough food for tonight.
- There isn't enough / aren't enough chairs for everybody to sit down.
- The hotel has closed because there isn't enough / aren't enough tourists.
- I don't like this town. There isn't enough / aren't enough shops here.

2 Pronunciation

Words ending in *-ough*

- a Write the words in the lists. Then listen, check and repeat.

/ɒf/ /ʌf/ /u:/
cough

tough enough through enough

- b Say the sentences. Then listen and check.

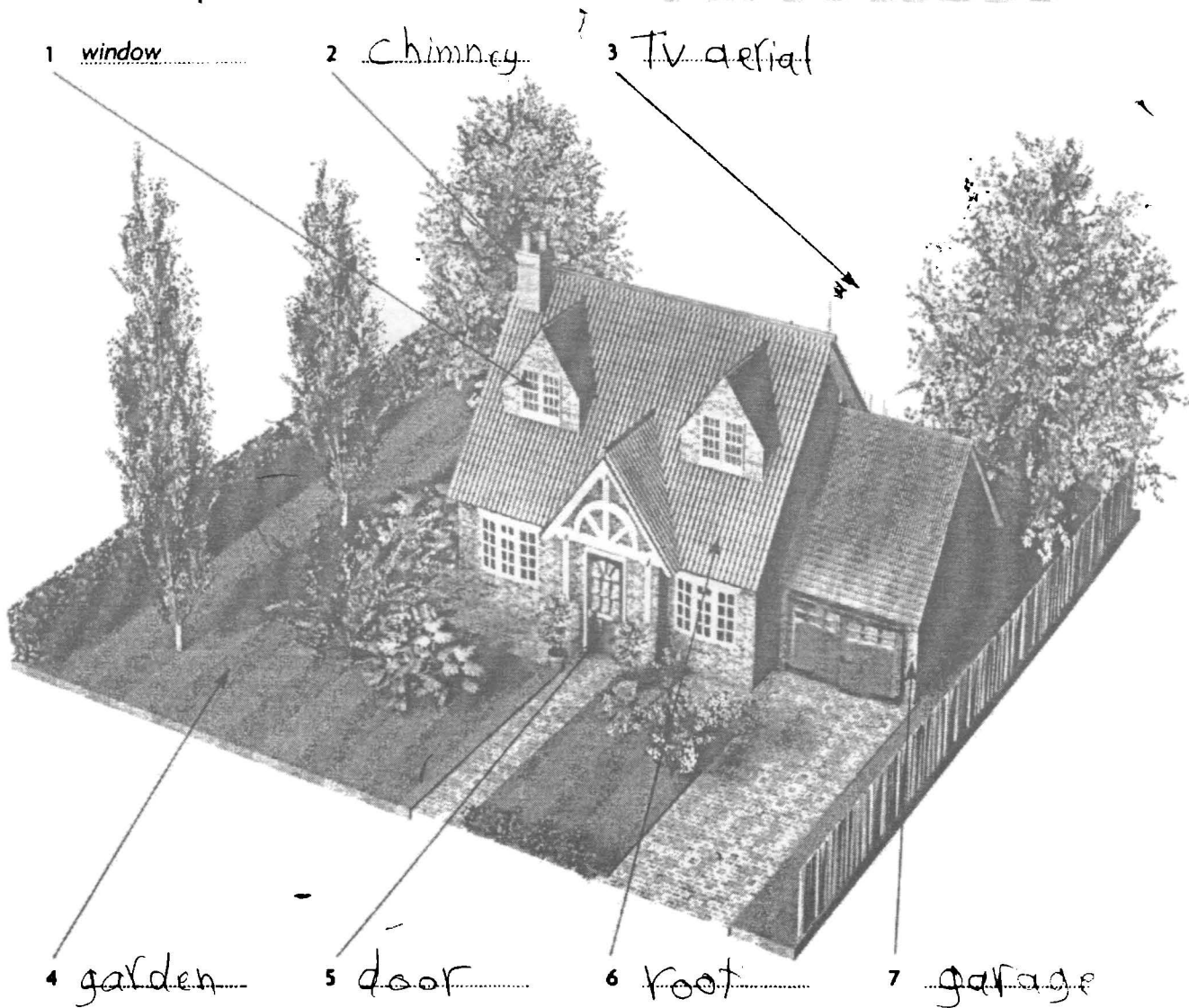
- We haven't got enough.
- He went off and started to cough.
- Two dogs ran through the park.
- This exercise is really tough!

3 Vocabulary

Houses and homes

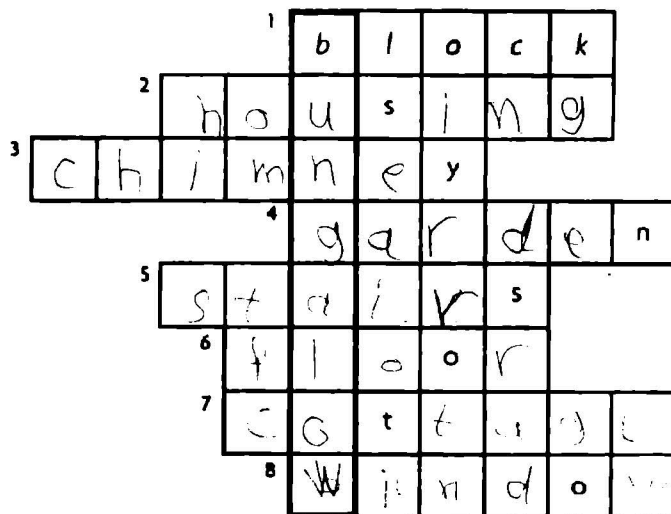
a Look at the picture and write the words in the correct places.

roof window door garden
garage chimney TV aerial



b Fill in the word puzzle. What's the mystery word?

- 1 They're building a new ... of flats in our street.
- 2 My best friend lives on a _ estate.
- 3 There's a _ on the roof of our house.
- 4 There are some beautiful flowers in our
- 5 They haven't got a lift, so we'll have to walk up the
- 6 My bedroom's on the second ... of our house.
- 7 My grandparents live in a small _ in the country.
- 8 We can see the park from our living room _ .



4 Grammar

will vs. be going to

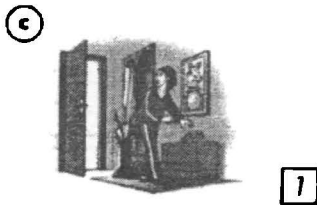
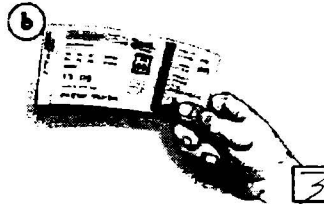
- a Underline the correct options. Then check with the dialogue on page 71 in the Student's Book.

Jake is going to ¹ China / India. He's going to visit a place called ² Beijing / Qinghai, where there are lots of Tibetan people. He's also going to visit some Tibetan people in their ³ tents / caravans. He hasn't packed yet because he isn't going until next ⁴ week / month. Jake will pack some ⁵ socks / jumpers because it's cold at night, and his gran is going to give him some money to buy some new ⁶ walking boots / leather gloves. Jake is going to China for ⁷ two weeks / three weeks, and he's going to ⁸ phone his gran / send his gran a postcard when he arrives.

- b Write A if the sentence is a decision made at the moment of speaking, or B if it's a decision made before the moment of speaking.

- | | |
|---|----------------------------|
| 1 'I'm bored! I think I'll phone Alison.' | <input type="checkbox"/> A |
| 2 'We're going to have a party next weekend.' | <input type="checkbox"/> B |
| 3 'Our teacher says he's going to give us a test next week.' | <input type="checkbox"/> B |
| 4 'I'm hungry. I think I'll make a sandwich.' | <input type="checkbox"/> A |
| 5 'You haven't got any money? Don't worry – I'll lend you some.' | <input type="checkbox"/> A |
| 6 'It's Steve's birthday next week and I'm going to buy him a great present!' | <input type="checkbox"/> B |
| 7 'There's a test next Monday, so I'm going to study over the weekend.' | <input type="checkbox"/> B |
| 8 'It's very cold in here, isn't it? I'll close the window.' | <input type="checkbox"/> A |

- c Match the sentences and pictures. Write 1–6 in the boxes.



- | | |
|-------------------------------------|--|
| 1 I'll answer it. | 4 I'm going to lose weight this year. |
| 2 I'll carry it for you. | 5 My dad's going to buy a new one next week. |
| 3 I'm going to New York next month. | 6 Don't cry – I'll buy you another one. |

- d Circle the correct words.

- I want to visit Paris next year, so I am going to / 'll learn French next term.
- There aren't any good films on TV tonight, so I think I am going to / 'll watch the football.
- My computer's old, so my dad's going to / 'll buy me a new one for my birthday.
- My sister and I have planned our holiday. We are going to / 'll visit our cousin in Scotland.
- I haven't spoken to John for a long time. I think I am going to / 'll phone him now.
- What can I get Jane for her birthday? I know – I am going to / 'll take her to the cinema.
- I don't want to do this homework now. I think I am going to / 'll do it tomorrow instead.

5 Culture in mind

a Circle the correct words. Then check with the text on page 72 of the Student's Book.

- 1 Australia is sometimes called Down Under / 'Upside Down'.
- 2 Paul Hogan was the star of the Crocodile Dundee / Crocodile Aberdeen films.
- 3 Matthew Taylor moved to Australia when he was 17 / 18.
- 4 Matthew and his family live in Sydney / Adelaide.
- 5 Matthew's family have parties / barbecues almost every weekend.
- 6 Their house has got / hasn't got a swimming pool.
- 7 Megan and Josh's grandparents / cousins love visiting them in Australia.
- 8 The Taylors' house has screens on the windows and doors to keep out the insects / the rain.

b Can you remember what Josh said about Australia and Britain? Complete the text with his words. Then check with the text on page 73 of the Student's Book.

'I think ¹ family life is basically the same in Britain and Australia. I think we do the same things as kids in the UK. Music, ² sport cinema, dancing – it's not so ³ different. But Megan's right that we can do more ⁴ outside. Also, things are quite ⁵ relaxed here. The clothes people wear, for example, and the way they ⁶ talk to each other. I think Australians are really friendly. I mean, ⁷ British people are friendly too, of course, but anyone who visits Australia gets a ⁸ warm welcome. It's great here – I think the Australian ⁹ way of life is the best in the world!'

6 Study help

Vocabulary: nouns and verbs

a Many nouns don't change form when used as verbs. Study these examples:

- I promise I'll bring the book back tomorrow. (verb)
- I'll ring you next week – that's a promise! (noun)

b Look at the underlined words in sentences 1–10 and write V (verb) or N (noun).

- | | |
|---|---------------------------------------|
| 1 We're going to <u>move</u> next month. | <input checked="" type="checkbox"/> V |
| 2 Come on, Steve. It's your <u>move</u> . | <input type="checkbox"/> N |
| 3 Are you thirsty? I'll get you some <u>water</u> . | <input type="checkbox"/> N |
| 4 We're going to <u>water</u> the plants now. | <input checked="" type="checkbox"/> V |
| 5 My dad's going to <u>work</u> in Paris next week. | <input checked="" type="checkbox"/> V |
| 6 Sorry, I'm busy. I've got too much <u>work</u> to do. | <input type="checkbox"/> N |
| 7 I'm going to clear my desk – there's too much <u>paper</u> on it. | <input type="checkbox"/> N |
| 8 I'm going to <u>paper</u> the walls in my bedroom next week. | <input checked="" type="checkbox"/> V |
| 9 Would you like a <u>drink</u> ? | <input type="checkbox"/> N |
| 10 I usually <u>drink</u> water in the morning. | <input checked="" type="checkbox"/> V |

Skills in mind

7 Read

- a Read this advertisement for a house. How many rooms are there?

£325,000



**CITY HOUSE
IN EXCELLENT LOCATION**

This detached home was built in the early 1970s and is located in a quiet residential street not far from the town centre. Schools, transport and many local services are all in the close vicinity. The house has been well maintained by the original owners, and is decorated to a very high standard.

The accommodation comprises a spacious living room with open fireplace, separate dining room, a large, well-equipped and modern kitchen, three ample bedrooms (one en suite) and a further bathroom. There is also a garden with lawns and flower beds at the front of the premises, and a garage with utility area and space for two average-sized cars. All carpets, cupboards and kitchen fittings are included in the price.

The asking price is £325,000 – no offers below this price will be accepted.

VISITS BY TELEPHONE APPOINTMENT

8 Write

Write a description of the house or flat where you live. Include the following information:

- how old your house/flat is
- the location (is it in the centre? in a suburb? in a village?)
- what services there are near your house/flat (schools? shops? cinemas? a park?)
- how many rooms your house/flat has got, and a short description of each room
- what kind of decoration the rooms have got (the colours? carpets? wallpaper?)
- what you like most about your house/flat

Reading tip

Reading for detailed information

Sometimes you need to read part of a text very carefully to answer a question correctly.

- When you read a question, always go to the place in the text where you can find the answer. Read the sentence(s) there two or three times, and compare what you read with the question. The answer can sometimes depend on just one or two words.
- Look at the reading text in Exercise 7, and the true/false questions. Look at question 1. Which sentence in the text will tell you the answer? (The first sentence) Which part of the sentence talks about the town centre? (The last part) What are the three words before the town centre? (not far from) Are there any other words in the sentence which help you find the answer? (quiet, street) Is question 1 true or false? (False)

Do the same for the other six questions.

- b Mark the sentences T (true) or F (false).

- 1 The house is in the town centre.
- 2 Schools are a long way from the house.
- 3 The decoration in the house is good.
- 4 There are seven rooms in the house.
- 5 The house has a garden at the back.
- 6 You can try to buy this house for less than £325,000.
- 7 If you want to visit the house, you have to phone first.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

floor detached too much flats garage enough garden semi-detached chimney housing

My dad says that he wants us to move into a block of ¹ flats! But I don't want to move – I like our nice ² semi-detached house! We've got a ³ garage for the car, and my brother and I can play in the ⁴ garden here too. I know it's a bit noisy here, because there's ⁵ too much traffic on our street, but who wants to live in a flat? My friend lives in a flat, and it's awful! I don't think it's nice to have everything on one ⁶ floor, and they can't have a fire, because there's no ⁷ chimney! I don't want to live on a ⁸ housing estate either because all the houses look the same. I'd really like to live in a big ⁹ detached house in the country, so I can make as much noise as I like – but my dad says we haven't got ¹⁰ enough money!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- I can't hear you. There's _____ noise.
a too much b too many c not enough
- I have _____ emails to write.
a too much b too many c not enough
- We haven't got _____ food for everybody.
a enough b too much c too many
- A: I'm so busy!
B: Don't worry. _____ help you.
a I'm going to b I'll c I
- On Saturday we _____ see Coldplay in concert.
a go to b re going to c will
- They _____ the USA for three weeks this summer.
a re going to b 'll go to c go to
- I don't think there _____ be cars in the future.
a won't b aren't going to c will
- I didn't finish my project because there wasn't _____ information on the Internet.
a too many b enough c too much
- Next week we _____ U2 live – we've bought the tickets!
a re going to see b will see c see

8

3 Correct the mistakes




In each sentence there is a mistake with (too) much / many / enough or with will / going to. Underline the mistakes and write the correct sentence.

- I couldn't finish. There were too much questions in the test. I couldn't finish. There were too many questions in the test.
- He can't come with us. He hasn't got many time. enough
- I'm really happy because we go to the zoo tomorrow. We are going
- I'm tired. I think I'll go to bed. I will
- That bag's heavy. I carry it for you. will
- I can't buy that shirt – I haven't got money enough. enough money
- We couldn't get on the bus – there were too much people. many
- Next year we going to visit my uncle in France. are
- There isn't enough houses in our city. aren't

8

How did you do?

Total: 25

 Very good 20 – 25	 OK 14 – 19	 Review Unit 10 again 0 – 13
--	---	--

1 Your mind

1 Grammar

Determiners (*everyone, no one, someone, etc.*)

a Complete the table.

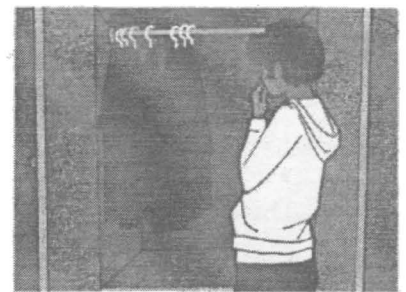
100%	50%	0%
¹ <u>everything</u> everyone ⁵ <u>everywhere</u> ⁷ <u>all of them</u>	something ³ <u>someone</u> ⁶ <u>somewhere</u> none of them	² <u>nothing</u> ⁴ <u>no one</u> nowhere none of them

b Circle the correct words.

- This is a great DVD. I think everyone / *all of them* should buy it.
- There were lots of questions. Some of them / *All of them* were easy, but the others were difficult.
- We always go to the same place! Can't we go everywhere / *somewhere* different tonight?
- I've travelled to lots of countries, but somewhere / *nowhere* is as beautiful as my country.
- I don't know what to buy Jim for his birthday. He's got everything / *everyone*!
- You've eaten all the food! There's nothing / *something* left!
- He's a really horrible person – no one / *everyone* likes him.
- I've got five brothers and sisters and no one / *none of them* likes music!



1 I invited lots of people to my party, but no one came!



2 I've got a lot of shirts and all of them are black!



3 I've looked everywhere but I just can't find my camera!



4 I got the wrong number. Someone answered, but I didn't know who it was.

c Look at the pictures and complete the sentences. Use words in the table in Exercise 1a.



5 I've got lots of friends at school, but none of them are as tall as me.



6 The bus was full, and there was nowhere to sit.

d Circle the correct words.

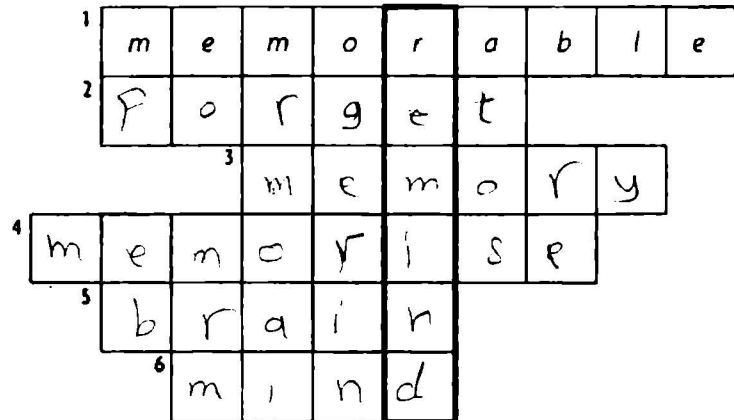
- 1 What's the matter? is / Are something wrong?
- 2 Someone is / are talking. Who is it?
- 3 I've got three watches and all of them is / are broken!
- 4 I've tried lots of different food, but nothing is / are as good as Italian food!
- 5 No one in my family was / were interested in coming with me, so I went alone.
- 6 I'm going to Paris with my friends. Some of them has / have been there before.
- 7 I've asked six of my friends, but none of them know / knows the answer.
- 8 I got to class late, and everyone were / was already working.

2 Vocabulary

Remembering and forgetting

a Fill in the puzzle. What's the mystery word?

- 1 easy to remember
- 2 the opposite of remember
- 3 what you use to remember things
- 4 to learn something so that you can remember it exactly
- 5 the human ... weighs about 1.4 kg
- 6 when you remember something, you bring it back to your ...

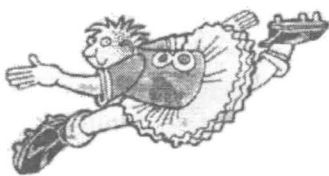


b Complete each sentence using a word from the puzzle in Exercise 2a.

- 1 Don't forget to study for the test tomorrow.
- 2 Yesterday's match was a very memorable one.
- 3 Actors have to memorise their lines.
- 4 My father's got a really bad memory for names.
- 5 Sorry, can you say that again? My mind was somewhere else.
- 6 I often forget to switch the TV off – my parents always have to remind me.

c Put the letters in order to write the types of intelligence. Then complete the sentences with the correct words.

hatmaecatiml uliavs ebyd
lavreb parentersionl almicus



1 Footballers and dancers usually have a lot of body intelligence.



2 People with visual intelligence are often good at drawing.



3 My friend, Sally, would like to have more musical intelligence!



4 Sometimes even young children have good logical-
mathematical intelligence.



5 You need verbal intelligence to be a good speaker.



6 My brother hasn't got much interpersonal intelligence.

3 Grammar

must/mustn't and don't have to

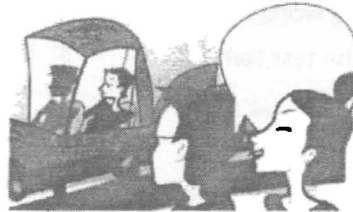
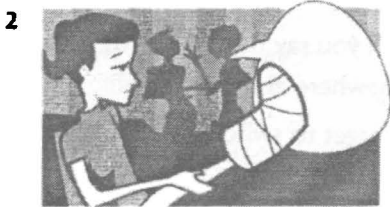
a Complete the sentences with *must* or *mustn't*.

- Hurry up, James – we mustn't be late!
- I must remember to phone Sonia tonight.
- Here's your present. You mustn't open it before your birthday!
- I've told you before – you mustn't play football in the street.
- You mustn't forget to lock the door before you leave.
- If you go to London, you must go to the Trocadero – it's great!
- My old dictionary is useless – I have to buy a new one.

b Match the sentences and pictures. Write the correct sentence (i or ii) for each picture.



- a ii You don't have to eat it. b i You mustn't eat it.



- a i She mustn't walk. b She doesn't have to walk.



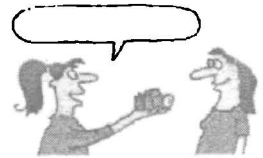
- a i You mustn't look. b ii you don't have to look.



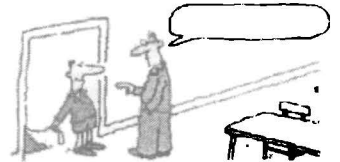
- a i I mustn't move. b I don't have to move.

- i You mustn't eat it. ii You don't have to eat it.
- i She doesn't have to walk. ii She mustn't walk.
- i You mustn't look! ii You don't have to look!
- i I mustn't move! ii I don't have to move.

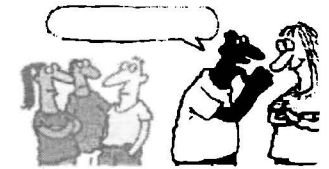
c Circle the correct words.



- 1 You can borrow it, but you mustn't / don't have to break it.



- 2 No, I'm sorry – you mustn't / don't have to bring your pet into the classroom.



- 3 It's a secret, OK? You mustn't / don't have to tell anyone else!



- 4 Wow! He mustn't / doesn't have to jump!



- 5 Stop! You mustn't / don't have to ride your bikes in the park!



- 6 I know it's raining, but you mustn't / don't have to wear all that!

d Complete the sentences with *mustn't* or *don't/doesn't have to*.

- 1 Be quiet! The baby's asleep, so we *mustn't* make any noise.
- 2 My older sister's got a job now, so she *doesn't have to* ask our parents for pocket money.
- 3 The homework's easy, so you *don't have to* help me.
- 4 Don't talk like that, Josh! You *mustn't* be rude to your friends.
- 5 You *mustn't* borrow my things without asking me!
- 6 My grandfather's 75, so he *doesn't have to* travel on the bus.
- 7 It's a test, so you *mustn't* look at other people's work.

4 Pronunciation

mustn't / (*don't*) *have to*

a In the word *mustn't*, the *t* in the middle is not pronounced. Listen and repeat.

- 1 You *mustn't* go out.
- 2 We *mustn't* be late.
- 3 You *mustn't* open it.
- 4 We *mustn't* ask questions.

b In the phrase *don't have to*, *have to* is pronounced as /hæf tə/. Listen and repeat.

- 1 I *don't have to* study hard.
- 2 You *don't have to* shout!
- 3 He *doesn't have to* go.
- 4 We *don't have to* worry.

5 Everyday English

Complete the dialogue with the words in the box.

come on never mind mates
wonder what's up with sort of



Ryan: Hi, Sharon. ¹ *What's up with* you? You look worried.
 Sharon: I'm waiting for my ² *mates*.
³ *I wonder* where they are – they're very late!
 Ryan: Don't worry, Sharon. I'm sure they'll be here soon.
 Sharon: Oh, here they are!
 Tom: Hi. Really sorry we're late – we missed the bus.
 Sharon: Well, ⁴ *never mind*. At least you're here now.
 Tom: You weren't worried about us, were you?
 Sharon: Well, ⁵ *sort of*. Anyway, the film starts in five minutes. ⁶ *Come on* – we'll be late!

6 Study help

How to study effectively

An important part of learning something is making sure you plan your time and use it well.

If you want to remember things well, you need to revise information you've learned.

Try to follow this advice:

DO	DON'T
<ul style="list-style-type: none"> ● Make a study timetable at least three weeks before your exams and allow time to relax and have fun. ● Revise little and often. ● While you're studying, have short regular breaks. A short break every 45 minutes is a good idea. Stand up and walk around – you'll feel more awake! ● Try making a week's plan showing what you do every day (school, travel, meals, etc.). You might see where you're wasting time that you could use to study or read. 	<ul style="list-style-type: none"> ● Study for hours every night a week before your exams! Studying for hours the night before will make you tired and your brain won't work well. ● Study for a long period of time without a break. You probably won't remember information very well if you do this. ● Worry too much. If you feel anxious you won't learn as well as if you're relaxed.

Skills in mind

Writing tip Using linkers

Read the short story below. What did the boy in the story forget? _____

Yesterday I was watching television at home when I ¹ suddenly remembered that it was my father's birthday the next day.

I put my coat on quickly, and ² after that I ran outside to catch a bus. I went into a music shop, but I couldn't remember which CD my dad wanted, so I didn't buy anything.

³ then I decided to go to the bookshop. I wasn't sure what to get and I stayed there for ages trying to choose a book, but ⁴ finally I bought him a book about racing cars.

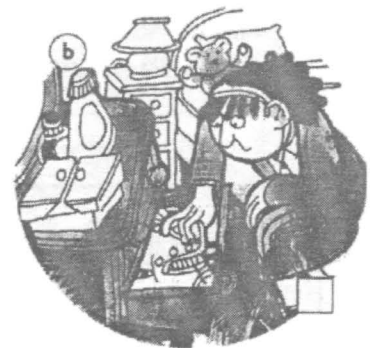
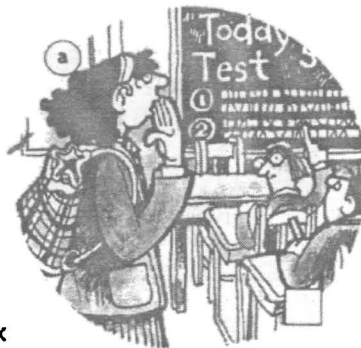
⁵ in the end, I went home again and told my mum about the present. She looked at me strangely for some time, and ⁶ then she said, 'But your father's birthday is next month!'

When you are writing a story, you can make it clearer and more interesting by using linking words. Complete the story. Use the linking words in the box.

then suddenly after that
in the end finally then

7 Listen

- a Jane and Mack are talking together. Jane has had a bad day. Listen to their conversation and write numbers 1-5 in the boxes.
- b Which of the words and phrases in the Writing tip does Jane use in her story? Listen again and tick (✓) the words and phrases you hear.

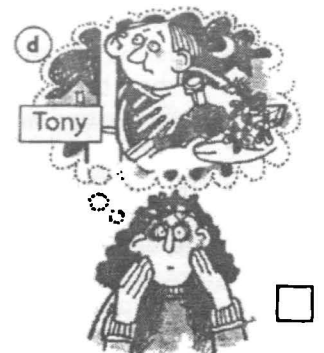
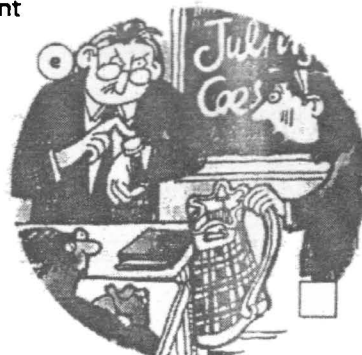
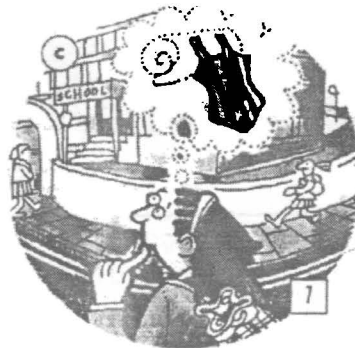


8 Write

Write a story about when you remembered, or forgot, something very important. Use the questions below and the story in the Writing tip to help you.

- When did your story happen?
- Where were you when you remembered or forgot the important thing? What were you doing?
- What exactly did you forget (or remember)?
- What did you do after that?
- What happened in the end?

Write about 100-120 words.



Unit check

1 Fill in the spaces

Complete the text with the words in the box.

someone bad memory remember forget memory
remind memorise remembers some of them imagine

I think my ¹ memory is quite good. I always ² remember people's names, and I mean all the names, not just ³ some of them. I use a simple trick for that. When I meet ⁴ someone and I hear the person's name, I ⁵ imagine that I can see the name written on the person's face. So the next time I see that person I also see the name on their face, and that's how I never ⁶ forget a name. When I have to ⁷ memorise things for school, I walk up and down in my room, and talk aloud while I look at my notes. My ⁸ older brother says he has a very ⁹ bad memory, and he's right! He never ¹⁰ remembers his promises. I always have to ¹¹ remind him.

2 Choose the correct answers

Circle the correct answers: a, b or c.

- said Peter's ill. I think Tom told me.
a someone b no one c everyone
- The man was lying on the ground for an hour, but helped him.
a no one b everyone c everywhere
- You tell me again. I can remember everything you said.
a don't have to b mustn't c must
- I think the key is in my room.
a somewhere b nowhere c everywhere
- You help me if you don't have time. I can do it myself.
a must b mustn't c don't have to
- Joanna buy a new camera. Her old one is still very good.
a doesn't have to b mustn't c must
- You be noisy. Dad is trying to watch TV.
a must b don't have to c mustn't
- I wrote letters to ten people, but answered.
a no one b everyone c something
- You really forget to lock the door before you go out.
a must b mustn't c don't have to

3 Correct the mistakes

In each sentence there is a mistake with *(don't) have to / mustn't*, determiners or words of remembering and forgetting. Underline the mistakes and write the correct sentence.

- We mustn't hurry. We have plenty of time. We don't have to hurry. We have plenty of time.
- Maria don't have to study – she remembers everything. doesn't
- You mustn't cook. There are lots of sandwiches left.
- My room's very messy – there are clothes and books nowhere! everywhere
- I invited lots of friends, but everyone came. I was all alone! none of them
- Please can you remind me phone John this evening?
- It's very warm outside. You mustn't put three pullovers on! don't have to
- My visual memory is excellent, so I remind pictures easily. remember
- Please remember me to give you back the money. remind

How did you do?

Total:



Very good
20 – 25



OK
14 – 19



Review Unit 11 again
0 – 13

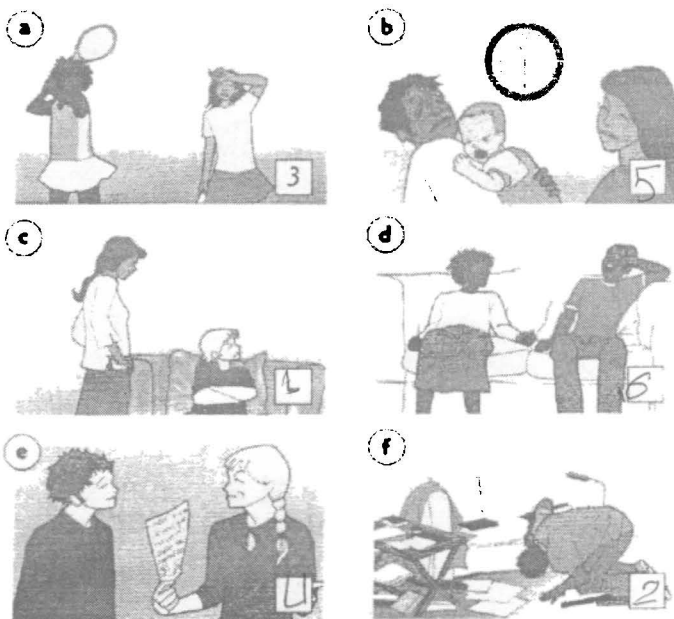
1.2 Music makers

1 Grammar

Present perfect continuous

- a Match the pictures with the sentences. Write numbers 1-6 in the boxes.

- You've been sitting there for twenty minutes. What's wrong with you?
- Where's my mobile phone? I've been looking for it all morning!
- Let's stop and have a drink. We've been playing for two hours!
- I've been trying really hard to understand this. But my French isn't good enough.
- He's been crying since nine o'clock. What can we do?
- We've been sitting here all morning. Let's go for a walk.



- b Complete the dialogues. Use the present perfect continuous form of the verbs.

1 Cathy: I'm surprised that Paul speaks Spanish.

Claire: Why? He 's been learning (learn) it for years.

2 Nick: Have you been trying (try) to phone me?

Joanna: Yes, all morning.

3 James: There are terrible floods in the south!

Annie: I'm not surprised. It has been raining (rain) for ten days.

4 Sam: I have been tidying up (tidy up) since eight thirty!

Sue: I can help you if you want.

5 Marek: Look. Harry's got a digital camera.

Piotr: So what? I have been using (use) a digital camera since 1998.

6 Penny: Luisa looks really tired! What have you been doing?

Mark: I think she has been running (run).

- c Use the words to write the sentences.

1 Phil / live / in London / for ten years

Phil has been living in London for ten years.

2 I / work / really hard

I have been working really hard.

3 The sun / shine / all day

The sun has been shining all day.

4 She / not study / hard enough

She hasn't been studying hard enough.

5 You / eat / all morning

You have been eating all morning.

6 You / wait / long

Have you been waiting long?

7 He / clean / his car

Has he been cleaning his car?

2 Pronunciation

Sentence stress and rhythm

- a Read the sentences. Underline the words that are stressed.

1 A: How long have you been waiting?

B: I've been waiting for three hours!

2 A: Where's she been living?

B: She's been living in London.

3 A: What's he been doing?

B: He's been looking for a new flat.

- b Listen, check and repeat.

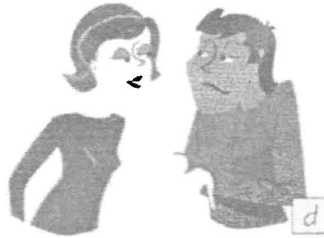
3 Grammar

Present perfect continuous vs. present perfect simple

a Match sentences a–f with pictures and sentences 1–6. Write a–f in the boxes.

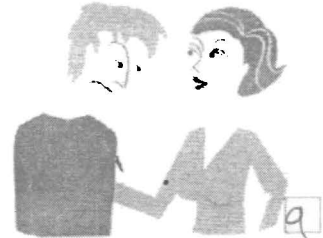
- a Well, I haven't been feeling well for a week.
- b I've been going to the gym three times a week for a year.
- c No, I've been sitting here for half an hour.
- d Yes, I do, but I've forgotten your name. Sorry.
- e Thanks. My father's been teaching me since I was three.
- f I know. At least five people have already told me.

1



Don't you remember me?

2



What's up with you?

3



Your T-shirt's dirty.

4



You're really fit!

b Tick (✓) the correct sentence in each pair. Put a cross (X) next to the incorrect sentence.

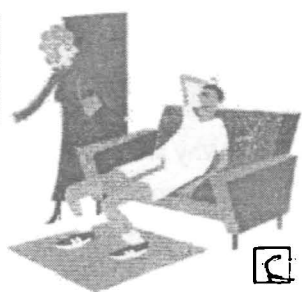
- 1 a Maria has had her car for 11 years.
- b Maria has been having her car for 11 years.
- 2 a I've met your sister three or four times.
- b I've been meeting your sister three or four times.
- 3 a Jack's playing football. He has scored two goals.
- b Jack's playing football. He has been scoring two goals.
- 4 a They've bought a new house and they really like it.
- b They've been buying a new house and they really like it.
- 5 a I've been reading this book for nine days, but I still haven't finished it!
- b I've read this book for nine days, but I still haven't finished it!
- 6 a Ouch! I've been burning my finger!
- b Ouch! I've burned my finger!

5



You're really good!

6



Have you just got home?

c Complete the sentences. Use the present perfect simple or present perfect continuous form of the verbs.

- 1 I ve met (meet) three friends this morning.
- 2 My brother has always wanted (want) to meet your sister.
- 3 I hope my teacher won't be angry. I have forgotten (forget) my homework.
- 4 Great! I have done (do) all my homework. Now I can watch TV.
- 5 She's awful. She has been talking (talk) about herself all evening.
- 6 He has written (write) four emails this morning.
- 7 My father has been using (use) the computer since eight o'clock this morning!

d Read the information about film star, Arnold Schwarzenegger. Then complete the dialogue.

A: Where is he from?

B: He was born in ¹ Austria and he lived there for about ² 21 years.

A: How long ³ has lived (live) in the USA?

B: For more than ⁴ 18 years.

A: How many films ⁵ has he made (make)?

B: More than ⁶ 30 films.

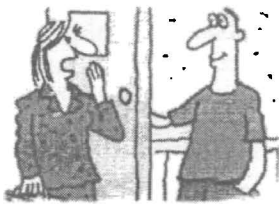
A: How long ⁷ has been married (be married)?

B: Since 1986.

A: How long ⁸ has worked (work) with the Special Olympics?

B: For more than 25 years.

e Read the questions. Then write a reply for each one. Use the present perfect simple or continuous.



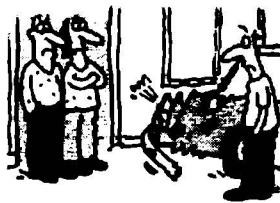
1 Why are you so tired?
I've been working hard.



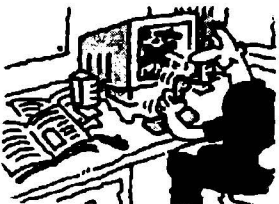
2 Why is Tara's hair wet?
She's just washed it.



3 Why are you so happy?
I have won the Lottery ticket



4 Why are Ben's parents so angry?
He has crashed the car.




5 Why isn't Marco's homework finished?
he has been playing computer game



6 Why is Pete's face all red?
he has been running

SCHWARZENEGGER

ARNOLD



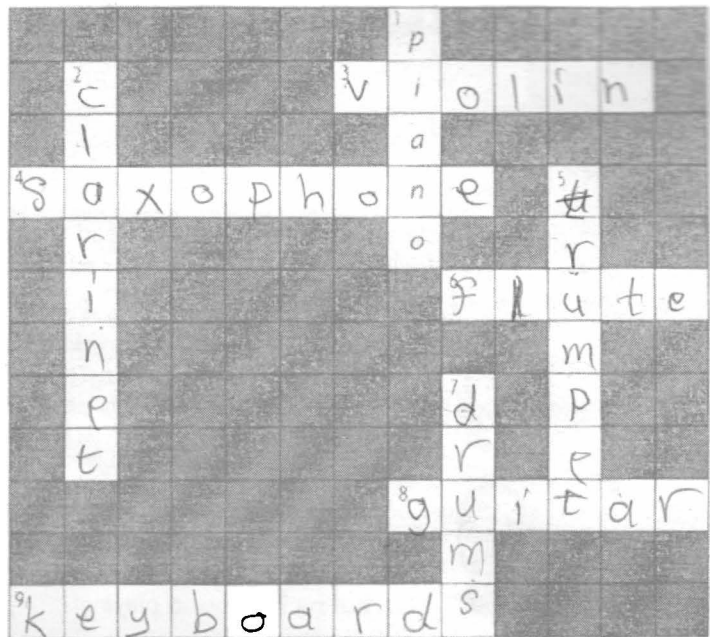
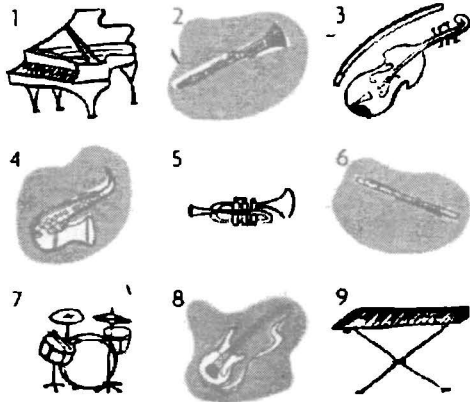
- ★ born 1947 near Graz in Austria
- ★ moved to the USA in 1968
- ★ married Maria Shriver in 1986
- ★ more than 30 films, including:
The Terminator, Eraser, True Lies
- ★ work with the Special Olympics since 1978

4 Vocabulary

a Put the letters in the correct order. Write the types of music in the gaps.

- 1 Country music is very popular in the Southern and Western USA. (rcoynut)
- 2 Bob Dylan is a famous folk musician. (klfo)
- 3 heavy metal was first played in Britain. (vāhey amelt)
- 4 Jennifer Pike plays classical music. (aascsicll)
- 5 Which do you prefer, Jazz or Reggae? (zajz / gereag)

b) Fill in the crossword.



c) Circle the correct words.

- I love the first song on the latest REM album / single.
- Oh, no! I left my hi-fi / personal stereo on the bus this morning.
- I love listening to live / recorded music. It's great to see the bands.
- My parents are buying a new hi-fi / personal stereo for our living room.
- I never buy albums / singles. I think they're too expensive for just one song.

3 Culture in mind

Mark the sentences **T** (true) or **F** (false). Then check with the text on page 84 of the Student's Book.

- In the 1990s, Blur and Oasis were popular Brit pop bands.
- REM started in the 1990s.
- Rock 'n' roll started in the 1960s in the USA.
- Orchestral Manoeuvres In The Dark did not use electronic instruments.
- The Beach Boys were Australian.
- During the hippie period in the 1960s Pink Floyd were popular.
- One of the first rock 'n' roll musicians was Chuck Berry.

6 Study help

Vocabulary: knowing a word

When you record vocabulary in your notebook, it's important to record more than just the meaning of the word. It might also be a good idea to record these things:

- the pronunciation and where the main stress is (see Unit 8 Study help)
- what part of speech the new word is
- other words that go together with the new word (For example, if it is a noun, what verbs go with it?)
- an example sentence with the new word (You'll need to know how to use it!)
- the spelling (Be careful when you record the word to write it correctly!)





Look at examples 1–5. Match them with one of the tips a–e above.

- an effort to make an effort
- live music (adj.)
- ~~keybaords~~ keyboards
- enough: /ɪ'nʌf/
- musical instrument: I'd like to learn how to play a musical instrument.

Skills in mind

7 Read

The people below all want to buy a CD. Read the descriptions of six CDs and decide which CD is right for each person. Write the number of the CD in the boxes.

- a  Carol Morgan likes many kinds of music, but her favourite is jazz. The only music she really doesn't like is piano music, even if it's jazz.
- b  Mark Moloney doesn't care very much about music, but he does like to have soft, gentle music playing in his flat sometimes. He isn't keen on classical or jazz music, but he likes piano playing.
- c  Andrea Bolton likes all kinds of music, but her favourite instrument is electric guitar – she's a big fan of Eric Clapton, for example. She also quite likes jazz and folk music.
- d  Dave Stone only likes instrumental music – he never buys anything vocal. He likes rock and pop, but his preference is for classical music.

Reading tip

Matching descriptions

In some tests and examinations (for example in PET), you have to read a text and match things. Do this:

- First, read the descriptions of the people carefully because there are clues about the kinds of things they like. Read the description of Carol Morgan in Exercise 7. From this description we know that she really likes jazz music, and that she doesn't like piano music.
- Next, read the book, film or music descriptions. Remember: you don't need to understand every word – just look for ideas that go together with the people. Read the descriptions in Exercise 7 quickly. We know that Carol Morgan likes jazz music. Which two CDs are jazz? Read those descriptions again. We know Carol doesn't like piano music, so which CD is best for her?
- There will usually be more books, films or music than people – so be careful!

This week's

NEW MUSIC RELEASES

<p>1 The best of Keith Jarrett The maestro of jazz piano continues to astound audiences around the world. This collection of his greatest work includes The Köln Concert, Part 1 and extracts from the Paris Concert as well. Excellent value and a must for all jazz lovers. £12.99 🎵🎵</p> <p>2 Richard Thompson 1980–2000 Thompson's stunning electric guitar playing, and his folk-rock songs, are gathered together on a 2-CD collection that shows the best of his work over the last two decades. £18.99 🎵</p> <p>3 Richard Clayderman French pianist, known for his relaxing piano music, has this new collection out on CD. Ideal as a present for the person who likes relaxing background music. £9.99 🎵</p>	<p>4 The Monteverdi Vespers of 1610 This new recording of Monteverdi's great choral work is excellent, with great singing from the Milton Keynes Chorus. Classical music lovers will want to add this one to their collections. £24.99 for the 2-CD set 🎵🎵</p> <p>5 The Best of Paco Peña The great classical guitarist shows all his brilliance in this new collection. Works by Vila-Lobos and Haydn, amongst others. Great value at only £9.99 🎵</p> <p>6 Wynton Marsalis The great jazz trumpeter has put together some of his best-known numbers and a few new pieces on this magical set. Perhaps not as classy as his last offering, but all jazz aficionados will want this one anyway. £13.99 🎵</p>
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🎵 fair 🎵 good 🎵 excellent

8 Write

Write a text about a CD that you have bought recently and that you really like. Say:

- who the CD is by and what it is called
- why you decided to buy it
- what kind of music is on the CD
- which songs/tracks are your special favourites and why
- how it compares to other CDs in your collection

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

singer drums saxophone listen ~~classical~~ plays
have been playing has been collecting has collected jazz

My father loves ¹ classical music – he ² has been collecting records of Mozart's music for fifteen years, and I think he ³ has collected over 300 records so far! My mother was a ⁴ singer when she was younger, but now she prefers to ⁵ listen to music. My cousins, Jim and Sandra, have been playing a band for three years. Sandra ⁶ plays the guitar (she's really good) and Jim sings. What about me? Well, two years ago my parents bought me some ⁷ drums, and now I am in a ⁸ jazz band with three blokes from school. My friend, Angus, is a great ⁹ saxophone player!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- I'm tired. I _____ for ten hours.
a ve been working b 've worked c work
- They're angry. They _____ for ages.
a are waiting b waited c 've been waiting
- Tina _____ six books by John Grisham.
a has been reading b have read c has read
- How long _____? The park is flooded!
a is it raining b has it been raining c was it raining
- David _____ in a band since 2001.
a is playing b has been playing c plays
- Look! Someone _____ that window.
a have broken b has broken c has been breaking
- We _____ Karen for years.
a 've been knowing b know c 've known
- There's a new film at the cinema – _____ it?
a do you see b have you been seeing c have you seen
- She _____ on the phone for an hour!
a 's talked b 's been talking c talk

8

3 Correct the mistakes




In each sentence there is a mistake with the present perfect simple or continuous. Underline the mistakes and write the correct sentence.

- You've never been understanding me. You've never understood me.
- Maria been learning the flute for a month. has
- Claire's been being at home for a month. been
- How long you have been waiting here? have you
- He's talking on the phone for an hour! been
- Sue and Cath riding their bikes for two hours. have been
- Hi, Mum. Has Peter been phoning this morning? phoned
- How many CDs have U2 been making? made
- You look tired. What have you done? been doing

8

How did you do?

Total:

 Very good 20 – 25	 OK 14 – 19	 Review Unit 12 again 0 – 13
--	---	--

13 Doctor's orders

1 Vocabulary

Medicine

a Match the words in the box with the pictures. Write numbers 1-6 in the boxes.

1 doctor 2 hospital 3 patient 4 dentist 5 tablets 6 ambulance

a



5

b



1

c



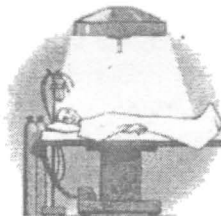
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d



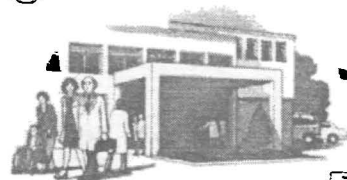
6

e



3

f



2

b Complete the sentences with the words in the box.

health hospital ambulance hurts
painful patients tablet treat

- There was an accident in town yesterday – I saw the ambulance arriving.
- My sister's a nurse – she works in the hospital in town.
- When the dentist took my tooth out, it was quite painful.
- You shouldn't smoke – it's bad for your health.
- I went to the doctor yesterday. I had to wait a long time because there were lots of other patients.
- If you've got a headache, take a tablet – an aspirin, for example.
- I had a bad stomach ache, so I took some medicine to treat it.
- I fell over when I was playing football, and now my ankle really hurts!

c Complete the sentences with the words in the box.

hurt pain sore stomach ache
temperature toothache

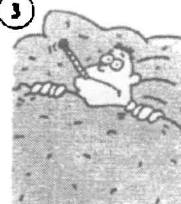
1



2



3



4



5



6



- I've got toothache.
- Oh, that's better! My feet really pain.
- Jack feels ill, so his mum's taking his temperature.
- I ate too much at lunchtime and now I've got stomach ache.
- I've got a bad cold and a very sore throat.
- I've got a hurt in my wrist.

2 Grammar

Defining relative clauses

a Circle the correct words.

- 1 My mother loves London – it's the city where / that she was born.
- 2 There's Jim – he's the boy which / who had a party last weekend.
- 3 Last night there was a dog which / who was making a lot of noise.
- 4 The shopping centre is the place who / where I meet my friends at the weekend.
- 5 Don't go to that dentist! He's the one where / who never smiles!
- 6 I prefer the teachers which / who don't give us too much homework!
- 7 That's the shop where / which I bought my new DVD player.

b Complete the sentences. Use *which*, *that*, *where* or *who*. Sometimes there is more than one correct answer.

- 1 Alberto Santos Dumont was a Brazilian who designed planes and balloons.



Alberto Santos Dumont

- 2 In 1897 he went to Paris. the city where he made his first flight in a balloon.

- 3 In 1909, he built a small plane which was called 'The Grasshopper'.

- 4 There is now an airport in Rio de Janeiro where is named after him.

- 5 Martin Luther King was a man who tried to make life better for African-Americans in the USA.



Martin Luther King

- 6 In 1963, he made a speech that became very famous – the 'I have a dream' speech.

- 7 Memphis is the city where King was killed in 1968.

- 8 The man who shot Martin Luther King was James Earl Ray.

c Match the two parts of the sentences. Then write them with a correct relative pronoun.

- | | |
|------------------------------|---|
| 1 Raymond Ewry was the man | a boys on Pentecost Island take part in. |
| 2 Robert Ballard is the man | b a terrible earthquake happened in 1906. |
| 3 N'gol is a ceremony | c Laszlo Biro invented the ballpoint pen. |
| 4 A leech is a creature | d found the Titanic. |
| 5 San Francisco was the city | e the Iban people live in. |
| 6 Budapest was the city | f won 10 Olympic gold medals. |
| 7 Longhouses are buildings | g sucks blood. |

1 Raymond Ewry was the man who won 10 Olympic gold medals.

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

3 Grammar

used to

a Put the words in order to make the sentences or questions.

- 1 used / I / play / a / to / football / of / lot
I used to play a lot of football.

2 often / go / used / we / to / park / the / to
We often used to go to the park

3 shop / cheap / that / be / used / very / to
That shop used to be very cheap

- 4 father / to / my / the guitar / play / a / band / used / in

My father used to play the guitar in a band

- 5 Maths / didn't / to / brother / enjoy / use / my

My brother didn't use to enjoy math

- 6 you / did / dreams / use / bad / have / to

Did you use to have bad dreams

b Complete the sentences. Use the correct form of the present simple or *used to*.



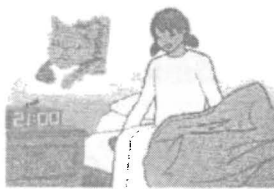







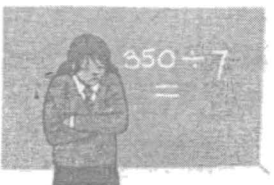
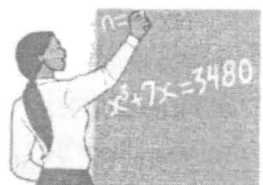
- I didn't use to have (not have) a mobile phone, but now I send (send) text messages every day.
- I used to like (like) chips, but now I eat (eat) fruit and salad.
- We used to play (play) tennis every day, but now we don't play (not play) it any more.
- There used to be (be) three cinemas in our town, but now there is (be) only one.
- We didn't use to go (not go) on holiday when I was young, but now we go (go) to Spain every year.
- My sister loves (love) rock music, but she used to hate (hate) it when she was younger.
- I didn't use to read (not read) books when I was a child, but now I read (read) four every week!
- A: Did you use to go (go) to bed early when you were a child?
B: Yes, I did, but now I stay (stay) up as late as I want!

d Write true sentences about you and your friends or family. Use *used to* or *didn't use to* and the ideas in the box.

music sports food TV
school home family

I used to play the piano, but now I play the guitar. My sister used to listen to music but now she doesn't listen to music. My brother used to play sports, but now he eat too much food. I used to watch TV but now I read the books. I used to do my homework at school, but now I do at home. I didn't use to stay with my family but now I stay with my family.

c Look at the pairs of pictures and write a sentence for each pair.
How Anna has changed!

Before 	After 	Before 	After 
1 Anna used to eat chips, but now she eats salad.		2 She used to go to bed early, but now she goes to bed late.	
Before 	After 	Before 	After 
3 She used to watch TV, but now she reads book.		4 She used to play Tennis, but now she runs.	
Before 	After 	Before 	After 
5 She didn't use to dance, but now she dances.		6 She didn't use to know Math, but now she knows.	

4 Pronunciation

a 1 Listen to the word *used* in these sentences. Circle the word *used* when it is a /s/ sound. Underline the word *used* when it is a /z/ sound.

- 1 We used the Internet to find the information.
- 2 I used to go to bed early when I was young.
- 3 Who used my personal stereo?
- 4 My dad used to work in an office.
- 5 Did he use to play tennis?
- 6 Did she use my bike?

b 1 Is the letter *d* in the word *used* pronounced?
Listen, check and repeat the sentences.

5 Everyday English

Complete the dialogue with the words in the box.

you're kidding congratulations
ended up with hang on to
never mind

Julian: Amanda! The exam results have come out!

Amanda: I know. What did you get, Julian?

Julian: I got 94%.

Amanda: Wow – ¹ congratulations! That's great!

Julian: And what about you? Do you know your result?

Amanda: Yeah. After all that hard work I only

² ended up with 45%.

Julian: Oh, Amanda, ³ you're kidding! You're better than that!

Amanda: Well, not this time. I'll have to do the exam again.

Julian: Well, ⁴ never mind, Amanda. I'm sure you'll do better next time.

Amanda: I hope so. Julian, have you still got your notes from the lessons?

Julian: Yes, I have. I nearly threw them away, but I decided to ⁵ hang on to them. Do you want to borrow them?

Amanda: Yes, please – I'm sure they'll be really useful.



6 Study help

Using the Internet

The Internet is a great way for you to practise and use your English! Here are some ideas:

- Visit websites that are designed for people who are learning English, with exercises for grammar and vocabulary, and interesting reading and listening texts. Try, for example, the *English In Mind* website: www.cambridge.org/elt/englishinmind. The BBC website is also excellent: www.bbc.co.uk/worldservice/learningenglish.
- Find websites in English that have information about things you're interested in: for example, sports, cinema, music, etc. Use: www.google.com or www.yahoo.com to find good pages in English.
- You can usually copy articles and save them on your computer. Sometimes there are also interviews you can listen to, if you want to practise your listening skills.
- Be careful! Many websites from non-English-speaking countries have versions in English. Sometimes it's good English, but not always! It's often safer if you go to websites from the UK (addresses end in .uk), from Australia (addresses end in .au) or the United States (addresses end in .com, .org or .ac).

Skills in mind

7 Listen

Listen to six short recordings and **circle** the correct answers.

- Where are these people?

a at a bus stop	b in an airport	c in a restaurant
-----------------	-----------------	-------------------
- Who are the people talking?

a strangers	b child and parent	c friends at school
-------------	--------------------	---------------------
- Where are these people?

a in a shop	b on a train	c in a library
-------------	--------------	----------------
- Who are the people talking?

a strangers	b child and parent	c friends at school
-------------	--------------------	---------------------
- Where are these people?

a in a plane	b in a restaurant	c in a car
--------------	-------------------	------------
- Who are the people talking?

a teacher and student	b mother and daughter	c friends at school
-----------------------	-----------------------	---------------------

8 Read

- a** Who is the man in the photo? Why do you think he is famous? Read the text quickly to find the answers.

Christiaan Barnard

These days, people with severe heart problems can have a heart transplant - in other words, another heart is put into their body to replace the heart with problems.

Christiaan Barnard was the surgeon who performed the first human heart-transplant operation. Barnard was born in 1922, in his native South Africa. He studied medicine at the University of Cape Town and graduated in 1953. Then he went to the USA and studied at the University of Minnesota. He returned to the University of Cape Town in 1958 to teach surgery. No one knew very much about him - but in 1967, he became world-famous.

On 3rd December, Barnard transferred the heart of a 25-year-old woman into the body of Louis Washkansky, a 55-year-old grocer. Unfortunately, Washkansky died 18 days later. Barnard did a second transplant, on 2 January 1968, for a man called Philip Blaiberg - this was a lot more successful, as Blaiberg lived for just over 18 months after the operation.



Barnard was not the usual picture of a surgeon. Young and handsome, he spent as much time in nightclubs as he did in operating theatres. He met the Pope in Rome and President Lyndon Johnson in America. He knew many beautiful film stars of the time, like Sophia Loren, but all three of his marriages failed. He also performed free surgery on hundreds of very sick people.

He died in September 2001, aged 78.

- b** Read the text again and answer the questions.

- What nationality was Christiaan Barnard?
.....
- In which two countries did he study?
- When did he become famous?
.....
- Who was the first person to get a heart transplant?
.....
- How long did Philip Blaiberg live after his heart transplant?
.....
- In what ways was Barnard different from other surgeons?
.....
.....
.....

Listening tip

Identifying places and speakers

When you listen to recordings you often need to identify where, or who, the people are. In some examinations you listen to a recording and choose from three or four possible answers.

- Always listen to the whole recording. Never choose your answer before the recording has finished.
- Look at Exercise 7 question 1, for example. You'll hear someone say that she missed the bus so you might think it's a bus stop. But be careful! The other person later says *The plane's delayed, and finally, he says before we check in for our flight, so what's the correct answer?*

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

hurts who sore throat treat
ended up with temperature health problems
tablet ambulance that

I never usually have ¹ health problems, but two days ago I had to study for my Maths test. After five hours I ² ended up with toothache! My dad took me to see a dentist, ³ who said the real problem was a 'complete unwillingness to study'. Anyway, I didn't do the test, so I have to do it tomorrow. Right now I'm in bed. I'm really hot – I think I've got a ⁴ temperature of about 40°, and I have a really ⁵ sore throat, so I can hardly talk. A minute ago I wanted to take a ⁶ tablet to stop the pain, so I got out of bed and fell over my Maths books ⁷ that were on the floor. Now I can't stand up because my ankle ⁸ hurts. I think Dad should call an ⁹ ambulance to take me to hospital. I'm sure the doctors there will know how to ¹⁰ treat me!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- I'd like to live in a place the sun shines all the time.
a which b that c where
- Your doctor can give you a tablet will stop the pain.
a where b who c that
- Who's the man made this film?
a that b which c where
- The jeans were in the window were really expensive.
a where b who c that
- The people saw the match were lucky.
a where b which c that
- Those are the boys broke our window.
a who b which c where
- Did you to like going to the dentist?
a used b use c not
- In the past, people illnesses with strange methods.
a used b used to treat c use to treat
- We enjoy running, but now we love it!
a usedn't to b didn't use to c used to not

8

3 Correct the mistakes




In each sentence there is a mistake with a defining relative clause or with *used to*. Underline the mistakes and write the correct sentence.

- The man which told me that lives in our street. The man who told me that lives in our street.
- He used to being a Manchester United fan. be
- The people which did that were stupid. who
- When I was five, I used swim in the river behind our house. to
- The police found the person which robbed the bank. who
- That's the town that I was born. where
- I didn't used to like Art very much. use
- Used you to like eggs? did you use to
- Did your parents used to read you stories? use

8

How did you do?

Total:

 Very good 20 – 25	 OK 14 – 19	 Review Unit 13 again 0 – 13
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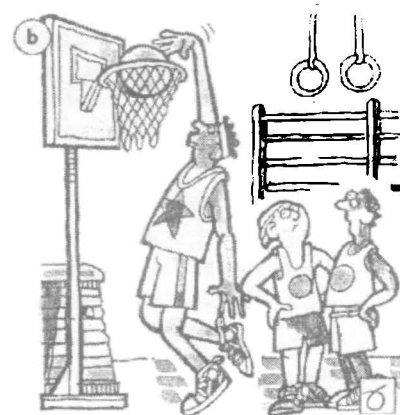
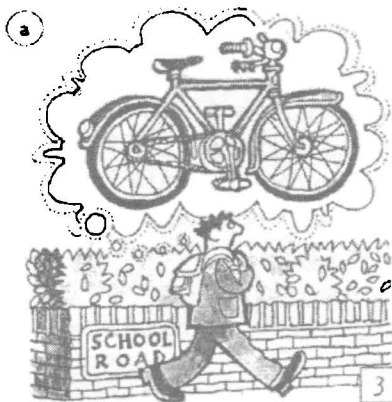
14 If I had ...

1 Grammar

Second conditional

a Match the sentences and the pictures. Write 1-6 in the boxes.

- If I was taller, I'd get it and eat it.
- If I had enough money, I'd live in a hot, dry country.
- If I had a bicycle, I wouldn't walk to school any more.
- If we didn't have so much homework, we'd go to the beach.
- I'd stop them if I was bigger.
- We'd win more games if we were taller.



b Circle the correct words.

- If we had / would have a bigger house, I had / d have my own bedroom.
- If I had / 'd have more money, I went / d go and visit my uncle in America.
- If we didn't have / wouldn't have a dog, our house smelled / would smell better.
- I liked / d like our town more if there were / would be more places for teenagers.
- I bought / d buy a DVD player if they weren't / wouldn't be so expensive.
- We went / d go out if we didn't have / wouldn't have so much homework.



c Complete the sentences. Use the correct form of the verbs.

- If I was (be) older, I d leave (leave) school.
- If my brother left (leave) home, I would have (have) his bedroom.
- If I knew (know) the answers, I would tell (tell) you!
- Your parents would be (be) angry if they knew (know) what you've done.
- If we didn't have (not have) a TV, would you read (read) more books?
- If you didn't eat (not eat) so much chocolate, you wouldn't be (not be) overweight.

d Rewrite the sentences using the second conditional.

1 I don't have a bicycle, so I walk to school.

If I had a bicycle, I wouldn't walk to school.

2 We haven't got a computer, so we don't send emails.

If we didn't have got a computer, we wouldn't send emails.

3 I love music, so I spend all my money on CDs.

If I love music, I would spend all my money on CDs.

4 I'm not a good player, so I'm not in the school team.

If I wasn't a good player, I wouldn't in the school team.

5 I do a lot of exercise, so I'm very fit.

I'd very fit if I did a lot of exercise.

6 My uncle speaks good English, so he watches American TV programmes.

If my uncle spoke good English, he'd watch the American TV.

e Write true sentences about you or people you know. Use your own ideas or the ideas in the box.

school money sports travel computers friends and family

If I didn't have so much homework, I'd go out every night. If I didn't have school, I'd work to get money. If I didn't play sports, I'd put on weight. If I travelled to Turkey, I'd buy computers. If I love my friends and family, I wouldn't get them angry.

Giving advice

f Match the problems and possible advice.

1 I've got a terrible headache!

a If I were you, I'd close the window.

2 I'm bored!

b I'd talk to the teacher if I were you.

3 I'm really cold in here!

c If I were you, I'd get some glasses.

4 I find the grammar very hard!

d If I were you, I'd take an aspirin.

5 I need information for my project!

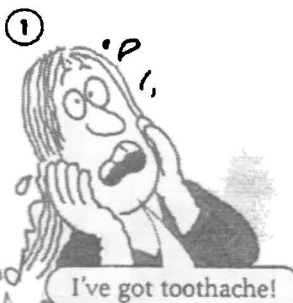
e I'd play a computer game if I were you.

6 My eyes are bad. I can't read the board!

f If I were you, I'd search the Internet.

g Write some advice for the people in the pictures. Use the second conditional.

1 *If I were you, I'd go to the dentist.*



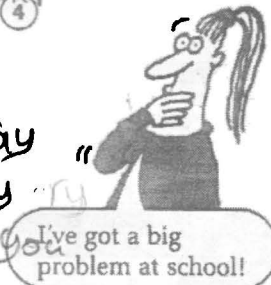
2 *I'd go to bed if I were you.*



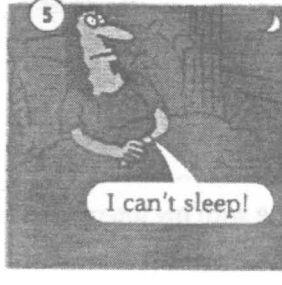
3 *If I were you I would cook food.*



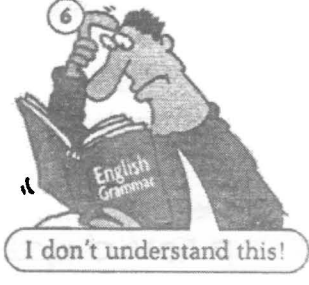
4 *I'd talk to teacher if I were you.*



5 *If I were you I would do a pray.*



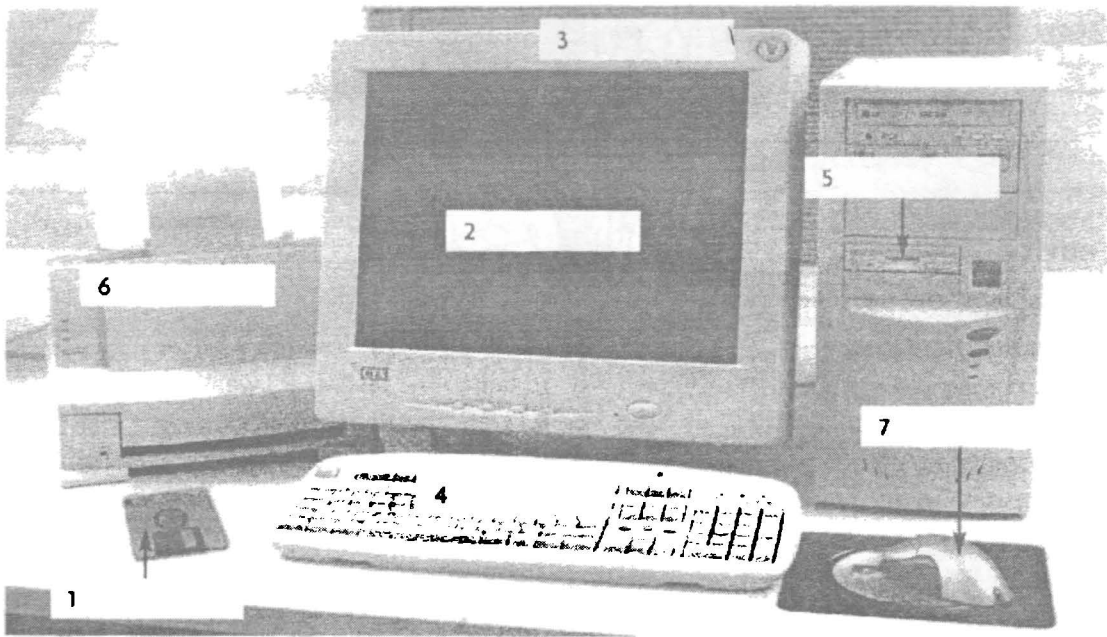
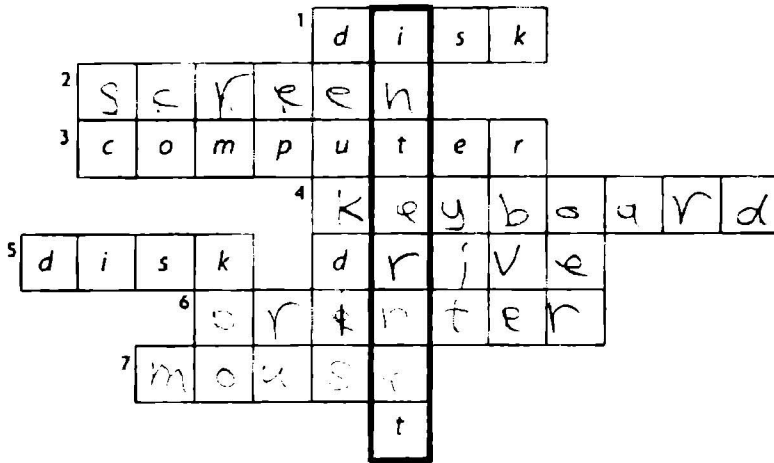
6 *I would tell my teacher if I were you.*



2 Vocabulary

Computers and the Internet

- a) Look at the picture and fill in the puzzle. What's the mystery word?



- b) Complete the sentences. Choose from the words in the box.

burn crash download log on save search
start up offline provider search engine

- 1 If you need some information, you can always search for it on the Internet.
- 2 I know a really good search engine that can help you find what you want very quickly.
- 3 My friend told me about some great games on the web that you can download free!
- 4 My computer's very slow – it takes ages to start up when I switch it on.
- 5 I need to do some research, so I'm going to log on to the Internet.
- 6 Oh, no! My computer's crashed, and I didn't save my work!
- 7 There's something wrong with my Internet connection – I'm going to phone my provider.
- 8 I can give you a copy easily – I'll just burn it onto a CD for you.

3 Pronunciation

'd

a Listen and circle the words you hear.

- 1 I open / I'd open the window.
- 2 They eat / They'd eat it.
- 3 I ask / I'd ask her out.
- 4 We love / We'd love sandwiches.
- 5 They listen / They'd listen to some music.
- 6 We have / We'd have a really good time.

b Listen again and repeat the sentences.

4 Culture in mind

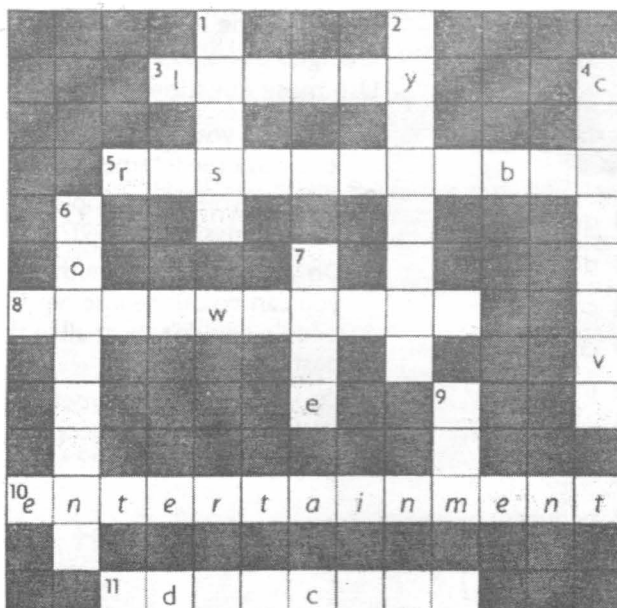
Read the summary and complete the crossword.

People use computers for different things: communication, study, ¹⁰... and so on. They say that computers change your ⁷... for the better. But do they?

Many people who use computers a lot can get physical problems. They find that their ²... gets worse if they look at the screen for too long. You can get problems in your hand or ⁹... if you often make the same ⁶..., as people do with a ¹... And computer users spend more time sitting down, and less time exercising, so many of them are becoming ⁸...

Many people have become ¹¹... to using the Internet and chat rooms. Some studies in the United States have shown that young children and teenagers who spend many hours on computers can get ³... and even depressed.

'Computers can be a really positive part of children's lives. But parents and teachers need to help children learn to use computers in ⁵... and ⁴... ways,' says teacher, Jane Shields.



5 Study help

How to give a good presentation

You may have to give a presentation in English at school, for an examination, or in your future job. Follow this advice:

- Find the information you need for your talk well before the day of the presentation. You can find lots of information in libraries or on the Internet.
- Make notes. Write down the most important words. You don't need to write sentences because it isn't usually a good idea to read aloud. A good speaker will look at the audience, not at his or her piece of paper.
- Make sure your presentation has a good, interesting start and ending. These are what your audience will remember most.
- Find pictures, diagrams, graphs, etc. to show your audience if you can. This always helps listeners to enjoy a talk and listen carefully.
- Some time before your presentation – ideally the day before – practise what you are going to say. You can do this alone, of course. If there is a time limit, time yourself to make sure your talk isn't too long or too short.
- Before you begin your talk, try not to feel nervous. It's a good idea to try relaxation exercises, for example deep breathing, and think positively!

Skills in mind

6 Read

Read the text and **circle** the correct answer: a, b, c or d.

The World Wide Web



Everybody knows the World Wide Web, but who first got the idea? The ¹ _____ is an Englishman called Tim Berners-Lee.

Tim Berners-Lee ² _____ at Oxford University until 1976, and while he was there he built his first computer from bits and pieces and an old television ³ _____. After he did one or two ⁴ _____ in England, he went to work in Switzerland, and in 1980 he got an idea for a computer program to organise his notes. Then he thought that it would be a really good idea if he could ⁵ _____ at things on other people's ⁶ _____. He designed a system called HTML, which allows people to write pages and put them on a web on the Internet. In 1991, 11 years ⁷ _____ his first idea for a program, the World Wide Web was born.

From that moment on, the Web and the Internet grew together very quickly. The number of Internet users ⁸ _____ 1991 and 1996 jumped from 600,000 to 40 ⁹ _____. Another amazing thing about the Web is that it is free. Berners-Lee did not become a rich man with his ¹⁰ _____ because he always wanted it to be something free for everybody.

Berners-Lee is now a Professor at Massachusetts Institute of Technology in the USA. He continues to work with the World Wide Web.

- | | | | |
|-----------------|-----------------|-------------|---------------|
| 1 a idea | b answer | c name | d question |
| 2 a studied | b went | c wanted | d did |
| 3 a film | b set | c programme | d channel |
| 4 a televisions | b jobs | c works | d companies |
| 5 a look | b see | c read | d listen |
| 6 a books | b webs | c computers | d televisions |
| 7 a before | b when | c after | d until |
| 8 a as | b to | c from | d between |
| 9 a million | b thousand | c users | d more |
| 10 a money | b discovery | c Internet | d invention |

Reading tip

Multiple choice cloze texts

In many examinations (for example, PET) you read a gapped text and choose words that fill the spaces. It is usually testing your vocabulary, but sometimes it tests your knowledge of grammar. Remember:

- Read the complete text first, before you answer the questions. You can't do the exercise well if you don't understand the whole text, and sometimes the information you need is after the gap.
- Read all the possible answers carefully before you choose. Sometimes one or more answers are clearly wrong. Identify them first and put a line through them. Look at Exercise 6, for example. In number 1, **d (question)** is clearly wrong, so put a line through it.
- Read the words before and after the gap before you choose your answer. For example, in Exercise 6 number 1, the sentence before the space is a question, so the correct answer is b. In number 2, answer b (*went*) is not the correct answer, because the word after the gap is *at*, and we say *went/go to*, not *went at*.

7 Write

Write a paragraph about how you think the Internet has changed people's lives since 1991. Use these questions to help you:

- What do you and people you know use the Internet to do?
- How do you think people did these things before 1991?
- Do you think there are things you can do on the Internet that people couldn't do at all in the past?
- Do you think the Internet and Web have improved people's lives? Why / Why not?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

crashes didn't downloads net screen had logs on computer printer search

My father is a journalist and he uses an old ¹ computer to write. He doesn't take a ² printer with him when he travels. He says it isn't necessary – he just looks at the text on the ³ screen, corrects it and then ⁴ logs on to the Internet and sends the text to the newspaper that he writes for. He also uses the ⁵ net when he wants to ⁶ download information. When he ⁷ searches files, he always burns a CD so that he has copies – because his computer isn't very good and often ⁸ crashes. He always says that if he ⁹ had enough money, he'd buy a better computer. My mother says that he'd have more money if he ¹⁰ didn't spend it so quickly!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- Claire would find a lot of information if she _____ on the Internet.
a looks b would look c looked
- I wouldn't do that if I _____ you.
a am b would be c were
- If I _____ more about it, I'd help you.
a would know b knew c know
- We're going to launch our own _____.
a computer b Internet c website
- David would like that joke if he _____ here.
a were b would be c is
- If you _____ any film, which one would it be?
a can watch b could watch c watched
- What _____ they do if we went to the police?
a would b will c were
- My friend sometimes spends hours _____ the Internet.
a looking b surfing c watching
- If Mary found that book, she _____ it.
a'd buy b bought c ll buy

8

3 Correct the mistakes

In each sentence there is a mistake with the second conditional. Underline the mistakes and write the correct sentence.

- If I had more time, I went for long walks. If I had more time, I'd go for long walks.
- If you helped me, I'm happy. I'd happy
- She'll be really happy if you invited her. would
- If they would have the money, they could buy the house. had
- If you could buy anything, what did you buy? would
- If you can live anywhere, where would you want to live? could
- If I were you, I talk to the teacher. would
- If you could go on a holiday, where do you like to go? would
- We bought a new house if we won the lottery. would buy

8

How did you do?

Total:



Very good
20 – 25



OK
14 – 19



Review Unit 14 again
0 – 13

15 Lost worlds

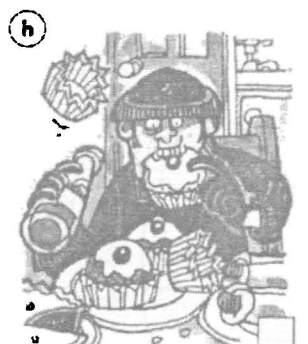
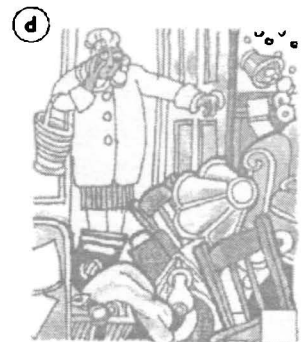
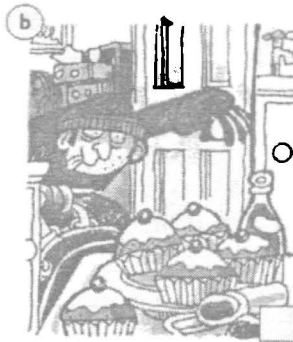
1 Grammar

Past perfect

- a Read the story, and then number the pictures to show the order in which the events happened. Write 1-8 in the boxes.

When Mrs Johnson got home last Wednesday, she found a terrible mess in her living room. She was afraid, so she immediately phoned the police and asked them to come to her house. When the police arrived, they found something very strange: the man who had broken into the house was asleep in one of the bedrooms!

The thief had gone into Mrs Johnson's house, and had started to put some things into a big bag. But then he had found some food in the kitchen, and, because he was hungry, he had eaten it all. Feeling sleepy, he had gone into a bedroom, and he had fallen asleep!



- b Match the sentences. Write a-h in the boxes.

- 1 I didn't watch the film on TV last night.
- 2 I didn't recognise my cousin.
- 3 There weren't any books left in the shop.
- 4 I woke up very late yesterday.
- 5 My mum couldn't use the car.
- 6 I was pleased when I beat Sarah at tennis.
- 7 My sister had to go to hospital last week.
- 8 We really enjoyed our trip to New York.

c

- a I hadn't switched my alarm clock on the night before.
- b We hadn't been there before.
- c I'd seen it three times before.
- d They'd sold them all.
- e She'd hurt herself in a volleyball match.
- f He'd changed a lot since the last time I saw him.
- g I'd never won a game against her before.
- h Our dad had taken her keys with him.

c Complete the sentences. Use the past perfect form of the verbs.

- When I switched on the TV, the programme had finished (finish).
- I couldn't pay because I (leave) my money at home.
- I didn't do very well in the test because I (not study) the night before.
- I went to France last year. It was the first time I (visit) another country.
- There wasn't any ice cream left because my brother and sister (eat) it all.
- The shop wouldn't change the shirt I'd bought because I (lose) the receipt.
- We couldn't buy any more film for our camera because the shops (shut).
- You looked bored in the cinema. you (see) the film before?

d Complete the sentences. Use the past simple or past perfect form of the verbs.

- When James arrived (arrive) at the station, the train had left (leave).
- Our neighbour (be) really angry with us because our ball (break) his window.
- I (not buy) the shirt I wanted because I (spend) all my money on CDs!
- Jane (not be) pleased when Alex came to her party, because she (not invite) him.
- I lost all my work because I (forget) to save it before the electricity (go) off!
- I (look) everywhere for my books, but I couldn't remember where I (put) them.

e Complete the text. Use the past simple or past perfect form of the verbs.

In 1962, Nelson Mandela, a leader of the African National Congress (ANC), was sent to prison for life.

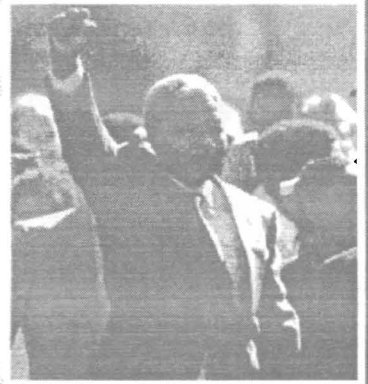
The ANC

1 fought (fight) against the idea of apartheid, a system in South Africa which

2 (not give) black people the same rights as white people. While Mandela 3 (be) in prison, he 4 (become) very famous all over the world.

The South African Government 5 (allow) Mandela to leave prison in 1990 – he 6 (be) a prisoner for more than 27 years. After leaving prison, he 7 (continue) to work for the black people in his country. Mandela and the President, de Klerk, 8 (win) the Nobel Peace Prize in 1993 because they 9 (work) very hard for peace.

In 1994, Mandela 10 (become) President of South Africa. There 11 (not be) a black president before him.



2 Pronunciation

had

a Underline the word *had* when it is fully pronounced. Circle the word *had* when it is weak.

- I had a pizza last night.
- It was the best pizza I had ever eaten.
- My mum had a great idea.
- It was the best idea my mum had ever had.
- We had a holiday in Italy.
- My family had always wanted to go there.

b Listen, check and repeat.

3 Vocabulary

Word formation: *-r, -er, -ist*

a Fill in the crossword. Then check with the Vocabulary exercise on page 105 of the Student's Book.

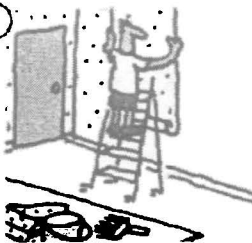
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2



3



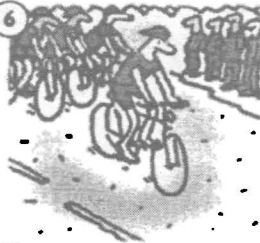
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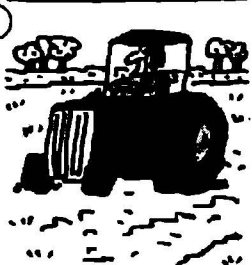
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6



7



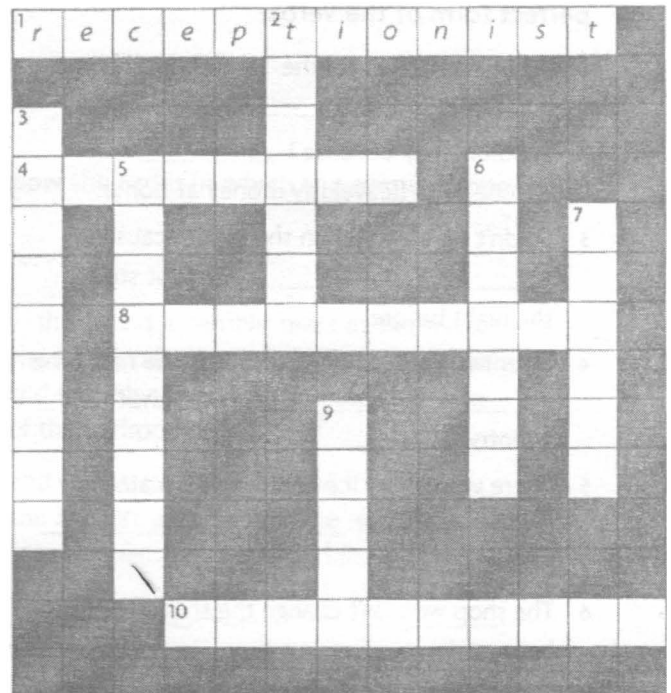
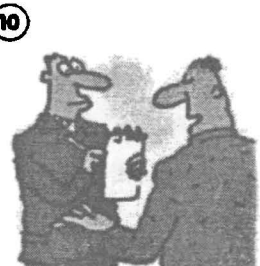
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9



10



b Put the word in brackets into the correct form to fill the space.

- 1 My brother's a really good photographer.
(photograph)
- 2 When I was young, I always wanted to be a famous explorer. (explore)
- 3 My sister always wanted to be a train driver. (drive)
- 4 I'm sorry, I don't know this town – I'm just a tourist here. (tour)
- 5 I read in the paper that some scientists have found a new planet. (science)
- 6 My mother works in a company in town – she's the manager. (manage)
- 7 I'm sure it's really interesting to be a journalist and work for a newspaper. (journal)
- 8 My cousin works in a hotel – he's only a receptionist, but he hopes to be the manager one day! (reception)
- 9 My dad doesn't like doing things in the house, so we're getting a decorator to do my bedroom. (decorate)
- 10 I love old things, so when I leave school, I want to be an archaeologist. (archaeology)

4 Everyday English

Complete the dialogue with the words in the box.

stuff though give it a go good luck congratulations

- 1 A: I've won a trip to New York!
B: That's brilliant! Congratulations !
- 2 A: There's a photography competition in the paper. You have to be 18 or under to enter.
B: You're a good photographer – why don't you ?
- 3 A: You liked Japan, didn't you?
B: Yes, I did. It's very expensive, !
- 4 A: The film last night was great! It was about a man who kills loads of people.
B: I'm glad I didn't see it. I hate all that
- 5 A: I'm really nervous – my match starts in 20 minutes.
B: Well, I hope you win.

5 Study help

Vocabulary: suffixes

a Suffixes are added to words to change the part of speech (see Unit 10). Study the examples:

- Many suffixes, for example, *-ful*, *-less*, *-able*, change a noun or verb into an adjective. For example, use: *useful/useless/usable*.
- Other suffixes, for example, *-er*, *-ist*, *-ation*, change a verb into a noun. For example, *paint: painter; science; scientist; transform: transformation*.

b Underline the suffixes in these words. What part of speech is each one? Write *noun* or *adjective* next to each word.

- | | |
|-----------------------|------------------------|
| 1 artist <u>noun</u> | 5 comfortable _____ |
| 2 hopeful _____ | 6 hopeless _____ |
| 3 programmer _____ | 7 lovable _____ |
| 4 relaxation _____ | 8 imagination _____ |

c Add a suffix to each word in the box and write it in the correct column.

act archaeology art climb decorate explain inform paint
relax science swim tour transform violin

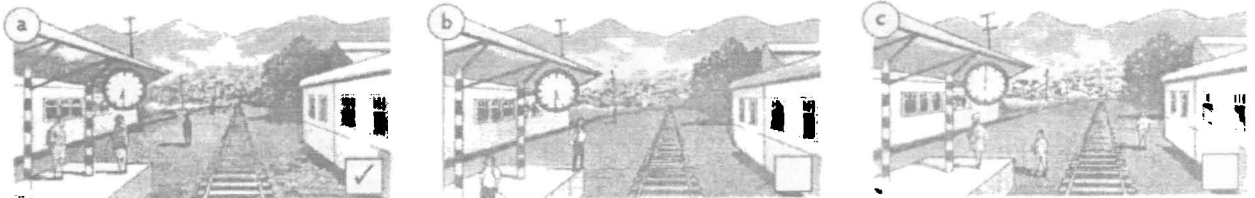
-ation	-ist	-er/-or
<u>explanation</u>	<u>scientist</u>	<u>actor</u>
.....
.....
.....

Skills in mind

6 Listen

1 Greg went to Machu Picchu last year with his father. Greg is talking to a friend about the trip. Listen and tick (✓) the correct pictures.

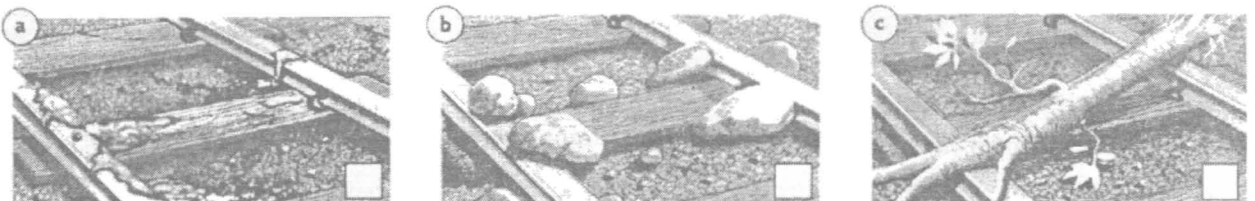
1 What time did they take the train from Cuzco?



2 What was it like inside the train?



3 What had happened to the railway tracks?



4 What did the boy do after the train accident?



Writing tip

How to write a good narrative

Organisation

- At the start, give the background and include other important information. For example, where did the story happen? Who are the main characters?
- Start a new paragraph for each stage of the story. For example: 1 the background to the story; 2 the main events; and 3 the ending. Make sure your ending is interesting!

Language

- To make your story interesting, you need a variety of tenses: past simple, past continuous and past perfect. Be careful to choose the right one! Remember to use adjectives **and** adverbs to make the story more interesting.
- Always check your work when you have finished writing! In an examination, allow at least five minutes to do this.

7 Write

Write a short story about a journey where something went wrong.

Unit check

1 Fill in the spaces

Complete the text by adding suffixes **-r**, **-er**, **-ist** or **-or** to the words in brackets.

My father thinks that I should be a ¹ *journalist* (journal) with the local newspaper, but I'd prefer to be a famous ² (football) like David Beckham! My mother thinks it would be better if I became a ³ (reception) because that's what she wanted to be! But if I worked in a hotel, I'd want to be the ⁴ (own), of course! I don't want to have a job like my uncle – he's a ⁵ (decorate) – or my cousin, who's a taxi ⁶ (drive) in London. Maybe I could be a ⁷ (photograph) and travel round the world with a famous ⁸ (explore). Or I might want to be a fantastic ⁹ (art) like Picasso. But I really want to be the first British ¹⁰ (cycle) to win the Tour de France!

9

2 Choose the correct answers

Circle the correct answers: a, b or c.

- I wanted to see you, but you to London.
a have gone b had gone c has gone
- I Julie for years until I saw her this morning.
a haven't seen b did not see c hadn't seen
- The film at four and finished at six.
a had start b have started c started
- Dad was very happy when he saw that we his car.
a had washed b have washed c washed
- There any tickets left.
a hadn't been b weren't c wasn't
- I was really angry when I found out that they you my secret.
a were telling b tell c had told
- My dad couldn't drive to work yesterday because he the car keys!
a has lost b had lost c was losing
- I didn't see Jane because she had left before I
a have arrived b had arrived c arrived
- I couldn't give the teacher my homework because I it at home.
a was leaving b have left c had left

8




3 Correct the mistakes

In each sentence there is a mistake with the past perfect. Underline the mistakes and write the correct sentence.

- I didn't like the film because I saw it before. *I didn't like the film because I had seen it before.*
- When we visited the museum, we went to the cinema.
- He had lived in London for ten years before he had moved to the USA.
- She came home late because she had meet some friends.
- We couldn't have dinner because all the restaurants have closed.
- There wasn't any food left because my sister ate it all.
- When I got there, my friends already left.
- I was going to pay the bill, but my friend had already pay it.
- The room was cold because someone has left the window open.

How did you do?

Total:

 Very good 20 - 25	 OK 14 - 19	 Review Unit 15 again 0 - 13
--	---	--

8

16 Good or bad luck?

1 Grammar

Reported statements

- a Complete the table. Write the grammar descriptions and the example sentences.


DIRECT SPEECH	REPORTED SPEECH
Present simple I'm a writer.	Past simple She said she <i>was</i> a writer.
Present <i>continuous</i> I'm writing a book about a ghost.	Past <i>continuous</i> She said she <i>was writing</i> a book about a ghost.
Present They've never been to London.	They said they to London.
Past simple We saw a great film last week.	They said they the week before.
<i>am/ is/ are going to</i> My uncle's going to live in Paris.	He said his uncle <i>was going to</i> live in Paris.
<i>can/ can't</i> I can't come on Saturday.	She said she on Saturday.
<i>will/ won't</i> I'll give it back next week.	He said he the following week.

- b Read the dialogue. Then complete the paragraph using reported speech.

Woman: Excuse me. I need some help.
 Me: Oh, OK. I'll be happy to help you.
 Woman: I've never been here before, and someone stole my purse this morning.
 Me: Well, I'm sorry. I haven't got any money.
 Woman: No, that's OK – I don't want money. I'm trying to find the police station.
 Me: Oh, I see. Well, I'm going that way, so I can take you there.
 Woman: Great – thank you very much.

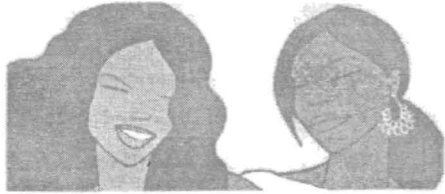


Yesterday a woman came up to me in town. She looked worried and said she ¹ *needed* some help. I felt sorry for her, so I said I ² happy to help her. She told me she ³ to the town before, and she said that someone ⁴ her purse that morning. I said I ⁵ sorry but I ⁶ any money. The woman said she ⁷ money – she said she ⁸ to find the police station. So I told her that I ⁹ that way, and I said I ¹⁰ her there. She was very pleased!

c  Sandra, Claudia, Josh and Mitsuko are talking about an amusement park. Listen to what they said about the park. Who likes it? Who doesn't like it?

d Complete the summaries. Use reported speech.

Sandra and Claudia, from Italy



Sandra and Claudia said they *had arrived* there at
They said that some of the rides
....., but they also
said the queues
and they it
..... there.

Josh, from Britain

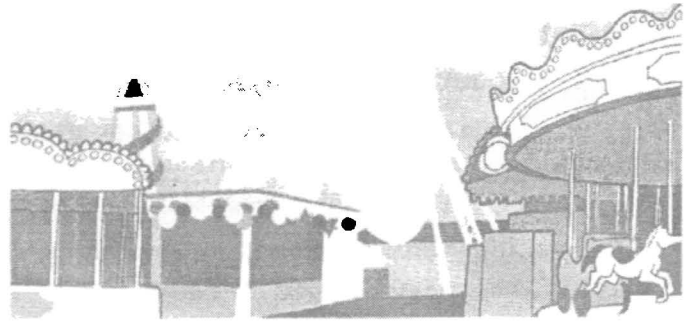


Josh told me he thought it
.....
place. He said all the rides
the rides, but his
his
The Elevator. He said
.....
and that he again.

Mitsuko, from Japan



Mitsuko said that she
.....
the park very much.
She said that
/
very scary, and she said she
.....
them. She also told me that she
..... there again.



2 Vocabulary

Noun endings with *-ation* and *-ment*

a Find and **circle** the noun forms of the verbs in the box.

calculate communicate educate
equip **improve** inform manage

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

b Rewrite the sentences, using nouns from the grid in Exercise 2a.

- It can be fun to communicate in a foreign language. *Communication*. In a foreign language can be fun.
- We sold our house after we had improved it a lot. We sold our house after we had made a lot ofs to it.
- The people here don't manage things very well. The here isn't very good.
- They informed us about a lot of things. They gave us a lot of
- We calculated how much money we needed to spend. We made a to see how much money we needed to spend.

3 Grammar

Reported speech: Yes/No questions

- a Last Friday, Annie had to stay at home and look after her little sister, Ella, who asked her questions all night. When her parents got back, Annie told them all about it. Write what Annie said to her parents. Use reported speech.

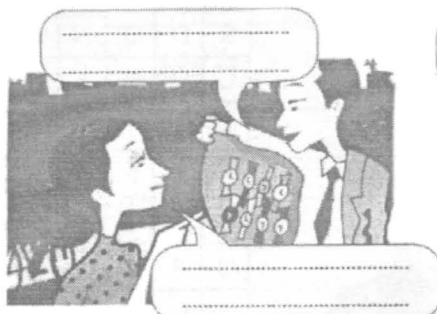
- 1 Can I watch TV? *Ella asked me if she could watch TV.*
- 2 Are we having pizza for supper? *She asked me if*
- 3 Can I paint some pictures? *She asked me if*
- 4 Will you clean the carpet? *She asked me*
- 5 Are you angry with me?
- 6 Do you still love me?
- 7 Are Mum and Dad coming home late?
- 8 Can I stay up until midnight?

Reported speech: Wh questions

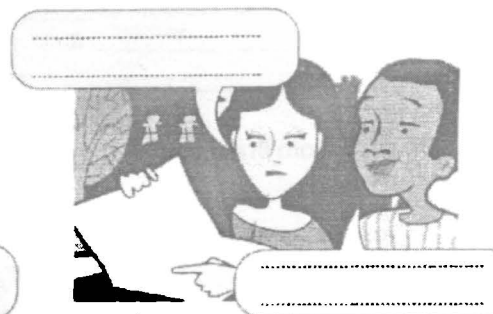
- b Write the reported questions in direct speech. Put them in the correct spaces in the cartoons.



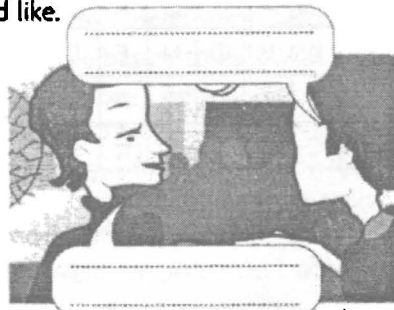
- 1 She asked him where her mum was. He asked her what her mum looked like.



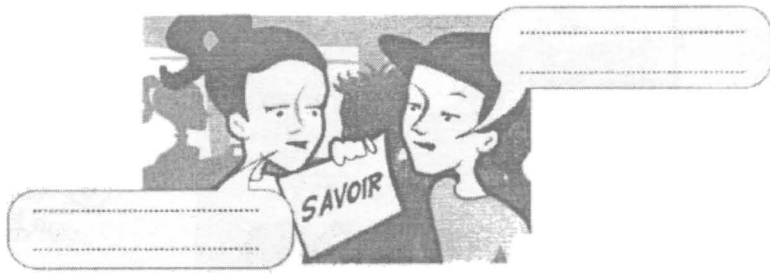
- 2 He asked her which one she wanted. She asked him how much they were.



- 3 She asked him what street she was in. He asked her where she wanted to go.



- 4 He asked her what the time was. She asked him why he hadn't got a watch.



- 5 She asked him what 'savoir' meant. He asked her where her dictionary was.

- c Write questions 1–6 in reported speech.

- 1 Teacher: 'Why are you so late, Jill?' *The teacher asked Jill why she was so late.*
- 2 Alan: 'Can you help me, Jane?' *Alan asked Jane if she*
- 3 Marco: 'What time is it, Dad?' *Marco asked his dad*
- 4 Mike: 'Is Maria going to the party, Steve?'
- 5 Belinda: 'How old are you, Alicia?'
- 6 Andy: 'Have you marked our tests, Mr Jones?'

4 Grammar

Third conditional

a Match the two parts of the sentences.

- | | |
|-------------------------------------|---------------------------------------|
| 1 If I'd had your address, | a if it hadn't been so expensive. |
| 2 I'd have bought that computer | b you wouldn't have had the accident. |
| 3 They'd have understood | c if you hadn't been so rude to her. |
| 4 If you'd been a bit more careful, | d we wouldn't have got lost. |
| 5 We'd have enjoyed the film more | e I would have written to you. |
| 6 If we'd taken the map with us, | f if he'd spoken more clearly. |
| 7 She wouldn't have shouted at you | g if we hadn't missed the beginning! |

b For each pair of sentences, write one sentence in the third conditional.



- 1 Alex was late for school. The teacher was angry with him.
If Alex hadn't been late for school, the teacher wouldn't have been angry with him.



- 2 Alex didn't listen to the questions. He got all the answers wrong.
If Alex had listened



- 3 He got all the answers wrong. The other kids laughed at him.
If he hadn't



- 4 The other kids laughed at him. He felt really miserable.
He wouldn't



- 5 He felt really miserable. He ate a huge lunch.



- 6 He ate a huge lunch. He was sick later on.



- 7 He was sick later on. His mother called the doctor.

5 Pronunciation

would ('d) have / wouldn't have

a Listen and repeat.

- I'd have gone.
- She'd have told you.
- They wouldn't have done it.
- We'd have eaten before.

b Listen and repeat.

- I'd have gone to the party if I hadn't been ill.
- She'd have told you if she'd known.
- They wouldn't have done it if you'd been there.
- We'd have eaten before if we'd been hungry.

6 Study help

How to revise

Read these tips to help you to revise for your exams:

- Look again at your scores in the Check your progress sections of the Student's Book. Which areas of grammar or vocabulary did you do well in? Which areas did you do less well in?
- For the things that you didn't do well in, read the examples, rules and exercises in the Student's Book again carefully. Do the same with the Unit checks in this Workbook.
- Check through your Workbook. Are there any exercises that you haven't done yet? Do them now!
- It is also a good idea to repeat some exercises that you did well before.

Skills in mind

7 Read

a Read this letter to the newspaper. Did the writer enjoy the film?

¹ Dear Sirs,

Last week I read Philip Lawrence's review of the Brazilian film 'Central Station' ('Central do Brazil') and I am writing to say that, in my view, Mr Lawrence was wrong in everything he said.

² _____, he said that the film was not good enough to be nominated for an Oscar, ³ _____ I thought the film was an excellent production, with very high quality acting and directing, and I enjoyed it enormously.

⁴ _____, Mr Lawrence said that the young actor Vinicius de Oliveira was not a good choice ⁵ _____ he 'was not a trained actor'. Personally, ⁶ _____ that de Oliveira gave an excellent performance, even without any acting experience. The film would not have been better if the director had chosen a trained teenage actor.

⁷ _____, Mr Lawrence said that the Brazilian film industry has a long way to go before it is as good as cinema in the USA or Europe. Hasn't he seen some of the awful films that come out of Hollywood? ⁸ _____, the money for a cinema ticket is much better spent on films like 'Central Station'.

Yours,
James Singleton

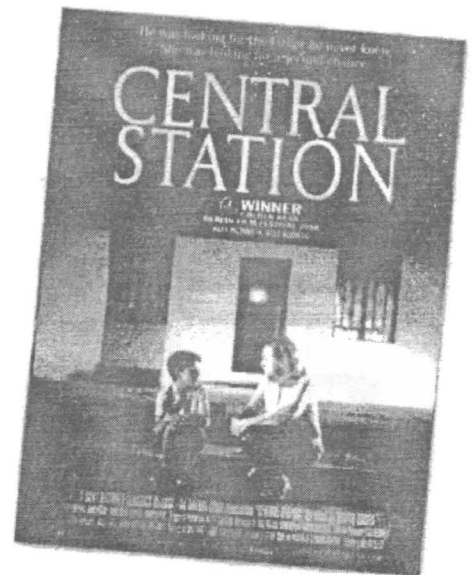
Writing tip Revision

In other units in this Workbook, you have seen ideas to help you with your writing. These include:

- making your writing more interesting (Unit 3)
- using linkers like *first of all*, *secondly*, etc. (Unit 4)
- writing informal letters and emails (Unit 6)
- using linkers like *then*, *finally*, etc. (Unit 11)
- how to write a good narrative (Unit 15)

Complete the letter in Exercise 7a with the words in the box.

but secondly I think
first of all in my opinion
~~dear~~ because finally



b Mark the sentences T (true), F (false) or N (not in the text).

- 1 Philip Lawrence wrote a review of the film *Central Station*.
- 2 James Singleton disagrees with everything Phillip Lawrence said.
- 3 James Singleton saw the film last week.
- 4 James Singleton thought the acting was good but that the directing wasn't.
- 5 James Singleton thinks that the film director didn't choose the right actor.
- 6 Philip Lawrence thinks that American films are better than Brazilian films.
- 7 James Singleton didn't like the last Hollywood film he saw.
- 8 James Singleton thinks that cinema tickets are too expensive.

T

Unit check

1 Fill in the spaces

Complete the text with nouns formed from the verbs in the box.

educate equip improve calculate manage entertain communicate ~~inform~~

Yesterday, the people at Millers & Co got some ¹ information from the company's ²
They said the new office ³ should not be used for watching DVDs or any other kind of
⁴ They said that the recent ⁵s to the computer system were intended to provide
better ⁶ between the company and the customers. The manager had done some ⁷s,
and they show that watching DVDs during office hours will cost the company over £25,000 per year.
Millers & Co plan to introduce training courses which will lead to better ⁸ for the employees.

7

2 Choose the correct answers

Circle the correct answers: a, b or c.

- Mum told me that she me to help.
a wanted b wanting c want
- I asked them where they for their next holiday.
a were going b had gone c go
- Jane told me she drive me to school.
a could b has c could be
- She asked me if we hungry.
a have b was c were
- We asked her what she us to do.
a has wanted b want c wanted
- I asked Tom why he his promise.
a had forgotten b forget c forgets
- He asked her if she to Italy.
a had been b was c been
- They would have invited you if you.
a they saw b they've seen c they'd seen
- If I'd known the answer, I you.
a would have told b had told c would tell
- If Kate a lot of homework, we could have gone out together.
a hadn't had b hadn't c wouldn't have

9

3 Correct the mistakes

In each sentence there is a mistake with a reported statement/question or with a third conditional. Underline the mistakes and write the correct sentence.

- They asked me when I would writing. They asked me when I would write.
- If you'd told me before, I not made this mistake.
- If I hadn't had more money, I would have bought you a present.
- I wouldn't helped her if I'd known that!
- He told me he has been away the week before.
- If she hadn't told me, I did not know about the problem.
- Mum told me that she lives in Paris when she was 18.
- Claire asked us where did we go last year.
- He asked me was I hungry.
- They wouldn't been late if they'd left earlier.

9

How did you do?

Total: 25



Very good
20 - 25



OK
14 - 19



Review Unit 16 again
0 - 13

Grammar reference

Unit 1

Present simple and present continuous

- 1 We use the present simple for actions that happen repeatedly or habitually.

My sister often tells jokes. *My father never washes his car.*
We go to the cinema every weekend. *We don't eat fish on Fridays.*

- 2 We also use the present simple for things that are always or normally true.

She works in London. *My mother doesn't eat meat.*
Giraffes have long necks. *We don't like horror films.*

- 3 We use the present continuous for actions that are happening now or around the time of speaking.

My parents are visiting our grandparents today.
It isn't raining this morning.
I'm reading a really good book at the moment.

- 4 There are some verbs which cannot usually be used in the **continuous**. These verbs often express a permanent **state**. For example, *understand*, *know*, *have* (for possession), *like*, *hate*. For these verbs we use the present simple.

I don't understand French. (NOT ~~*I'm not understanding ...*~~)
We know the answer. (NOT ~~*We're knowing ...*~~)
They have / They've got new shoes. (NOT ~~*They're having ...*~~)
He doesn't like chocolate. (NOT ~~*He's not liking ...*~~)
She hates milk. (NOT ~~*She's hating ...*~~)

Past simple

We use the past simple to talk about actions and events in the past.

I asked the teacher a question yesterday.
My brother watched television until midnight on Saturday.
We didn't go on holiday last year.
My parents didn't like the film last night.

Unit 2

Past continuous

- 1 We use the past continuous to talk about actions in progress at a certain time in the past.

In 1999, we were living in the USA.
At four o'clock yesterday afternoon, I was sitting in a Maths lesson.
Last night the television was on, but I wasn't watching it.

- 2 The past continuous is formed with the past simple of **be + verb + ing**.

I was reading a book. *I wasn't enjoying it.*
You were running very fast. *You weren't running very fast.*
Andy was listening to the radio. *Andy wasn't watching television.*

- 3 The question is formed with the past simple of **be + subject + verb + ing**.

Was James running? *Yes, he was. / No, he wasn't.*
Were your parents having lunch? *Yes, they were. / No, they weren't.*
What were you studying?
Why was she crying?

Past continuous vs. past simple

- 1 When we talk about the past, we use the past simple for actions that happened at one particular time. We use the past continuous for background actions.

When my friend arrived, I was having lunch.
He was cycling very fast and he had an accident.
I left the party while everyone was still dancing.
What did you say? I wasn't listening.

- 2 We often use *when* with the past simple, and *while* with the past continuous.

I was sleeping when the phone rang.
When my parents came home, we were having a party.
I went into the classroom while the teacher was talking.
While my father was washing the dishes, he dropped a plate.

Unit 3

Comparative and superlative adjectives

- 1 When we want to compare two things, or two groups of things, we use a comparative form + *than*.
I'm taller than my father.
Canada is bigger than Brazil.
DVDs are more expensive than CDs.
His watch is better than mine.
- 2 With short adjectives, we normally add *er*.
cold – colder long – longer clever – cleverer
If the adjective ends in *e*, we add only *r*.
white – whiter safe – safer
If the adjective ends with consonant + *y*, we change the *y* to *i* and add *er*.
easy – easier early – earlier happy – happier
If the adjective ends in one vowel + one consonant, we double the final consonant and add *er*.
big – bigger fat – fatter slim – slimmer
- 3 With longer adjectives (more than two syllables), we don't change the adjective – we put *more* in front of it.
expensive – more expensive
boring – more boring
hard-working – more hard-working
- 4 Some adjectives are irregular – they have a different comparative form.
good – better bad – worse far – further
- 5 We can modify the comparison, by using *much/ far, a lot* or *a little / a bit*. These words come before the normal comparison.
This film is much better than the book.
His pronunciation is far worse than mine.
We walked a bit further than last week.

Adverbs

- 1 We use adverbs to describe verbs – they say how an action is or was performed.
She smiled happily.
Drive slowly!
We got to school late.
We can also use adverbs before adjectives.
It was bitterly cold yesterday.
The sea was beautifully warm, so we went swimming.
My dad was extremely angry when he saw my report.

- 2 Most adverbs are formed by adjective + *ly*.
quiet – quietly bad – badly
polite – politely
If the adjective ends in *le*, we drop the *e* and add *y*.
terrible – terribly comfortable – comfortably
If the adjective ends in consonant + *y*, we change the *y* to *i* and add *ly*.
easy – easily happy – happily lucky – luckily
- 3 Some adverbs are irregular – they don't have an *ly* ending.
good – well fast – fast hard – hard
early – early late – late
Our team played well on Saturday.
Susie can run fast.
They worked hard all day.

Comparison of adverbs

- 1 To compare adverbs, we use the same rules as we do when we compare adjectives. With short adverbs, we add *er* or *r*, and *than* after the adverb.
I was late for school, but my brother was later than me!
I missed the bus because it came earlier than it usually does.
My sister works harder than I do.
- 2 With longer adverbs, we use *more* (adverb) + *than*.
I ran more quickly than the others.
My dad speaks French more fluently than my uncle.
I can read English more easily than I can speak it.
- 3 To compare the adverb *well*, we use *better ... than*. To compare the adverb *far*, we use *further ... than*.
Steve plays tennis better than me.
My school is further from my house than the park.

Unit 4

will/won't, or might/may (not) for prediction

- 1 We can use the modal verb *will ('ll)* or *will not (won't)* to make predictions about the future.
Hurry up – we'll be late!
Don't worry about the exam next week – it won't be difficult.
In the future, I think people will travel to the moon on holiday.
I think that by the year 2050, there won't be any more cars.

- 2 We use *might/might not (mightn't)* or *may/may not* to make less certain predictions about the future.

*I'm not sure, but I think I **might go** to university when I leave school.*

*I'm not sure about lending money to Jim – he **might not** give it back.*

*We **may** arrive sooner.*

- 3 Like all modal verbs, *will/won't* and *might/might not* and *may/may not* are followed by the base form of the main verb, and the form is the same for all subjects.

I think it'll be a nice day tomorrow. (NOT ~~I think it'll to be a nice day tomorrow.~~)

*My brother **might go** to live in the USA. (NOT ~~My brother might to go to live in the USA.~~)*

*She **may not** pass her driving test.*

- 4 We make questions with *will* by putting the subject after the modal verb.

Will we have a test next week?

First conditional with *unless*

- 1 We often make conditional sentences by using *if* + subject + present simple in the *if* clause, and *will/won't / might/might not* in the main clause.

If we have time, we'll do some shopping at the supermarket.

*I **might go** out tonight if there's nothing good on TV.*

- 2 We can also use the word *unless* in conditional sentences – it means *if ... not*.

Unless the teacher explains, we won't know what to do. (= If the teacher doesn't explain, we won't know what to do.)

Unless we stop polluting our town, tourists won't come here any more. (= If we don't stop polluting our town, tourists ...)

James won't know unless you tell him. (= James won't know if you don't tell him.)

You won't get into university unless you work hard. (= You won't get into university if you don't work hard.)

- 3 There are two clauses in these sentences. We can put the main clause first, or the *if/unless* clause first. When the *if/unless* clause comes first, there is a comma after it.

Unless the teacher explains, we won't know what to do.

We won't know what to do unless the teacher explains.

Unit 5

Question tags

- 1 Question tags are positive or negative questions at the end of statements. We add 'tags' to the end of statements:

a) when we are not sure that what we are saying is correct, and we want the other person to say if we are correct or not

b) when we are sure that what we are saying is correct, and we want the other person to say something about it

- 2 Tags in (a) above have a rising intonation pattern.

A: You're French, **aren't you?** B: No, I'm not. I'm Swiss.

Tags in (b) above have a falling intonation pattern.

A: You're French, **aren't you?** B: That's right. I'm from Marseilles.

- 3 With positive statements, we usually use a negative question tag.

*I'm late, **aren't I?** He's lazy, **isn't he?***

*You like pizza, **don't you?***

*We should talk to him, **shouldn't we?***

With negative statements, we usually use a positive question tag.

*I'm not late, **am I?** He isn't lazy, **is he?***

*You don't like pizza, **do you?***

*We shouldn't talk to him, **should we?***

- 4 With the verb *to be*, we repeat the verb in the tag and use a pronoun.

*This question's difficult, **isn't it?***

*The weather isn't very nice today, **is it?***

*It was an interesting lesson, **wasn't it?***

*They weren't very good, **were they?***

- 5 With modal verbs, we repeat the modal verb in the tag.

*You can come, **can't you?***

*We should leave, **shouldn't we?***

*He can't swim, **can he?***

*People shouldn't do things like that, **should they?***

- 6 With perfect tenses, we repeat the auxiliary *have* in the tag.

*I've made a lot of mistakes, **haven't I?***

*You haven't been to the USA, **have you?***

- 7 With other verbs, we use *do/don't/does/doesn't* (present) and *did/didn't* (past) + a pronoun.

*You live near here, **don't you?***

*He likes this music, **doesn't he?***

*They don't want to go, **do they?***

Your sister doesn't like me, does she?
 You enjoyed the film, didn't you?
 They went to Australia, didn't they?
 You didn't want to go, did you?
 Your friends didn't like the film, did they?

Present perfect

- We use the present perfect to talk about a present situation, and the events in the past that are connected to the present situation.
The teacher's angry because we haven't done our homework.
I've eaten too much food, and I feel ill.
My brother's clothes are too small for him now because he's grown a lot in the last six months.
Our town's very different now – they've built a lot of new houses here.
- The present perfect is formed with the present tense of *have* + past participle of the main verb.
- There is an important difference between *have gone* and *have been*.
My friend Sarah has been to Cuba on holiday.
 (= Sarah went to Cuba, and she has come back again.)
My friend Sarah has gone to Cuba on holiday.
 (= Sarah went to Cuba, and she is still there.)

Present perfect + *already*/*yet*/*just*

- We often use the words *already* and *yet* with the present perfect. We use *already* in positive sentences, and *yet* in negative sentences and in questions.
 The word *already* usually comes between *have* and the past participle. The word *yet* usually comes at the end of the sentence or question.
I don't want to watch the film on TV tonight – I've already seen it.
I don't want to buy anything else – I've already spent a lot of money this morning.
I started this work two hours ago, but I haven't finished it yet.
Have you heard their new CD yet? It's brilliant!
- When we use the word *just* with the present perfect, it means 'not very long ago'. Like *already*, it is usually placed between *have* and the past participle.
This is my new computer – I've just bought it.
We've just had some good news – our cousins are coming to see us next month.
I've just heard that my favourite band has released a new CD – great!
Do you want a piece of cake? My mother's just made it.

- In North American English, many people don't use the present perfect with *already*, *yet* and *just* – they use the past simple.

Unit 6

Present simple passive

- We use the passive when it isn't important who does the action, or when we don't know who does it.
The door is opened at nine o'clock in the morning.
 (We don't know who opens it.)
These watches are made in Switzerland. (We don't know who makes them.)
Squash is played on an indoor court. (It isn't important who plays it.)
Jeans are made of denim. (It isn't important who makes them.)
- To form the present simple passive, we use the present simple tense of the verb to *be* + the past participle of the main verb.
Football is played in many countries.
Our school is locked at the weekend.
The animals in the zoo are fed every morning.
New computer programs are designed every day.

let and be allowed to

- We use *be allowed to* to say that you do (or don't) have permission to do something.
At my school, we are allowed to wear jeans.
My sister is only 6 – she isn't allowed to use the computer at home.
You aren't allowed to smoke in restaurants in New York.
- We use *let* to say that someone gives you, or doesn't give you, permission to do something.
I let my brother borrow my bicycle sometimes.
My parents let me stay out late on Saturday night.
Our teacher didn't let us use dictionaries in the test.
- Both *let* and *be allowed to* are followed by the infinitive.
I'm not allowed to watch the late-night film.
My dad didn't let me watch the late-night film.
- With *let*, the structure is *let* + person + bare infinitive (without *to*).
The older boys never let him play football with them.
She didn't let me answer the question.
I'm not going to let you borrow my CD player.

Unit 7

Present perfect with *for* and *since*

- 1 We can use the present perfect to talk about something that began in the past and continues to be true in the present.

I have lived here for ten years. (= I started living here ten years ago, and I still live here.)

My father has been a teacher since 1992.

(= My father became a teacher in 1992, and he is still a teacher.)

My parents have been married for 22 years.

(= My parents got married 22 years ago, and they are still married.)

Mrs Banner has lived next door to us since 2001.

(= Mrs Banner started to live next door in 2001, and she still lives there.)

- 2 We often want to talk about the time between when something started and now. We can do this with *for* or *since*.

We use the word *for* when we mention a period of time from the past until now.

for an hour for two years for a long time

We use the word *since* when we mention a point in time in the past.

since ten o'clock since 1992

since last Saturday

We have been here for an hour. We have been here since eleven o'clock.

I've had my computer for three months. I've had my computer since January.

He's been in New York for a year. He's been in New York since 2003.

Unit 8

Verbs with *ing* / Verbs with infinitive

We often want to use one verb after another verb. After some verbs (for example, *enjoy*) the second verb is in the *ing* form. But after other verbs (for example, *decide*) the second verb is in the form of *to* + infinitive.

I really enjoy going to the cinema.

I decided to go to the cinema yesterday.

Verbs with *ing*

- 1 Many verbs are usually followed by a noun. If we want to follow it with a verb, we make the verb into a noun using the *ing* form. (This is called a *gerund*.)

I love food. I love eating.

I hate football. I hate watching football.

I've finished the letter. I've finished writing the letter.

- 2 Here is a list of some verbs that are followed by a noun or the *ing* form:

can't stand don't mind enjoy hate like love prefer

I can't stand listening to rap music.

I don't mind doing housework.

He enjoys shopping.

Verbs with infinitive

- 1 Many other verbs in English are followed by another verb in the form of *to* + infinitive. Here is a list of some of these verbs:

agree ask decide forget hope learn offer promise refuse seem want

I agreed to help my brother with his homework.

We forgot to go to the supermarket yesterday.

My sister is learning to play the guitar.

You promised to take me to the cinema.

James refuses to help me.

My parents want to buy a new house.

- 2 If we want to make the second verb negative, we use *not to* + infinitive.

We've decided not to spend any more money.

She promised not to tell anyone.

Unit 9

Past simple passive

- 1 We form the past simple passive with the past simple of the verb *to be* and the past participle of the main verb.

The car was destroyed in the accident, and two people were injured.

My bicycle was stolen last year, but it was found two weeks later.

The bicycle wasn't damaged, but the thieves weren't found.

- 2 We use the passive when it isn't important who does the action, or when we don't know who does it (see Unit 6).

- 3 Sometimes when we use the passive (present or past), we want to say who or what did the action. To do this, we use the word *by* + noun.

Rice is grown by farmers in China.

A lot of mistakes are made by students.

He was arrested by the police.

The city was destroyed by the earthquake.

a(n) and the

- 1 We use *a* or *an* (the indefinite articles) when we are talking about something for the first time.

Yesterday we had a test. I gave my sister a DVD for her birthday.

I usually eat an apple for breakfast. It rained yesterday, and I didn't have an umbrella.

We also use *a/an* with a noun when we are talking about something in general, and not a special example of something.

I think it's nicer to live in a house than in a flat. It's good when the book gives an example to help us understand.

My father wants to buy a new car.

Let's go and have an ice cream.

- 2 We use *the* (the definite article) with a noun when it is clear which thing or person we are talking about. Sometimes this is when we talk about something for the second time.

I took a photograph of my sister, but the photograph was awful!

I had fish and chips for lunch. The chips were great, but the fish didn't taste very good.

Sometimes it is because there is only one of the thing we are talking about.

The sun is really hot today. (= There is only one sun.)

Yesterday I went to the library at school.

(= The school has only one library.)

I didn't enjoy the match last night – the referee was terrible. (= There is only one referee in a football match.)

Sometimes it is because the person we are talking to already knows which thing we mean.

Do you know where the dog is? (= The listener knows which dog you are talking about.)

Can I use the computer now? (= The listener knows which computer you are talking about.)

- 3 We also use *the* when we talk about certain things in general, for example, *the cinema*, *the telephone*, *the Internet*.

I really like going to the cinema. (= the cinema as a general place, not a particular cinema)

My brother spends hours talking on the telephone. (= not a particular telephone, but the telephone in general)

I got the information on the Internet. (= not a particular page or a particular computer)

Unit 10

too many / too much / not enough

- 1 *too many* and *too much* are phrases that we use to say that there is more of something than is wanted.

I've got too many CDs. (= I don't have a place to put all the CDs that I've got.)

There are too many people in this room. (= The room is small and I think the number of people in it is too high.)

There's too much traffic in my town. (= I think the number of cars, buses and lorries is too high.)

I can't come out – I've got too much work. (= I've got a lot of work – so much that I cannot come out.)

- 2 We use *too many* before plural countable nouns.

There are too many cars on the streets.

The exam had too many questions.

There are too many sport programmes on television.

I think we get too many tests.

- 3 We use *too much* before uncountable nouns.

Don't put too much water on the plants.

My legs hurt – I did too much exercise yesterday.

Don't spend too much money in that shop.

It isn't a good idea to eat too much fast food.

- 4 *not enough* is the opposite of *too much* / *too many*. We use this phrase to say that more is needed.

We haven't got enough food. (= We need more food.)

There isn't enough time to answer all the questions. (= More time is needed.)

There aren't enough people here to play a football match. (= We need more people.)

- 5 *not enough* is used with plural countable nouns, or with uncountable nouns. We put *not* with the verb, and *enough* before the noun.

The future with *be going to* or with *will*

- 1 We can use *be going to* or *will* to talk about the future, but there is some difference in the meanings that they have.

- 2 We use *be going to* when we talk about something in the future which is a result of what we can see now, or that we know now.

Look at those black clouds in the sky! It's going to rain.

I've got a terrible pain in my stomach – I'm going to be sick!

I haven't studied for the exam at all – I'm not going to pass.

Our dog's very old and sick – I think she's going to die soon.

- 3 We use *be going to* when we talk about our (or other people's) intentions and plans for the future. *CDs*
We're going to play volleyball this afternoon.
 (= We've already decided to do this.)
My brother's going to study languages at university. (= This is my brother's plan/intention.)
They're going to build a new library in our town.
 (= This has been decided.)
- 4 We often use *will* when we decide to do something at the moment of speaking.
I'm bored – I think I'll go for a walk.
I need a new coat – I'll buy one at the weekend.
I'm tired – I'll go to bed early tonight.

Unit 11

everyone / no one, etc.

- 1 We can use the words *every/some/no* together with *one/thing/where* to make compound nouns.
- 2 These words mean:
everyone = all the people
someone = a person, but we don't know who
no one = none of the people
everything = all the things
something = a thing, but we don't know which
nothing = none of the things
everywhere = all the places
somewhere = a place, but we don't know where
nowhere = none of the places
- 3 These words are all singular.
Something's wrong. No one's perfect. Nothing was found. Everywhere was full. Someone has taken my pen.
- 4 We don't use negatives with *nothing* and *no one*. We use *anything* or *anyone* instead.
I don't know anyone here. (NOT ~~I don't know no one here.~~)
I don't know anything about football.
 (NOT ~~I don't know nothing about football.~~)
- 5 With other nouns and pronouns, we use *all of / some of / none of* + plural or uncountable noun/pronoun.
All of the CDs are mine. Some of the teachers are really nice. None of my friends came to my party.

mustn't vs. don't have to

- 1 *mustn't* is the negative of *must*. We use *mustn't* to say that something is the wrong thing to do, or when we give someone an obligation not to do something.
Doctor: You're very ill. You mustn't go to school today.
Teacher: Be quiet! You mustn't talk in the lessons!
Parent: You mustn't stay out after midnight.
Friend: You mustn't use my things without asking me!
- 2 *don't/doesn't have to* is the negative of *have to*. We use *don't/doesn't have to* to say that something is not necessary.
It's a holiday tomorrow, so we don't have to go to school.
I love Sundays because I don't have to get up early.
You don't have to wash that shirt – it isn't dirty.
Jim's parents are rich, so he doesn't have to worry about money.

Unit 12

Present perfect continuous

- 1 The present perfect continuous is formed with the present tense of *have + been* + the *ing* form of the verb.
I've been waiting for two hours. She's been working all morning. It's been raining since last weekend.
- 2 Sentences with the present perfect always connect the present and the past. We often use the present perfect continuous to talk about situations which started in the past and are still continuing now.
I've been waiting for two hours. (= I started waiting two hours ago, and I am still waiting.)
She's been working all morning. (= She started working this morning, and she's still working.)
It's been raining since last weekend. (= It started raining last weekend, and it's still raining.)
How long have you been reading? (= You are reading now – tell me how long for / when you started.)
- 3 We also use the present perfect continuous to talk about actions with a result in the present. These actions may or may not be complete.
I'm tired because I've been working hard.
She's happy because she's been listening to her new CDs.

- 4 We also use the present perfect continuous to talk about actions which began in the past and continue to the present, but perhaps we are not doing the action at the time of speaking.

She's been playing squash for a year. (= She started playing a year ago, and she still plays, but she isn't playing at this moment.)

I've been learning English for two years. (= I started learning two years ago, and I am still learning, but I'm not learning at this moment.)

My father's been teaching for ten years. (= He started teaching ten years ago, and he still teaches, but he isn't teaching at this moment.)

Present perfect simple and present perfect continuous

- 1 We use the present perfect simple to show that an action is finished, or to focus on what we have completed in a period of time.

I've written a letter. I've written three letters this morning.

We've eaten our lunch. We've eaten four pizzas.

- 2 We use the present perfect continuous to show that an action is still going on, or to focus on how long something has been in progress.

My mother's been playing the piano all morning.

My mother's been playing the piano since she was a child.

I've been reading this book for two hours.

I've been reading detective stories for years.

- 3 There are some verbs which cannot usually be used in the continuous. These verbs often express a permanent state. For example, *know*, *understand*, *have* (for possession), *like*, *hate*. For these verbs we use the present perfect simple (see also Unit 1 Present simple and present continuous).

She's known her teacher since she was in the first class. (NOT ~~She's been knowing~~ ...)

I've never understood Physics. (NOT ~~I've never been understanding~~ ...)

We've had our car since 1997. (NOT ~~We've been having~~ ...)

They've always liked our house. (NOT ~~They've always been liking~~ ...)

He's hated dogs since he was bitten when he was a child. (NOT ~~He's been hating dogs~~ ...)

Unit 13

Defining relative clauses

- 1 A defining relative clause is something we use to say exactly who or what we are talking about.

*The CDs were expensive. The CDs **that I bought yesterday** were expensive.*

*The boy was friendly. The boy **who told me that joke** was friendly.*

- 2 To make these clauses, we use these words: *who/which/that/where*. We use *who* or *that* for people. We use *which* or *that* for things and animals. We use *where* for places.

That's the man who told me. OR That's the man that told me.

Here's the letter which arrived this morning. OR Here's the letter that arrived this morning.

That's the shop where I bought my new trousers.

used to

- 1 We can use the expression *used to* when we want to talk about an action which happened regularly in the past, but which doesn't happen any more.

*My father **used to** smoke. (= My father smoked in the past, but he doesn't smoke any more.)*

*I **used to** listen to pop music, but now I like rock. (= In the past, I listened to pop music, but I don't listen to it any more.)*

*We **used to** go to France on our holidays. (= We went to France in the past, but we don't go there any more.)*

- 2 *used to* is followed by the base form of the main verb.

*Our town **used to be** much smaller than it is now.*

*My mother **used to** sing in a rock band.*

*Our team **used to** play much better than they do now.*

- 3 The negative of *used to* is *didn't use to*.

*I **didn't use to** eat vegetables. (= In the past I didn't eat vegetables, but now I eat them.)*

We make questions with *used to* using *Did + subject + use to ...?*

*Did you **use to** live in London?*

The negative of *used to* and questions with *used to* are not written or said very often.

- 4 For actions that happened only once in the past, use the past simple.

*I **got married** last year. (NOT ~~I used to get married~~ ...)*

*We **bought** a car last August. (NOT ~~We used to buy~~ ...)*

Unit 14

Second conditional

- 1 We use the second conditional to talk about unreal or imagined situations in the present or future.

If I was a film star, I would live in a house in Hollywood. (= I am not a film star, and I don't live in a house in Hollywood.)

If we didn't have a test tomorrow, I would go out tonight. (= We do have a test tomorrow, so I won't go out tonight.)

Your parents wouldn't look after you if they didn't love you. (= Your parents do look after you, because they do love you.)

- 2 The second conditional has two parts (or 'clauses'). We usually make the second conditional like this:

If clause	Main clause
If + past simple	would/wouldn't + main verb
<i>If my brother had more time,</i>	<i>he'd help me with my homework.</i>
<i>If Jenny was older,</i>	<i>she'd leave school and get a job.</i>

We can change the order of the two clauses if we want to.

My brother would help me with my homework if he had more time.

Jenny would leave school and get a job if she was older.

When we put the *if* clause first, we write a comma (,) after it. If we put the main clause first, there is no comma.

- 3 The word *would* is often spoken as 'd. We can write it like this in informal writing, too. Also *would not* is often spoken as *wouldn't*.
- 4 When we use the verb *to be* in the *if* clause of second conditional sentences, we often use *were* for all persons, including *I* and *he/she/it*. This is especially true in the phrase *if I were you* –
- If I were older, I'd live in my own flat. (OR if I was older, ...)*
- If my father were here, he'd know what to do. (OR if my father was here, ...)*
- I wouldn't do that if I were you. (OR ... if I was you.)*

Unit 15

Past perfect

- 1 We use the past perfect when we need to make it clear that one action happened *before* another action in the past.

When I arrived at Jim's house, the party had started. (= The party started before I arrived.)

Compare this with:

When I arrived at Jim's house, the party started. (= I arrived, and then the party started.)

- 2 We form the past perfect with *had/hadn't* (*had not*) + the past participle of the main verb.

I didn't see Jane because she had gone out.

We got to the bus station late, and the bus had already left.

I failed the exam because I hadn't studied enough.

I was happy that Mike gave me that DVD, because I hadn't seen it before.

- 3 When we use words like *before* and *after* in the past, it is often not necessary to use the past perfect, because *before* and *after* make it clear which action happened first.

The party started before I arrived.

We got to the train station after the train left.

- 4 We often use the words *already* and *just* with the past perfect – they go between *had* and the main verb.

I didn't go to the cinema with them because I had already seen the film.

I had just arrived at school when my mobile phone rang.

Unit 16

Reported statements

- 1 When we report what someone said in the past, we use reported speech. In reported speech, we use the verb *said* or *told* (*me*), and change some of the things that the person actually said.

'I'm hungry,' my sister said. → My sister said she was hungry.

'Your friend has arrived,' my mother said. → My mother said (that) my friend had arrived.

'You can't come with us,' I told Jim. → I told Jim (that) he couldn't come with us.

- 2 We can use the word *that* between *said* or *told* (*me*) and the rest of the sentence, or we can leave it out.

I said that I didn't want a hamburger. OR I said I didn't want a hamburger.

- 3 We often change the verb tense between direct speech and reported speech, like this:

Direct speech	Reported speech
Present (simple/ continuous) →	Past (simple/ continuous)
Past (simple/ continuous) →	Past perfect (simple/ continuous)
Present perfect →	Past perfect
am/is/are going to →	was/were going to
can/can't →	could/couldn't
will/won't →	would/wouldn't

'I don't like the music,' said Annie. → Annie said (that) she didn't like the music.

'We went to the cinema,' my parents said. → My parents said (that) they had gone to the cinema.

'I've finished my homework,' I said. → I said (that) I had finished my homework.

'We're going to have lunch,' Janet said. → Janet said (that) they were going to have lunch.

'I can do it for you,' my brother said. → My brother said (that) he could do it for me.

'It won't hurt,' the doctor told me. → The doctor told me (that) it wouldn't hurt.

Reported questions

- When we report someone's question, we use the verb *asked*.
'What's the time?' asked my father. → My father asked what the time was.
- Many questions begin with questions words: *why/when/who/what/how*. When we report these questions, we use the same words.
'Why are you angry?' my sister asked me. → My sister asked me why I was angry.
'What are you doing?' my father asked. → My father asked what I was doing.
'How often do you go to London?' asked Andy. → Andy asked how often I went to London.
- Some questions are Yes/No questions (the answer will be Yes or No). When we report these questions, we use *asked (me) + the word if*.
'Can I come?' asked Steve. → Steve asked if he could come.
'Was the match exciting?' asked my mother. → My mother asked if the match had been exciting.

- 4 Reported questions are not questions any more, so we don't use the auxiliary verb. The word order is also the same as for statements, not questions.

'Do you like fish?' asked Mrs Jones.
→ Mrs Jones asked me if I liked fish.
'Have you ever been to New York?' asked the teacher. → The teacher asked me if I had ever been to New York.
'Where are you?' Steve asked me.
→ Steve asked me where I was.

Third conditional

- We use the third conditional to talk about unreal, imaginary situations in the past.
If you had told the teacher, she wouldn't have been angry. (= You didn't tell the teacher, and she was angry.)
If you hadn't gone to the doctor, you would have been very ill. (= You did go to the doctor, so you weren't very ill.)
If the weather had been nice yesterday, I'd have gone to the beach. (= The weather wasn't nice, so I didn't go to the beach.)
We wouldn't have got lost if we'd taken a map with us. (= We did get lost because we didn't take a map with us.)
- The third conditional has two parts (or clauses). We usually make the third conditional like this:

If clause	Main clause
If + past perfect	would have / wouldn't have + main verb
If my brother had told me,	I'd have known.
If Mike had come,	I'd have enjoyed the party a lot more.
If the team hadn't played so badly,	they wouldn't have lost.
- We can change the order of the two clauses if we want to.
I would have known if my brother had told me.
The team wouldn't have lost if they hadn't played so badly.
- When we put the *if* clause first, we write a comma (,) after it. When we put the main clause first, there is no comma.

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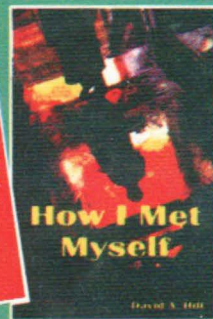
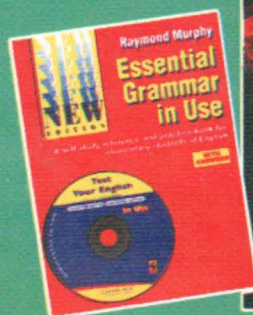
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