


Starlight

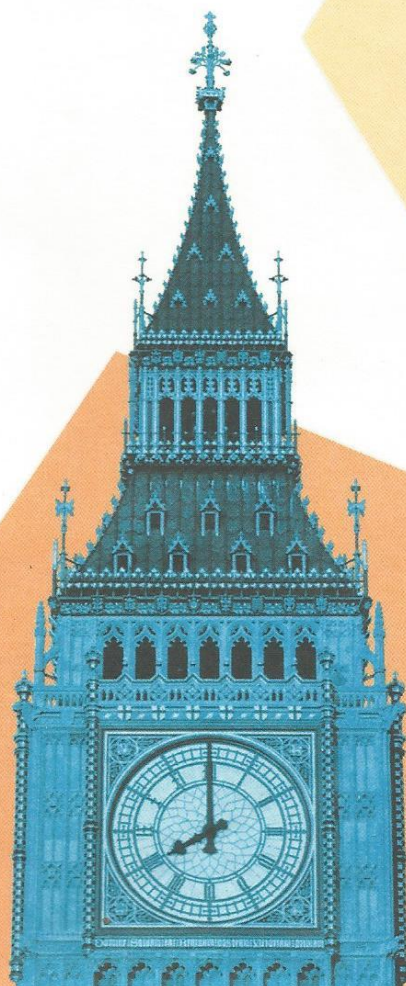
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WORKBOOK

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PROSVESHCHENIYE
PUBLISHERS


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Vocabulary

1 ★ Match the words to their definitions. Then use them to complete the sentences 1-8.

- 1 pavement
- 2 level crossing
- 3 tunnel
- 4 bridge
- 5 zebra crossing
- 6 bus lane
- 7 road sign
- 8 traffic light

- A Pedestrians should use it when they cross the road.
- B Place where pedestrians walk next to the road.
- C It stops and starts traffic.
- D A place where a train crosses a road.
- E Only public transport vehicles can travel along it.
- F An underground passage for cars or trains.
- G It gives information to drivers.
- H It allows people or vehicles to cross over a river, road, etc.

- 1 You must stop when the is red.
- 2 It's quicker if you take the through the mountain.
- 3 Always check the road before stepping off the
- 4 You can cross the street at the
- 5 Pay attention to the so that you don't get lost.
- 6 You have to cross the to get over the river.
- 7 Cars are not allowed to drive in the
- 8 Drivers should be careful of trains when going over a

2 ★ Match the words to form collocations. Then, complete the sentences.

- | | | |
|----------------------------|----------|-----------|
| 1 <input type="checkbox"/> | channel | A traffic |
| 2 <input type="checkbox"/> | bad | B footage |
| 3 <input type="checkbox"/> | reality | C driving |
| 4 <input type="checkbox"/> | video | D shows |
| 5 <input type="checkbox"/> | oncoming | E hop |

- 1 'Why do you always? Just choose a programme and stick to it.'
- 2 Police say that is the biggest cause of accidents on motorways.
- 3 Most feature real people and not paid actors.
- 4 Some popular real-life TV series use from a hand-held camera.
- 5 Drivers should always check for before they make a U-turn.

Grammar

3 ★ Jack wrote an email to his friend to give him directions to his house. Choose the correct word.

To: Barry

From: Jack

Subject: Directions

Hi Barry,

Here are the directions to my house. When you get off the bus, walk 1) **over/along** Hope Street. Go 2) **past/under** the shopping centre and turn right 3) **on/through** Albert Street. Walk 4) **towards/down** Albert Street to the entrance of the park. Go 5) **into/out** the park and follow the path all the way 6) **down/through** the park, then go 7) **into/over** the bridge. Walk 8) **through/across** Green Street and you're there. You can't miss my house – it's the one with the red door. See you on Tuesday.

Jack

Vocabulary

1 ★ Match the words. Then, use some of the words to complete the sentences.

- | | | |
|----------------------------|-----------|--------------|
| 1 <input type="checkbox"/> | trendy | A atmosphere |
| 2 <input type="checkbox"/> | latest | B outlets |
| 3 <input type="checkbox"/> | fitness | C shops |
| 4 <input type="checkbox"/> | weights | D beginner |
| 5 <input type="checkbox"/> | food | E room |
| 6 <input type="checkbox"/> | must have | F fashions |
| 7 <input type="checkbox"/> | relaxed | G accessory |
| 8 <input type="checkbox"/> | absolute | H level |

- Paula likes to go to the shops to see 'the
- James likes to exercise in the at the gym.
- The café is quiet with a
- Let's eat at one of the in the shopping centre.
- That belt is a

2 ★ Fill in: *treat, track down, offer, cater.*

- The bowling alley can to children's parties at the weekend.
- Steve is trying to Green Day's latest CD at the shopping centre.
- The sports centre doesn't discounts to students.
- You should yourself to a new haircut.

3 ★ Choose the correct place.

- | | |
|----------------------------|---------------------------------|
| 1 <input type="checkbox"/> | You can exercise there. |
| 2 <input type="checkbox"/> | You can skate there. |
| 3 <input type="checkbox"/> | You can play video games there. |
| 4 <input type="checkbox"/> | You can go on rides there. |
| 5 <input type="checkbox"/> | You can go bowling there. |
| 6 <input type="checkbox"/> | You can shop there. |
| 7 <input type="checkbox"/> | You can swim there. |
| 8 <input type="checkbox"/> | You can play sports there. |

- | | |
|---------------------|---------------------|
| a a water park | e an amusement park |
| b a gym | f a bowling alley |
| c a games arcade | g an ice rink |
| d a shopping centre | h a sports centre |

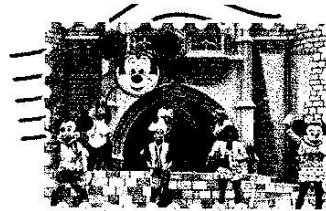
Grammar

4 ★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: (Steven/play) tennis right now?
B: No, he (study) at the library.
- A: How often (you/go) to the gym?
B: I (exercise) twice a week.
- A: Carol (need) new shoes.
B: OK. (she/want) to go shopping now?
- A: I (look) for Marsha. (you know) where she is?
B: I (think) she is at the games arcade.
- A: (you/play) basketball at the sports centre on Saturdays?
B: Yes, I (go) there right now.
- A: George never (clean) his room.
B: OK, now I (understand) why it's so messy!
- A: Tonya always (cook) dinner for us in the evenings.
B: Yes, but today she (visit) a friend.

5 ★★ Read the postcard and put the verbs in brackets into the *present simple* or the *present continuous*.

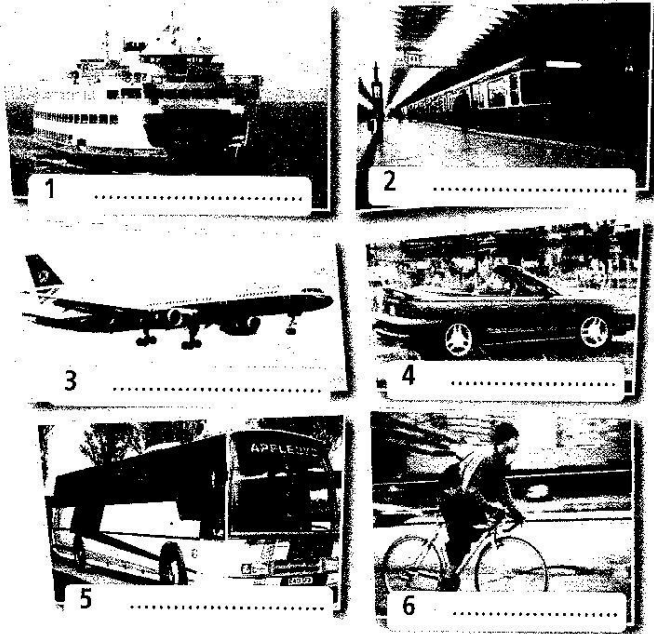
Dear Emma,
I 1)
..... (write) from
Walt Disney World in
Orlando, Florida. My
family and I 2)



..... (stay) in a nice hotel in the Disney resort. Every morning we 3) (have) a big breakfast at the hotel's restaurant. Then, we 4) (spend) the rest of the day at different attractions in the resort.
Right now I 5) (sit) in a café at the amusement park with my parents. My sister 6) (stand) in a queue to go on a ride. My brother, Joe 7) (slide) down huge slides at the water park.
We 8) (have) a great time. I 9) (love) it here and I 10) (not/want) to leave.
Love,
Angie

Vocabulary

- 1 ★ **Fill in:** *spectacular, skyscrapers, coastline, steep, season.*
- A cable car takes people up and down streets.
 - We enjoy driving along the beautiful and seeing the sandy beaches.
 - April to June is the breeding for American alligators. They can lay up to 40 eggs at a time.
 - New York City has got some of the tallest in the world.
 - The view from the top of the building is absolutely
- 2 a) ★ **Label the means of transport.**



- b) ★ **Complete the sentences with the correct means of transport.**
- Tom rides his to school every day.
 - He always travels by when he goes abroad to foreign countries.
 - My father drives his to work.
 - Sally usually takes the intercity when she visits her grandparents in the next town.
 - Julie crosses the river by every day.
 - James takes the to work and gets off at Covent Garden station every day.

Everyday English

- 2 ★ **Replace the phrases with phrases from the list.**
- Enjoy yourselves.
 - When do you want to go?
 - Here's the money.
 - Just to go or to come back also?
 - What would you like?
- Have a nice day.
.....
 - Single or return?
.....
 - Can I help you?
.....
 - What time would you like to leave?
.....
 - Here you are.
.....
- 4 ★ **Choose the correct response.**
- A: Can I help you?
B: a Good idea.
b We'd like two tickets to Oxford, please.
 - A: Single or return?
B: a OK. That's £15.
b Return.
 - A: What time would you like to leave?
B: a I'd like to take the 9 am train.
b On Wednesday, please.
 - A: That's £30, please.
B: a Here you are.
b Here's your ticket.
 - A: Have a nice day.
B: a Two tickets, please.
b Thanks, you too.
- 5 ★★ **Write a dialogue. Use the exchanges in Ex. 4 as a model and the information below.**
- Bus to York
 - Single – £15/Return – £25
 - 13:30

Vocabulary

1 ☆ Match to make phrases, then use them to complete the sentences.

- | | | |
|---|-----------------|---------------|
| 1 | get stuck in | A bugs |
| 2 | get stung by | B snakebite |
| 3 | get caught in a | C mud |
| 4 | get a | D lost |
| 5 | get | E flash flood |

- Take a map with you, so you don't
- Use insect repellent, so you don't
- Crawl out slowly if you
- If you – climb a tree.
- Be careful not to – it can be poisonous.

2 ☆ Circle the correct word.

- We often drive to the countryside to **escape/ survive** from the big city.
- There are many **poisonous/fatal** spiders in the swamps.
- Alligators are **insects/reptiles** with short legs and sharp teeth.
- The ground **panics/shakes** during an earthquake.

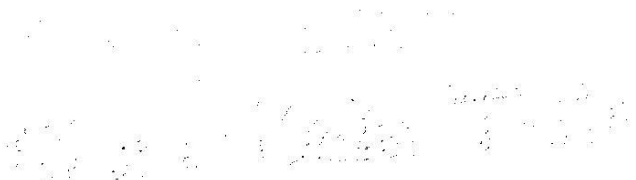
Grammar

3 ☆☆ Rewrite the sentences using *can, can't, could, have to, don't have to, must, mustn't*.

- It's forbidden to fish in this area.
.....
- It's possible to see poisonous snakes in the swamp.
.....
- It's not necessary to sleep in a tent at night.
.....
- You aren't allowed to feed the animals.
.....
- It's necessary to wear protective boots.
.....
- Is it OK if I borrow your insect repellent?
.....
- It's the rule to stay on the path.
.....

Reading

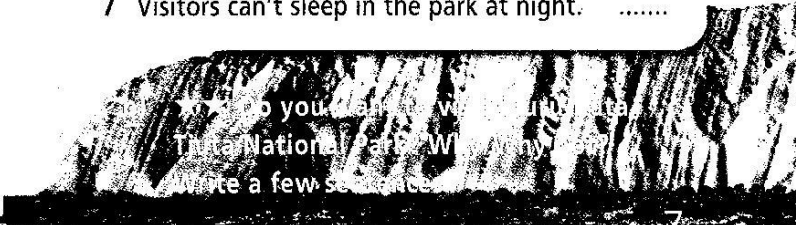
4 a) ☆ Read the text and mark the sentences T (true) or F (false).



No trip to central Australia is complete without a visit to Uluru-Kata Tjuta National Park. The park covers 1,325 square kilometres and contains Uluru, a 348-metre-high rock. Uluru is very important to the native people of the area, the Anangu. It is part of their cultural history and traditional beliefs. The Anangu people believe they mustn't climb Uluru, but they don't stop visitors from going up. However, they prefer them to walk around the bottom of the rock. In the park there is a cultural centre with information and activities for visitors. Here visitors can find guides who can take them around Uluru and tell them about the history of the rock. Walks around Uluru take about 3 hours. Visitors must have water with them and should drink one litre of water for every hour they walk. They also shouldn't walk during the hottest time of the day. There are walking paths in the park and it's a good idea for them to stay on the paths so as not to get lost or disturb the park's ecosystem. They should also wear long trousers and protective boots in case they come across a snake.

The park is open from 5 am to 9 pm in the summer and 6:30 am to 7:30 pm in the winter. Camping is not allowed inside the park, but there are many hotels just outside of the park. A day at Uluru-Kata Tjuta National Park is an unforgettable adventure in the great Australian outback.

- Visitors can climb Uluru with the native people.
- There are guides at the cultural centre.
- Visitors must take a guided tour to walk around Uluru.
- Visitors don't have to take water with them on walks in the park.
- Visitors must stay on park paths.
- There are dangerous reptiles in the park.
- Visitors can't sleep in the park at night.



Do you want to visit Uluru-Kata Tjuta National Park? Write a few sentences.

Vocabulary

1 ★ Complete the crossword with the types of houses.

2 ★ Choose the correct word.

- 1 The streets are **quiet/crowded** and there's lots of traffic.
- 2 Los Angeles is famous for its **exciting/boring** nightlife. Everyone enjoys it.
- 3 The streets in the city centre are really **dirty/clean**. There is a lot of rubbish everywhere.
- 4 There are some **dangerous/safe** areas in the city where you shouldn't go at night.
- 5 We need a(n) **cheap/expensive** hotel. We don't have a lot of money.
- 6 My neighbourhood is really **quiet/noisy**. Sometimes I can't sleep at night.

Grammar

3 ★ Fill in with: *much* or *very*.

- 1 This department store is always crowded.
- 2 My neighbourhood is noisier than yours.
- 3 Jane's new flat is more modern than her old place.
- 4 Bob's garden isn't bigger than Ray's.
- 5 The city's central park is beautiful in autumn.

4 ★★ Complete the sentences. Use the *comparative* or the *superlative form* of the words in brackets.

- 1 Canada is (cold) than Mexico in winter.
- 2 The Atacama Desert in Chile is (dry) place on Earth.
- 3 Cairo is (crowded) than Athens.
- 4 The weather in Madrid is much (warm) than in London.
- 5 Traffic in New York is (bad) than in Chicago.
- 6 Mount Everest is (high) mountain in the world.
- 7 Greenland is (large) island on Earth.
- 8 The Mayan civilisation is (old) than the Aztec civilisation.
- 9 Europe isn't as (big) Asia.
- 10 The Amazon is (long) river in South America.
- 11 The Pacific Ocean is (deep) than the Atlantic Ocean.
- 12 Australia is (small) continent in the world.

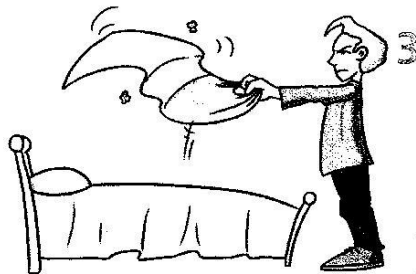
Vocabulary

1 ★ Match the words to make phrases and label the pictures A-F.

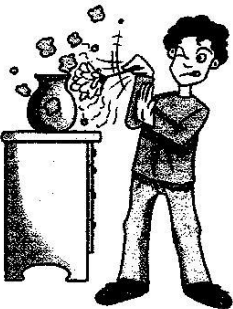
- | | | | |
|---|----------|---|---------------|
| 1 | mop | a | the furniture |
| 2 | dust | b | the table |
| 3 | make | c | the clothes |
| 4 | take out | d | the rubbish |
| 5 | lay | e | the carpet |
| 6 | hoover | f | the floor |
| 7 | iron | g | the bed |



A



B



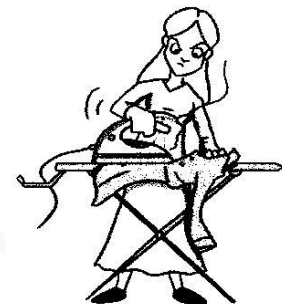
C



D



E



F

2 ★ Fill in: room, furniture, appliances, neighbourhood, upstairs.

I live in a townhouse in a quiet 1) My house has got two floors. On the ground floor, there is a huge living room, a dining room and a kitchen with modern 2) There are three bedrooms and a bathroom, 3) on the first floor. My favourite 4) is my bedroom. I've got lots of new 5), a bed, a desk and a large wardrobe.

Listening

3 ★ You will hear Vicky and Josh talking about their homes and home life. Listen and tick (✓) True or False.

True False

- 1 Vicky can't afford a bigger flat.
- 2 She doesn't have a flatmate.
- 3 She enjoys doing all the chores.
- 4 Josh lives in a quiet house.
- 5 Everyone in Josh's family does chores.

Everyday English

4 ★ Choose the correct exchange.

Making requests in the home

- 1 A: Could you do the washing-up?
B: a That's OK.
b Sure, no problem.
- 2 A: Do you think you could make the bed?
B: a Yes, of course.
b That's great.
- 3 A: Do you mind hoovering the carpets?
B: a I can't. I have to finish my essay.
b I'm going out with Rob tonight.



Writing (an email of advice)

1 ★ Read the email and put paragraphs A-C in the correct order.

○○○

A I really hope my advice helps. Write back and tell me what happens.
Nick

B Hi Luke,
I'm sorry to hear that your new flatmate plays video games day and night on your TV. I think I can help you.

C 1) **The best thing you can do is** to talk about this with your flatmate. 2) **This way, you can explain** to him how you feel and make him realise that he can't keep playing video games all the time, as this is your TV. Maybe he doesn't realise that it upsets you. Also, 3) **I think you should** suggest that you share the TV or he buys his own TV and then he can play video games in his room. I also think that you should invite your flatmate to go out with you and your friends. It's possible he is lonely and has got nothing else better to do than play video games all the time. 4) **If you do this**, everything should be fine.

2 ★★ Read the email again and complete the table.

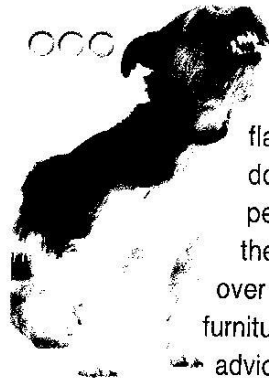
Advice	Expected Results
1
2

3 ★ Fill in the gaps with: *should* or *shouldn't*.

- Luke keep quiet about the problem.
- He talk to his flatmate.
- He explain the problem to his flatmate.
- His flatmate use the TV all the time.
- Luke write back to Nick.

4 ★★ Read the extract from an email. Then, match the advice to the results.

○○○



It's terrible! My flatmate has got a dog and a cat as pets and they fight all the time. They knock things over and they're damaging the furniture. What can I do? Any advice?

Advice

Results

- | | |
|---|--|
| 1 <input type="checkbox"/> ask your flatmate to separate the two animals | a then it can't destroy it |
| 2 <input type="checkbox"/> ask your flatmate to keep the cat away from the furniture | b this way they can't fight |
| 3 <input type="checkbox"/> ask your flatmate to train the dog | c these can keep the animals busy |
| 4 <input type="checkbox"/> ask your flatmate to get some animal toys | d so it is more obedient |

5 ★★ Read the rubric and use some of the ideas in Ex. 4 and the plan below to write an email. You can use the email in Ex. 1 as a model.

Write an email to Sarah giving advice (80-100 words).

Para 1: express sympathy for your friend

Para 2: give your friend advice

Para 3: write your closing remarks

Hi

I'm sorry to

The best thing

.....

.....

.....

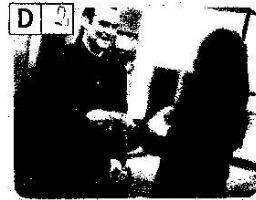
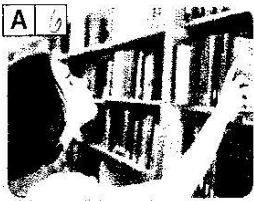
I really hope

.....

Vocabulary

1 ★ Write the correct place. Match four of them to the pictures.

- 1 You can buy stamps at a p..... o.....
- 2 You can check your car tyres at a p..... s.....
- 3 A b..... is a place where you can withdraw and deposit money.
- 4 You can go to a p..... s..... to report a crime.
- 5 People go to a h..... when they are sick.
- 6 You can borrow books at a l.....
- 7 A c..... c..... is a place where people can take up a new hobby.



2 ★★ Choose the correct preposition.

- 1 You should always wait **for/on** your turn.
- 2 Mark always pays his rent **for/on** time.
- 3 John donates money to charities to help people **in/on** need.
- 4 I recycle most of my household waste because I care **for/on** the environment.
- 5 People shouldn't drop litter **in/at** the streets.

3 ★ Fill in: *citizen, volunteers, obey, public.*

- 1 Liz tries to be a good and always treats people with respect.
- 2 When you live in a community you need to the law.
- 3 I don't like driving into the city centre; I prefer to take transport.
- 4 Peter at a senior citizen centre every Saturday.

Notions & Functions

Choose the correct response.

- 1 A: Could you please lay the table?
B: a It looks great.
b Yes, of course.
- 2 A: Do you mind ironing the clothes?
B: a It isn't OK.
b I'm sorry, but I can't.
- 3 A: Single or return.
B: a Have a nice day.
b Single, please.
- 4 A: Do you think you could take out the rubbish?
B: a Sure, no problem.
b That's not bad.
- 5 A: Can you mop the floor?
B: a Yes, there is.
b Yes, sure.
- 6 A: That's £40, please.
B: a That's right.
b Here you are.
- 7 A: How can I help you?
B: a Yes, that's fine.
b I'd like a ticket to London, please.
- 8 A: Here are your tickets.
B: a Thank you.
b You're welcome.
- 9 A: When do you want to go?
B: a At 11 o'clock.
b It's number 11.
- 10 A: Enjoy yourself.
B: a That's OK.
b Thanks, you too.

Language & Grammar Review

Choose the correct answer.

- 1 London is crowded at this time of the year.
A very B much C as
- 2 Mum the carpets every Saturday.
A mops B hoovers C lays
- 3 My dad never goes to work foot.
A at B on C in
- 4 A: That's £25, please.
B: A Single, please.
 B Hello. Can I help you?
 C Here you are.
- 5 Helen has to do all the around the house.
A chores B features C appliances
- 6 The Burj Khalifa is building in the world.
A taller than B the tallest
C the most tallest
- 7 You park here. It's not allowed.
A don't have to B can't C must
- 8 A: Can I help you?
B: A I'd like a ticket to Brighton, please.
 B Have a nice day.
 C Single or return?
- 9 don't you talk to your friend about it?
A How B You should C Why
- 10 I always my bed in the morning.
A lay B do C make
- 11 I use some of your insect repellent?
A Must B Have to C Can
- 12 Snakebites can sometimes be if you don't make it to the hospital in time.
A innocent B fatal C poisonous
- 13 We'd like to take the 9 am train.
A OK. That's £35, please. B Here you are.
C Thanks, you too.
- 14 Do you always pay your bills time?
A at B on C in
- 15 Helen the floor at the moment.
A is mopping B mops C are mopping
- 16 The loggerhead turtle's season is from late March to early June.
A impressive B breeding C spectacular
- 17 I believe travelling by car is more convenient than travelling by train.
A much B very C as
- 18 This mansion has over 200 rooms!
A sandy B fairytale C cable
- 19 To keep away you need to put on lots of insect repellent.
A snakes B alligators C mosquitoes
- 20 I the furniture twice a week.
A dust B make C iron
- 21 What's the street in your town?
A noisiest B noisier C noisy
- 22 A good driver always obeys the signs.
A patrol B road C steep
- 23 I can't think of a title for my story.
A nasty B real-life C catchy
- 24 The show real doctors.
A focuses B features C draws
- 25 Always cross at the for your own safety.
A tunnel B road sign C zebra crossing
- 26 We need to from the city for a while.
A escape B hide C survive
- 27 Do you take part in activities and events?
A public B citizen C community
- 28 A good citizen the law and reports crimes.
A obeys B follows C cares
- 29 If you get caught in a flood, climb up a tree.
A flash B ground C shaking
- 30 I sometimes books from the library.
A miss B make C borrow

Reading Task (Matching headings to paragraphs)

Read the information about a water park. Match the paragraphs (1-8) to their correct headings (A-I). One heading does not match.

Blizzard Beach Water Park

Where in sunny Florida, USA can you sit on a beach and see snow all around you? At Blizzard Beach Water Park, where water fun in the sun meets a ski resort!

1 This huge water adventure park is in the Walt Disney World Resort. The idea behind the park is a snowy ski resort that is melting away from the hot sun and creating pools and water slides. Here you can enjoy a sunny day in a winter wonderland.

2 As you enter the park, you see the snowy slopes of Mount Gushmore. To reach the top of this 27-metre-high mountain and enjoy some of the best water slides in the park, you have to climb stairs or take the wooden chair lift that carries you to the top.

3 Once at the top of Mount Gushmore, it's your chance for a thrill as you slide down Summit Plummit, the tallest water slide in America. It is 36 metres tall and you can reach speeds of up to 95 kilometres per hour as you slide down.

4 After trying the exciting rides at Mount Gushmore you can ride the waves or relax at the white sandy beach in Melt-Away Bay. Melting snow creates beautiful waterfalls that surround this fantastic beach area.

5 For kids or the young at heart, there is Tike's Peak, which is a kid-sized water park full of adventure.

The snow-castle fountain play area promises hours of entertainment for even the youngest of visitors.

6 Everyone can take it easy with a slow journey around the park on Cross Country Creek. Big round tubes carry you down the creek. You lazily float along and pass through the Chilling Ice Cave where waterfalls splash and refresh you with cold water.

7 After all that water fun, you can really relax and treat yourself to delicious food and drinks at the Polar Patios. Each outdoor patio is a private area with a table and chairs. Your own waiter attends to your every need as you rest and enjoy the sun.

8 There are many other restaurants, shops and services in the park. Life jackets are free to rent. Lockers are also available for your valuables. There is also a towel service for visitors.



Vocabulary



★ List the food under the headings:

- lemonade • beef • butter • pasta • coffee
- chicken • lamb • salmon • cabbage • tuna
- cherries • yoghurt • lemon • trout • celery
- prawns • rice • broccoli • cereal • cheese
- strawberries • bread • tea • beans • eggs

Drinks

.....

.....

.....

.....

.....

Fruit & Vegetables

.....

.....

.....

.....

.....

Meat & Poultry

.....

.....

.....

.....

.....

Other

.....

.....

.....

.....

.....

2 ★ Fill in: *seaside, fireworks, celebrate, floats, creations.*

- 1 Menton is a resort town in the South of France.
- 2 Crowds gather at night to watch the fantastic display at the festival.
- 3 Artists usually have expositions where people come to see their
- 4 In France people the Lemon Festival every spring.
- 5 There are many carrying citrus statues at the Parade of Golden Fruit.

3 ★ Match the words to make phrases. Then use them in the correct form to complete the sentences.

1	attract	A	parades
2	design	B	wild
3	run	C	visitors
4	watch	D	local products
5	buy	E	statues

- 1 The Lemon Festival from all over the country.
- 2 Great chefs let their imaginations when they create new dishes.
- 3 The people of Menton amazing made of lemons.
- 4 Visitors to the Lemon Festival of citrus statues as they go down the streets.
- 5 When I, I know they are really fresh.

Grammar

Fill in: *alan, some or any.*

- 1 Can I have juice, please?
- 2 There's ice cream for dessert.
- 3 Have you got lemon?
- 4 Are there eggs left?
- 5 Would you like lemonade?
- 6 Do you want cereal?
- 7 There isn't coffee, but there is tea.
- 8 We can eat grapes after dinner.
- 9 Have we got rice?
- 10 There are carrots in the fridge.
- 11 Is there flour in the bag?
- 12 Don't buy butter. We've got in the fridge.
- 13 Would you like biscuit?
- 14 There is onion on the table.
- 15 There aren't potatoes left.
- 16 Can I have apple, please?








Vocabulary

1 Match the words to form collocations. Then, complete the sentences.

1	junk	A	drinks
2	fizzy	B	aisle
3	dairy	C	beef
4	minced	D	section
5	drinks	E	products
6	bakery	F	food

- Eating a lot of can make you put on weight.
- Do you like like cola and lemonade?
- You can find delicious cakes in the of the supermarket.
- Tom needs to buy two kilos of for the barbecue tonight.
- We should all have at least two daily servings of like milk and cheese.
- Here's the Can you get two cartons of orange juice, please?

2 Fill in: tub, bar, box, bunch, tin, loaf, jar.

1 a of cereal	
2 a of soup	
3 a of chocolate	
4 a of ice cream	
5 a of bananas	
6 a of bread	
7 a of jam	

Grammar

3 Write the words in the correct box.

- sugar • sweets • milk • banana • egg
- butter • apple • flour • bread • tomato
- cheese • biscuit • chicken • rice • chocolate

COUNTABLE

UNCOUNTABLE

.....
.....
.....
.....

4 Choose the correct word.

- A: How **many/much** onions have we got?
B: Very **few/little**. We need some more.
- A: Is there **much/many** pasta in the cupboard?
B: No, there's only **a few/a little** left.
- A: There is **no/many** jam left.
B: Let's buy a jar then and **some/any** bread.
- A: There are only **a few/a little** biscuits.
B: Eat **some/a few** fruit. It's healthier.
- A: Have we got **some/any** bananas?
B: Not **a lot/many**. Just two.
- A: Is there **too much/too many** milk in your coffee?
B: No, but there's **too much/many** sugar.
- A: I don't eat **many/a lot of** chocolate.
B: Really? I have **a few/a little** every day!
- A: How **much/many** bananas are there?
B: Not **much/many**, just two or three.

Listening

5 Mike and Cindy are at the supermarket. Look at their shopping list. What kind of information is missing? Listen and fill in the gaps.

- two 1) of
- one 2) of
- a 3) of
- three 4) of
- a few 5) of cola
- some 6) and vegetables
- two 7) of

Food/Drinks

★ Match the words to form phrases. Then, complete the sentences.

- | | | |
|----------------------------|----------------|-----------|
| 1 <input type="checkbox"/> | deep fried | A dish |
| 2 <input type="checkbox"/> | baked | B fish |
| 3 <input type="checkbox"/> | side | C nuts |
| 4 <input type="checkbox"/> | multi-cultural | D cuisine |
| 5 <input type="checkbox"/> | ethnic | E society |
| 6 <input type="checkbox"/> | cashew | F snack |
| 7 <input type="checkbox"/> | hot | G peas |
| 8 <input type="checkbox"/> | mushy | H goods |

- Chinese is a very popular in the UK.
- Harry's favourite meal is and chips.
- When I get hungry, I eat some as a healthy snack.
- Jill always orders chips as a instead of salad.
- Would you like a like soup?
- England is a with many ethnic groups.
- You can find some really fresh at the bakery.
- Many restaurants in England serve to accompany pies.

★ Fill in: *serves, suit, chooses, grab*.

- We don't have much time - let's a snack at a café.
- This restaurant popular Italian dishes.
- There are many fast food places to every taste in the UK.
- Whenever Tom orders pizza he always his favourite topping combinations.

Everyday English

★ Complete the dialogue with the correct phrases.

- Is that all? • Would you like any side orders?
- What about you? • Are you ready to order?
- What would you like to drink?

Waitress: Good afternoon.

1)

Diane: Yes, we are. I'd like a cheeseburger and chips, please.

Waitress: Of course! 2)

Alan: Can I have a club sandwich, please?

Waitress: No problem. 3)

Diane: Yes, could we have a side salad, please?

Waitress: Sure. 4)

Diane: A cola for me, please.

Alan: And I'd like some orange juice. Thank you.

Waitress: That's a cheeseburger and chips, a club sandwich, a side salad, a cola, and an orange juice. 5)

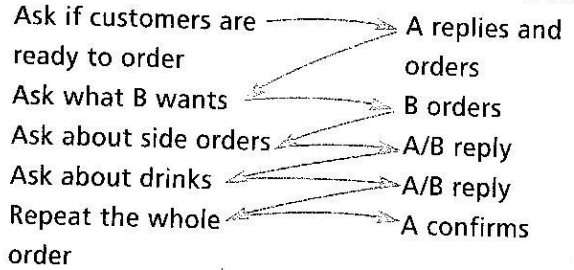
Diane: Yes, that's all. Thank you.



★ Write a dialogue similar to the one in Ex. 3. Use the plan and menu.

Waitress

Customers (A/B)



Delia's Deli - Lunch Menu

Spicy chicken	£3.75	Chips	£1.25
Roast beef	£4.25	Boiled vegetables	£1.50
Grilled vegetables	£3.75	Bread	£0.95
Salads:			
Tuna	£3.25	Lemonade	£1.00
Chicken	£3.75	Fruit juice	£1.75
Cabbage & carrot	£2.95	Tea/coffee	£1.95

Vocabulary

- 1 ★ **Fill in:** *celebrity, recipes, produce, system, eating, obesity, healthy, popular.*
- 1 She only uses fresh when she cooks for her family.
 - 2 The new school lunch has no junk food on the menu.
 - 3 The most dish in the school canteen is chips.
 - 4 Sugar and junk food are major causes of in children.
 - 5 Ann collects food from different countries.
 - 6 Eve is a well-known chef and has her own cooking show.
 - 7 If you want to lose weight, you have to change your habits.
 - 8 Jamie shows children how he cooks meals.
- 2 ★ **Fill in:** *campaign, tours, offers, reduce, support.*
- 1 Jamie's food revolution aims to disease and help everyone live longer lives.
 - 2 The teachers are helping the students to change the school's food policy.
 - 3 The summer camp cooking lessons for children 6-14 years old.
 - 4 If you want to the new lunch system, sign your name on the board.
 - 5 Jamie schools in England and teaches students how to eat a healthy diet.

Grammar

- 3 ★ **Complete the sentences with *too* or *enough* and the adjectives in brackets.**
- 1 The restaurant is always (**crowded**) at the weekend.
 - 2 I can't drink this coffee. It's (**sweet**).
 - 3 The dishes are (**expensive**) here. Let's go somewhere else.
 - 4 Is the table (**big**) for six people?
 - 5 I can't eat Indian food. It's (**spicy**).
 - 6 Is it (**warm**) to sit outside today?

Reading

- 4 a) ★ **Read the text below and mark the statements T (true), F (false) or NS (Not stated).**

Don't expect a friendly smile from the waiter when you walk into 's *Baggers* restaurant in Nuremburg, Germany. There are no waiters in this unique and modern restaurant. Instead, customers look through the menu and order their meals on computer screens at their tables.

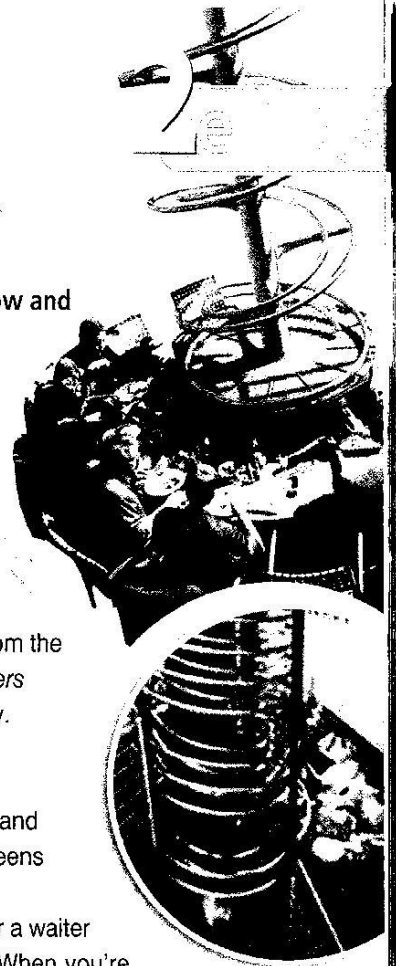
Here, you don't need to wait for a waiter to say, "Are you ready to order?" When you're ready, just select what you want from the screen and wait for the kitchen staff to make your meal. That's not all. You can even send emails from your touch screen, so you don't get bored while waiting. Also, a waiter doesn't carry the meal to your table when it's ready. Your dish travels down long tracks from the kitchen to your seat. The tracks resemble a roller coaster ride and make the restaurant seem like a small amusement park.

This restaurant also specialises in low-fat and low-calorie dishes. So when the food comes down, your weight doesn't go up!

- 1 There is no other restaurant like 's *Baggers*.
- 2 There isn't a menu at 's *Baggers* restaurant.
- 3 Customers need to wear formal clothes.
- 4 You can send written messages online from the touch screen.
- 5 Customers collect their meals from the kitchen.
- 6 The restaurant is in an amusement park.
- 7 's *Baggers* caters to people on a diet.

b) ★★ **Now complete the sentences.**

- 1 's *Baggers* restaurant is located in
- 2 Customers order their meals
- 3 If you get bored, you can
- 4 The tracks make the restaurant look like



2

Verbs

Match the words. Then use the words to complete the sentences.

1	<input type="checkbox"/>	poached	A bar
2	<input type="checkbox"/>	chocolate	B food
3	<input type="checkbox"/>	healthy	C egg
4	<input type="checkbox"/>	salad	D oil
5	<input type="checkbox"/>	olive	E dressing

- A has less fat than a fried one.
- I usually put vinegar and on my salad.
- Tina often eats a for dessert after dinner.
- You can make your own with lemon and oil.
- Kelly needs to cut fat and sugar from her diet and eat more

Fill in: contain, replace, protect, lower, enjoy.

- You can your heart by eating food low in fat.
- We really a fresh salad everyday for lunch.
- Eggs lots of protein.
- Salt is often put in low-fat food to the fat and improve the flavour.
- Good quality chocolate in a diet can cholesterol.

Verbs

Choose the correct item.

- Tracey enjoys **cooking/to cook** healthy food.
- Tony dislikes **to drink/drinking** milk.
- Eat/Eating** chocolate can be good for you.
- I'm looking forward to **attending/attend** the dinner party tonight.
- I'm tired of **do/doing** household chores all day.
- Can you **run/to run** to the baker's and get some bread?
- Jessica doesn't mind **to try/trying** new food.
- We avoid **going/to go** to expensive restaurants.
- I hope **become/to become** a chef some day.
- This café is great; it's worth **to wait/waiting** in the queue.

Put the verbs in brackets into the (to) infinitive or -ing form.

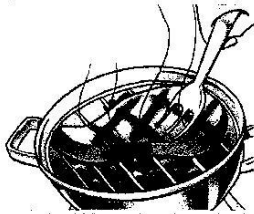
- A: How about
(go) to that new Italian restaurant tonight?
B: Actually, I'd prefer
..... (order) a takeaway.
- A: Would you like me
(make) some sandwiches for lunch?
B: No. Let's
(have) some soup.
- A: Do you like
(cook) homemade meals?
B: Yes.
(cook) is my favourite hobby.
- A: Carl is having difficulty
(grill) the steaks.
B: Oh, I don't mind
(help) him.
- A: I prefer
(shop) at the fresh food market.
B: Me too. I refuse
(go) anywhere else.
- A: Kathy is too young
(lay) the table.
B: OK, I promise
(do) it, when I finish making the salad.

Use the correct (to) infinitive or -ing form.

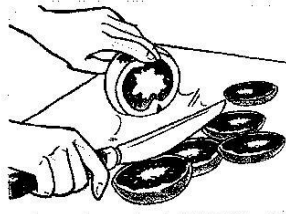
- I'm sorry for (miss) the dinner party.
- Try (diet), you may lose weight.
- I don't remember
(come) to this restaurant before.
- Let's stop (grab) a bite to eat.
- Please don't forget (tip) the waiter.
- Remember (do) the washing-up after dinner.
- I'm sorry (tell) you this, but this soup is terrible.
- Stop (eat) so much junk food; it's bad for your health!
- I can never forget (have) fried ice cream in Thailand last summer!
- Karen is trying (make) a cake, but is having difficulty.

Vocabulary

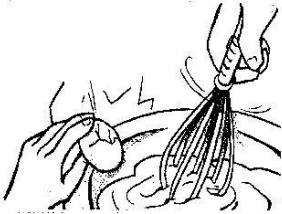
★ Find eight words relating to food preparation in the word search, then use the words you find to label the pictures.



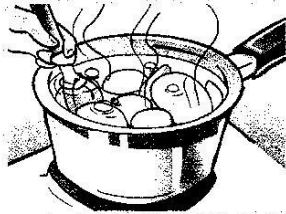
1



2

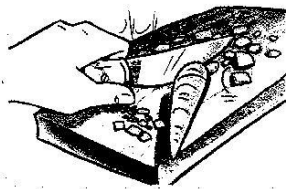


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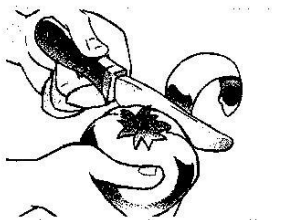


4

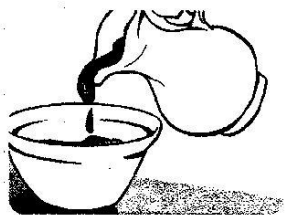
G	R	I	L	L	P	C	J
X	V	V	G	S	O	H	R
B	P	E	E	L	U	O	U
E	T	B	X	R	R	P	A
A	G	O	I	A	F	R	Y
T	J	I	H	R	X	W	K
N	X	L	D	C	F	M	S
S	L	I	C	E	A	M	L



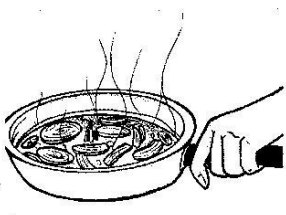
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6



7



8

★ Fill in the gaps in the recipe with the following verbs: *add, beat, boil, melt, mix, pour, stir.*

Chocolate Ice Cream

- 2 cups milk
- 3 eggs
- 2 tbs flour
- 1 cup sugar
- 140 g dark chocolate
- 2 cups cream

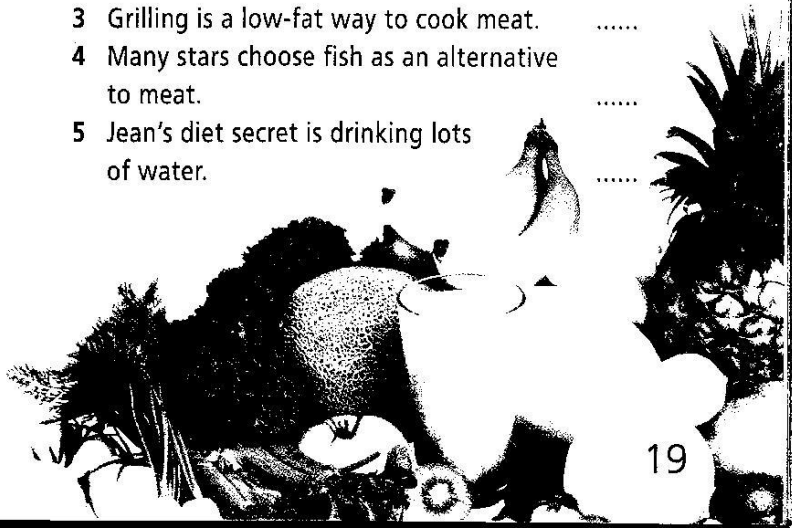
1) the milk in a saucepan for 2 minutes, then 2) in the two tablespoons of flour. 3) the chocolate in the hot milk. 4) the eggs in a bowl and then 5) the sugar and cream. 6) the milk chocolate mixture and the creamy eggs together in the saucepan. 7) the mixture into a large bowl and put it in the freezer. Leave for about six hours to set, then serve in an ice cream cone or in a dessert glass.



Listening

★ You will hear an interview with a diet adviser. Listen and mark the sentences T (true) or F (false).

- 1 A healthy diet is most important to the stars.
- 2 Jean doesn't allow sweets in her diet.
- 3 Grilling is a low-fat way to cook meat.
- 4 Many stars choose fish as an alternative to meat.
- 5 Jean's diet secret is drinking lots of water.



Writing a recipe

★ Read the recipe and fill in the verbs in the list.

- serve • chop • mix • boil • melt • add • peel

Scottish Haggis, Neeps & Tatties

Ingredients (serves 4)

- 1.5 kg haggis (lamb, oats and onions)
- 500 g potatoes ('tatties')
- 500 g turnips ('neeps')
- A pinch of nutmeg
- 4 tbs milk
- 4 tbs butter
- salt & pepper



- 1) the haggis in a large saucepan of water for 2 hours.
- 2) and 3) the potatoes and turnips, then boil them separately for about 20 minutes until soft.
- 4) the butter in a saucepan, then add the milk.
- 5) half of the milk and butter to the cooked potatoes and half to the turnips and mash until creamy.
- Add the nutmeg and salt and pepper to the 'neeps and tatties' and 6) well.
- Place the haggis in a serving dish and 7) it with the 'neeps and tatties'.

★ Read the sentences about writing a recipe and write T (true) or F (false).

When writing a recipe ...

- 1 we write the ingredients in a list, one under the other.
- 2 we use abbreviations to show how much of each ingredient we need (tbs = tablespoon, tsp = teaspoon, g = gramme, kg = kilogramme, etc)
- 3 we include how many people the recipe serves.
- 4 we write the instructions for preparation before the ingredients.
- 5 we list the directions in the correct order.
- 6 we use the second-person singular (you do) to write each instruction.
- 7 we can include how to serve the dish.

★ Choose the correct word.

- 1 Add some more sugar to the cake mix; it should be **sweet/salty**.
- 2 It's a hot **spicy/creamy** tomato sauce with lots of pepper.
- 3 This soup is too **salty/delicious** to eat.
- 4 Beat the mixture until it's thick and **creamy/spicy**.
- 5 This meal is **delicious/creamy**!

★ Read the rubric and answer the questions.

Write a recipe about a popular traditional dish from your country. Mention:

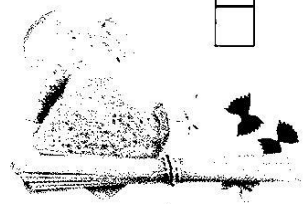
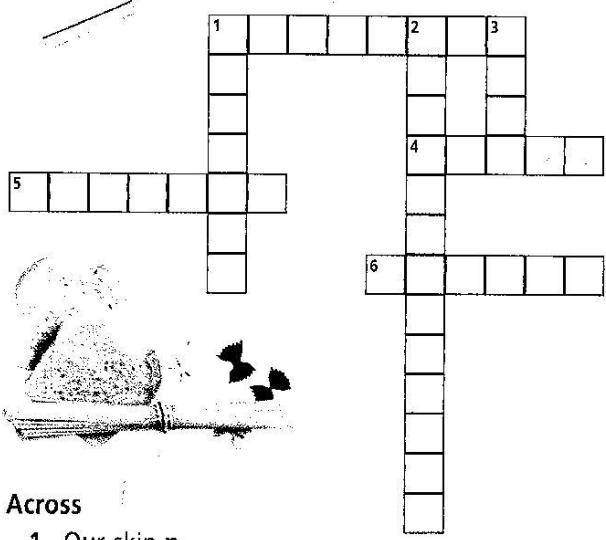
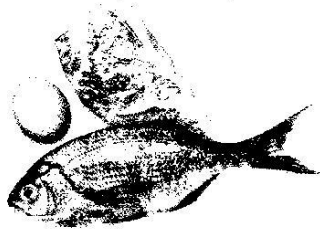
- the name of your recipe,
- the ingredients,
- the directions,
- how many people it serves,
- how you serve it.

- 1 What's a popular traditional dish from your country?
- 2 What do you need to make it?
- 3 How do you make it?
- 4 How many people does it serve?
- 5 How do you usually serve it?

★ Use the rubric and your answers in Ex. 4 to write your recipe. Use the recipe in Ex. 1 as a model.

2

★ Read the clues and complete the crossword.



Across

- 1 Our skin p_____ our body.
- 4 Calcium from milk and cheese helps keep our b_____ healthy.
- 5 There are over six hundred m_____ in our body.
- 6 The brain commands our nervous s_____.

Down

- 1 There is p_____ in food like meat, fish, and eggs.
- 2 Bread and pasta are high in c_____.
- 3 Nuts and cereals are good for our s_____.

★ Circle the odd word out.

- 1 cereal – fish – bread – pasta
- 2 energy – skin – muscle – skeleton
- 3 milk – meat – yoghurt – cheese
- 4 fruit – vegetables – nuts – body
- 5 heart – eyes – calcium – liver

2

Choose the correct response.

- 1 A: I'd like to book a table for two.
B: a That's good.
b Certainly.
- 2 A: Can I take your name, please?
B: a Yes, It's Jones.
b That's correct.
- 3 A: What time would you like to book a table?
B: a At 8:30, please.
b On Saturday, please.
- 4 A: Are you ready to order, madam?
B: a I think, I am.
b That's great.
- 5 A: Can I have fried eggs on toast?
B: a Sure.
b Not for me.
- 6 A: What would you like to drink?
B: a Yes, please.
b A cup of tea, please.
- 7 A: So that's a burger, chips and a Coke?
B: a And for you?
b That's right.
- 8 A: Would you like any side orders?
B: a I like them.
b Yes, baked beans, please.
- 9 A: See you on Friday.
B: a OK.
b Not bad.
- 10 A: Hello, John's Restaurant.
B: a I'd like to book a table.
b I'd like a glass of water, please.

Language & Grammar Review

Choose the correct answer.

- 1 You can make a lot of different with chicken.
A flavours B tastes C dishes
- 2 Can you buy four of tomato soup from the supermarket?
A bunches B tins C bars
- 3 Is there cola in the fridge?
A many B few C any
- 4 This ice cream is absolutely! You should try it!
A delicious B creamy C spicy
- 5 A: Are you ready to order?
B: A I think, we are. B And for you?
C That's fine.
- 6 There's syrup on this pancake.
A too many B too much C a lot
- 7 Do you want bar of chocolate?
A some B any C a
- 8 Milk, cheese, and yoghurt are all dairy
A snacks B drinks C products
- 9 I'm hungry. Why don't we a snack from that restaurant on the corner?
A make B grab C serve
- 10 Do you fancy Mexican food tonight?
A to have B have C having
- 11 I can't eat this cake. It's sweet.
A too B a lot of C enough
- 12 A: What would you like to drink?
B: A Tea, please. B Not for me.
C That's right.
- 13 The Statue of Liberty, New York's most famous, is a symbol of freedom and democracy.
A landmark B gallery C staff
- 14 You shouldn't so many sweets!
A eat B to eat C eating
- 15 I just asked for a little ice cream. You didn't have to bring the whole
A carton B tin C tub
- 16 the butter in a frying pan before you add the apple slices.
A Pour B Chop C Melt
- 17 Add yoghurt to the sauce if you want to make it
A creamy B spicy C salty
- 18 It's cold outside.
A thick B boiling C freezing
- 19 What would you like for the course?
A sliced B traditional C main
- 20 I'd like a of cola, please.
A carton B pot C bottle
- 21 Skin our bodies.
A protects B controls C repairs
- 22 There's much oil in the salad.
A enough B very C too
- 23 I don't eat cheese.
A lot B many C much
- 24 Is there food for everyone?
A enough B little C many
- 25 the eggs for five minutes before you add them to the mixture.
A Mix B Peel C Beat
- 26 A: Would you like any orders?
B: Not for me, thank you.
A traditional B side C local
- 27 I need some bread, but I can't find the bakery in this supermarket.
A food B product C section
- 28 Don't forget to buy a of cereal when you go to the minimarket.
A box B carton C tub
- 29 There's yoghurt left. We need to buy some.
A much B no C any
- 30 A: So, that's pancakes, a chocolate brownie, and a glass of orange juice.
B: A That's right. B No, I don't like them.
C I think we are ready.

Reading Test
Multiple Choice

Let's Get Cooking!

Read the text. In each question choose the right answer A, B, C or D.

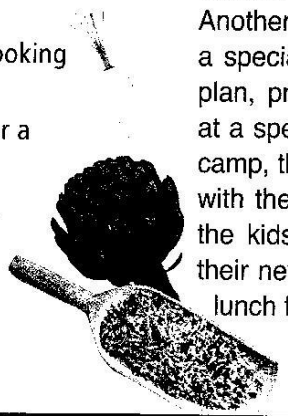
- 1 At Chef Dietrich's kids learn
 - A swimming.
 - B to bake bread.
 - C canoeing.
 - D rock climbing.
- 2 Besides being a chef, Mr Dietrich is a(n)
 - A farmer.
 - B restaurant owner.
 - C menu planner.
 - D ice cream maker.
- 3 Children have the choice of
 - A which cooking skills they want to learn.
 - B learning to cook or bake.
 - C which chores they want to do.
 - D how long they want to go to camp.
- 4 Children cook in the kitchen
 - A before morning sport.
 - B immediately after morning chores.
 - C twice a day.
 - D right after lunch.
- 5 At the end of camp, children
 - A know how to cook.
 - B still can't cook well.
 - C know how to make 50 dishes.
 - D must complete 50 hours of practice.
- 6 Children learn outdoor cooking skills
 - A by preparing dishes for a special event.
 - B each day at the camp.
 - C on a camping trip.
 - D by making a lunch for their families.

Every summer millions of children around the world go to camp. They enjoy swimming, rock climbing, canoeing and other outdoor activities. Imagine a camp that teaches kids to make strawberry soup, French bread, chicken curry or a wedding cake! Well, that's what children do when they go to Chef Dietrich's cooking camp in Vermont, USA. They don't just go to the camp to make biscuits. These kids learn a variety of serious cooking skills in a fun atmosphere. Mr Dietrich, who also owns a local steakhouse, operates The Kids Culinary Summer Camp of Vermont from his rural farmhouse. Each summer, 80 kids arrive at the camp to learn not only how to cook, but also how to plan a menu. What's more, they visit ice cream and chocolate factories and learn how to make sweet treats.

Children can choose to stay one week or two weeks at the camp. There are two parts to the camp's programme. The first part is the cooking programme, where kids learn and practise new cooking skills each day. The second part is the baking and pastry programme, where the focus is on desserts.

A typical day at camp begins at 6:30 am when campers do morning chores that include working in the greenhouse and feeding the farm animals. Then, the kids play sport for an hour before they head into the kitchen. After cooking all morning, campers break for lunch. Next, it's a few afternoon chores and then back to the kitchen for more cooking. The children at this camp obviously like cooking and the fridge always has enough food for them to practise for hours. Chef Dietrich covers over 50 cooking topics from making sauces to learning how to use a chef's knife so when the children leave the camp, they have a good understanding of basic cooking skills.

Every summer, campers especially look forward to going on an overnight hike to the mountains where they learn about outdoor cooking over a campfire. Another popular activity is cooking for a special event. The children have to plan, prepare and serve many dishes at a special dinner. On the final day of camp, there is a graduation ceremony with the parents. After the ceremony, the kids have a chance to show off their new cooking skills by preparing a lunch for their families.



Vocabulary

1 ★ Read the clues and find the words in the puzzle.

- 1 Thomas Edison was the i_____ of the electric light bulb.
- 2 A s_____ does research in science.
- 3 An e_____ designs machines and bridges.
- 4 Leonardo da Vinci was a famous p_____.
- 5 CS Lewis was a great w_____. He is famous for *The Chronicles of Narnia*.
- 6 An a_____ designs buildings.
- 7 A s_____ creates statues.
- 8 Someone who thinks seriously about things, is a p_____.

I T E E T T G E T A H
 R N E N G I N E E R I
 T R C I E S O U P C S
 T R T R N T I N O H C
 P R G I R R N R I I U
 I I R I R T V A N T L
 P P A I N T E R S E P
 E I T T O A N U I C T
 N S C I E N T I S T O
 P H I L O S O P H E R
 S W R I T E R I T T N

2 ★ Fill in: *sketched, invented, painted, studied, survived, discovered, constructed.*

- 1 Da Vinci his invention of an early flying machine in his notebook.
- 2 Eric the Red Greenland.
- 3 Only 15 of Da Vinci's paintings
- 4 The Egyptians the pyramids.
- 5 Benjamin Franklin the lightning rod.
- 6 Da Vinci various plants and animals and wrote notes about them.
- 7 Van Gogh many famous works of art such as *Sunflowers*.

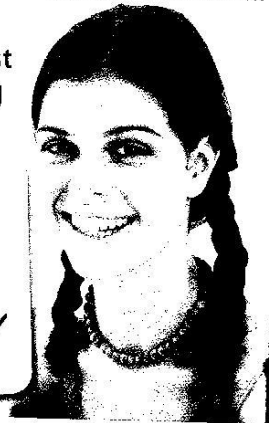
Grammar

3 ★ Write the *past simple* of the verbs below.

- | | |
|------------------|-------------------|
| 1 finish - | 6 die - |
| 2 live - | 7 drop - |
| 3 watch - | 8 carry - |
| 4 stop - | 9 walk - |
| 5 try - | 10 create - |

4 ★ Look at Martha's list from last Saturday and make sentences.

- sail a boat ✓
 paint a picture ✗
 visit a museum ✗
 surf the Internet ✓
 play a musical instrument ✓
 tidy the house ✓



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

5 ★ Write questions in the *past simple* and answer them.

- 1 Claude Monet/paint/ *Starry Night*?
 (✗ *Water Lilies*)

- 2 Mozart and Beethoven/design/machines?
 (✗ compose music)

- 3 Sir Alexander Fleming/discover/penicillin? (✓)

- 4 Thomas Edison/study/plants?
 (✗ write/many plays)

- 5 The Wright brothers/invent/the first modern aeroplane? (✓)

Vocabulary

1 ★ Fill in: *armies, conquered, legend, pharaoh, poisonous, explorer, empire.*

- 1 Genghis Khan was a great emperor and started the Mongolian
- 2 Julius Caesar fought against great and won many battles.
- 3 According to, Cleopatra spoke many languages.
- 4 Alexander the Great and his soldiers many foreign lands such as Egypt and Persia.
- 5 Some historians believe that Cleopatra died from a snake.
- 6 Marco Polo was an Italian who travelled from Europe to Asia.
- 7 Tutankhamun is perhaps the most famous of ancient Egypt.

Grammar

2 ★★ Put the verbs in brackets into the *past simple*.

Hercules 1) (live) in Greece. He 2) (be) half man and half god. His father was Zeus, the king of all the gods, and his mother was a human. Hercules 3) (develop) into a big and strong man. When he 4) (become) an adult, he 5) (have) to perform twelve tasks to become a true god. One of these tasks was to kill the Hydra, an evil monster with nine heads. However, he 6) (can/not) do it by himself. Every time Hercules 7) (cut) off one of its heads, two more 8) (grow) back. Finally, he 9) (ask) his nephew, Iolaus, to help him and they 10) (manage) to get rid of the Hydra. Hercules became a true hero!



3 ★★ Put the words in the correct order to form questions based on the text in Ex. 2. Answer the questions.

- 1 live/Italy/in/Hercules/did?
.....
- 2 Hercules/become/big and strong/did?
.....
- 3 kill/have to/did/Hercules/Zeus?
.....
- 4 have/did/the Hydra/nine/heads?
.....
- 5 Hercules/the Hydra/kill/himself/by/did?
.....

4 ★ Fill in: *who, where, why, which, what, when, how, how many,*

- 1 A: are my glasses?
B: On the table.
- 2 A: is that man?
B: He is my dad.
- 3 A: time does the next train leave?
B: At 5 o'clock.
- 4 A: do you get to school?
B: I ride my bike.
- 5 A: instruments can you play?
B: Two, the piano and the guitar.
- 6 A: is the next winter Olympics?
B: In two years.
- 7 A: are you leaving?
B: I have to get up early tomorrow.
- 8 A: museum did you go to?
B: The Natural History Museum.

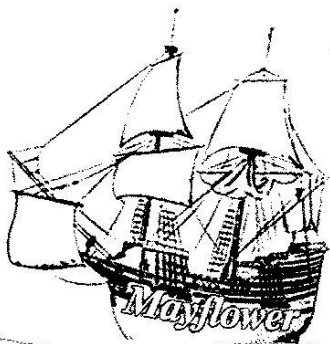
Vocabulary

a) Match the words to make phrases.

1	settle	A	a feast
2	survive	B	in a town
3	grow	C	for food
4	hunt	D	crops
5	have	E	the winter

b) Write sentences using the phrases.

- 1
- 2
- 3
- 4
- 5



Fill in:
celebrations,
Native, harvest,
voyage, captain,
tradition.

- 1 The Americans were good hunters.
- 2 Every year at time, farmers gather their crops.
- 3 In the past, a from England to America used to take two months.
- 4 Lots of families get together on Thanksgiving and eat roast turkey; it's a
- 5 Christopher Jones was the of the *Mayflower*.
- 6 Most countries welcome in the New Year with and fireworks.

Everyday English

Replace the phrases (1-4) with phrases from the list.

- I want to see that place.
- It was just an ordinary weekend.
- I'm sure you had a great time.
- Did you enjoy yourself?

- 1 I didn't do anything special.
.....
- 2 Did you have a nice time?
.....
- 3 That sounds very interesting.
.....
- 4 I'd really like to go there.
.....

Use the sentences to complete the dialogue. One sentence isn't necessary.

- Did you have a nice time
- Yes, it was fantastic
- That sounds interesting
- It was great, thanks
- I didn't do anything special
- Did you have a nice weekend

- A: Hi Mark! How was your weekend?
 B: 1) I went on a day trip to the Natural History Museum.
 A: Oh, really? I'd love to go there, too.
 2)?
 B: 3) First, we went on a tour of the museum and then we saw a film about dinosaurs. What about you?
 4)?
 A: Oh, 5) I just stayed home and watched TV.

You went to Plimoth Plantation, a living history museum, at the weekend. Write a dialogue like the one in Ex. 4. Use the ideas in the advert below or your own ideas.

Plimoth Plantation

- Tour a Native American village
- Watch craft demonstrations
- Visit the gift shop & visitor centre

Reading

- a) ☆ Read the text and put the sentences A-F below into the text. There is one sentence that you don't need to use.

The Legend of the Sleeping Woman

Iztaccíhuatl is the third highest mountain in Mexico, about 40 miles south of Mexico City. **1** Aztec legend tells us that the mountain peaks formed over the body of a girl who died from a broken heart.

According to legend, an emperor promised a warrior, Popocatépetl, that he could marry his daughter if he went to battle and came back alive. The emperor's daughter, Iztaccíhuatl, loved Popocatépetl very much and waited for him to come home. **2** This upset Iztaccíhuatl very much and she died; some say she died from sadness.

When Popocatépetl finally came back from war, he found Iztaccíhuatl dead. He carried her to a mountaintop and built a fire. **3** Over time, earth and snow covered their bodies and while Iztaccíhuatl became the mountain, Popocatépetl became the volcano.

Some people say that the mountain is in the shape of Iztaccíhuatl's body. **4** The legend also says that the smoke that comes from the nearby volcano is actually from Popocatépetl's fire that still burns.

There are many different stories about the shape of the mountain. **5** So next time you see the mountain, remember the legend of the sleeping woman.

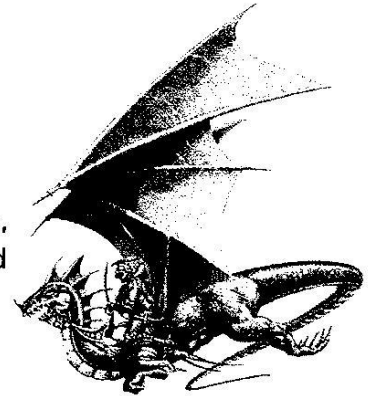
- A Because of this, people call the mountain 'The Sleeping Woman'.
- B But the most popular one is that of the legend of the two lovers.
- C One day, she received a letter from Popocatépetl's enemy saying that Popocatépetl was dead.
- D Because everyone in Mexico knows about the legend.
- E It may look like just a mountain, but if you look closer, you might notice the shape of a woman.
- F Popocatépetl stayed there until he died too.

- b) ☆☆ Read again and complete the sentences.

- 1 Iztaccíhuatl Mountain is located near
- 2 The story of the mountain and the sleeping woman are part of a
- 3 The emperor told Popocatépetl he could
- 4 Some people believe that the cause of Iztaccíhuatl's death
- 5 Iztaccíhuatl was already dead when
- 6 Some people think that the smoke and ash from the volcano actually come

Vocabulary

- 2 ☆ Unscramble the words to form legendary creatures, then write the word after the correct description.



itgan gronda ryfia rncoinu damirem

- 1 It looks similar to a human but it's very big and scary.
- 2 This creature looks like a horse with a horn on its head.
- 3 Fire comes from this creature's mouth.
- 4 It looks half human, half fish.
- 5 This small creature can fly.

- 3 ☆ Choose the correct preposition.

- 1 Bolster the Giant fell **in/onto** love with a beautiful girl named Agnes.
- 2 Agnes disliked Bolster the Giant and had an idea to get rid **with/of** him **for/from** good.
- 3 Bolster the Giant died because Agnes tricked him and that was the end **of/with** him.

Vocabulary

Choose the words from the list to complete the newspaper headlines.

- burgle • vandalising • break
- spray painted • rob • arrest

TEEN PAYS LARGE FINE FOR 1) STATUE NEAR CITY HALL

POLICE 2) TWO MEN IN CONNECTION TO MUSEUM ROBBERY

LOCAL HEADMASTER SHOCKED BY STUDENTS WHO 3) WALLS OF SCHOOL

THIEVES 4) INTO AN ART GALLERY LAST NIGHT - TWO PAINTINGS MISSING

TEENAGER CAUGHT AFTER TRYING TO 5) POLICE OFFICER'S HOUSE

TWO MASKED MEN 6) LONDON'S LARGEST BANK EARLY THIS MORNING

Fill in: *star, international, maintenance, conflicting, iron, bulletproof.*

- 1 There was an scandal when the police arrested a Russian spy.
- 2 The bank has two workers who can fix any problems in the building.
- 3 The Picasso painting is the attraction in the museum.
- 4 The cashier works behind glass.
- 5 Eight pegs hold the painting's frame in place.
- 6 I read rumours in the newspapers about who stole the painting.

Choose the correct word.

- 1 The theft of the statue from the museum **caused/carried** a scandal.
- 2 The guard **admitted/accepted** leaving the door unlocked at the museum.
- 3 The thief **served/made** a prison sentence.
- 4 The burglar **committed/did** the crime late at night.
- 5 The photographer **made/shot** pictures of the sculpture with his camera.

Grammar

Choose the correct tense.

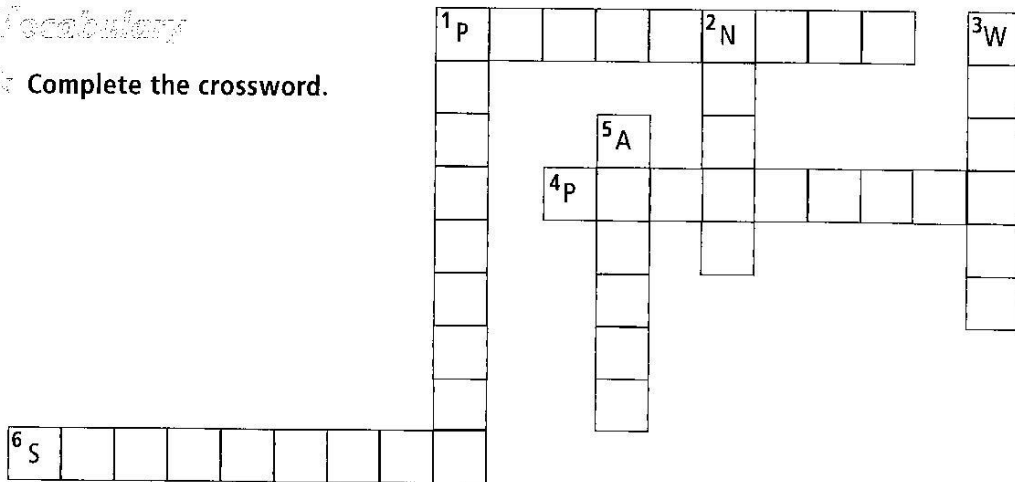
- 1 Someone **stole/was stealing** Ted's car yesterday.
- 2 Sue **was driving/drove** quite fast when the police officer **was stopping/stopped** her.
- 3 The judge **was sentencing/sentenced** the thief to one year in prison.
- 4 Tom **talked/was talking** on his mobile phone while he **rode/was riding** his motorbike.
- 5 The thieves **were running/ran** away when they **were hearing/heard** the police sirens.
- 6 The police **were catching/caught** the burglar as he **escaped/was escaping** from the back door.
- 7 The old woman **was screaming/screamed** when she **was seeing/saw** a stranger in her house.

Put the verbs in brackets into the *past simple* or the *past continuous*.

It was just after 11 pm on 7th January, 2005. Mr and Mrs McKinnon 1) (sleep) upstairs in their bedroom when they 2) (hear) a loud noise coming from downstairs. Mr McKinnon quickly 3) (jump) out of bed and 4) (run) downstairs to the front door. But he 5) (not/see) anyone. Then, he 6) (walk) into the dark living room and 7) (see) a man standing there. The man 8) (wear) dark clothes and he 9) (hold) a bag over his shoulders. Mr McKinnon 10) (attack) the man and 11) (throw) him to the floor. Then, he 12) (yell) to his wife to call the police. His wife 13) (come) into the living room and 14) (turn) on the light. Then, Mr McKinnon 15) (realise) that the burglar 16) (be) just the grandad trying to take out the rubbish!

Vocabulary

1 ★ Complete the crossword.



Across

- 1 This person sings modern songs.
- 4 This person is the leader of a country.
- 6 This person works in science and does research.

Down

- 1 This person has good knowledge and training in physics.
- 2 This person takes care of sick people.
- 3 This person writes books and stories.
- 5 This person draws or paints pictures.

2 ★ Write the years in words.

- 1 1793
- 2 1908
- 3 1947
- 4 2009
- 5 1802
- 6 1959

Asking for/doing personal information

4 ✎ Ask and answer questions with the correct phrases.

Listening

3 ★★ You will hear an interview about Albert Einstein. Listen and mark the sentences T (true) or F (false).

- 1 George Quarterton is a scientist at the museum.
- 2 The Albert Einstein Exhibit is always at the museum.
- 3 Einstein is very popular today.
- 4 As a child Einstein's teachers believed he wasn't intelligent.
- 5 Einstein invented the atomic bomb.

- When was he born?
- In 1870.
- In Portsmouth, England.
- Who was Charles Dickens?



- A: 1)
- B: He was a British writer.
- A: Where was he born?
- B: 2)
- A: 3)
- B: In 1812.
- A: When did he die?
- B: 4)

Writing

1 ★ Read the text and complete the gaps with the numbers below.

- 11 years old • 1732 • 5,000-acre • 1799
- age of 21 • 1759

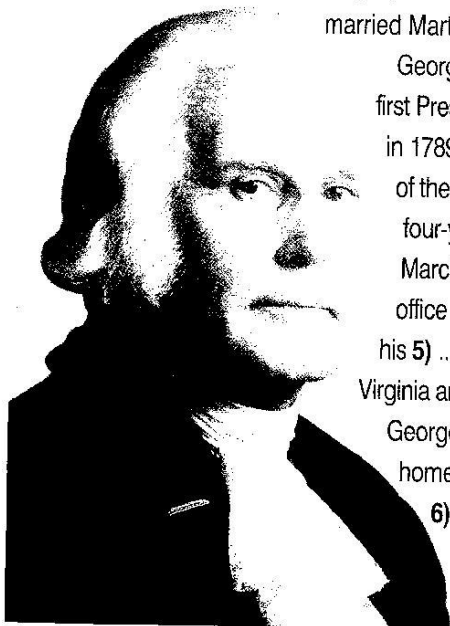
George Washington was born on 22nd February, 1), in Westmoreland County, Virginia, in the USA.

George grew up in a wealthy family. As a young boy, he loved horses and liked to go hunting with his father and brothers. He also enjoyed exploring caves. George learned to be responsible as a child, because his father died when he was only 2)

In 1753, at the 3), George began his long military career. People had great respect for his abilities. On 6th January, 4), George married Martha Dandridge Curtis.

George Washington became the first President of The United States in 1789. He was elected by 100% of the voters. He completed two, four-year terms as president. In March of 1797, George left the office of president. He retired to his 5) estate in Virginia and spent his time farming.

George Washington died at home, on 14th December, 6)



2 ★ Complete the fact file.

Name: *George Washington*

When/Where born:

Early years:

Achievements/ Later years

When/Where died:

3 ★ Choose the correct word.

- 1 George liked hunting with his dad. His old brothers **also/so** went along.
- 2 George became an independent child **because/so** his father died when he was a young boy.
- 3 People respected George **so/too** they elected him president.
- 4 In 1797, George completed his second term as president **and/too** he retired to Virginia.

4 ★★ Look at the fact file of Louis Armstrong and complete the sentences.

FACT FILE

Louis Armstrong

4th August, 1901 in New Orleans

USA

family poor; stopped going to school at age 11; started singing on the streets & playing the cornet. As a teenager he joined a band and played on riverboats on the Mississippi River

1922 - moved to Chicago; became famous jazz musician, made 'scat' singing popular; toured all over the world;

1943 - moved to New York, had many hit records, appeared in many Hollywood films

6th July, 1971 in New York

- 1 Louis Armstrong was born
- 2 He grew up in a
- 3 When he was 11 he and started singing and playing the cornet.
- 4 He joined a band when he was
- 5 In 1922, he then, he became a famous jazz musician and toured around the world.
- 6 He died

5 ★★ Read the rubric and use your answers in Ex. 4 to write a biography. Use the biography in Ex. 1 as a model.

Write a biography of Louis Armstrong (100-120 words):

- Mention who he was and where/when he was born.
- Describe his early years.
- Describe his achievements.
- Mention where/when he died.

Reading

- 1 a) ★ Fill in: *spices, supplies, voyage, explorer, reached, set sail, route.*



John Cabot
(1450-1499)

John Cabot was an Italian 1)
 Like Christopher Columbus, he also wanted to find
 a shorter trade 2)
 to Asia, a land believed to be rich in gold and
 3)
 Cabot moved to England to find money for his
 exploration. King Henry VII agreed to help pay for
 his 4) The King gave him
 5) and a ship. Cabot
 6) from Bristol, England
 in May, 1497 with his ship *The Mathew* and
 travelled west across the Atlantic. After a month, he
 7) an unknown land. He
 called it 'new found land'. Today, it is still known as
 Newfoundland and is a part of Canada.

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

- 1 John Cabot was a British sailor.
- 2 He wanted to explore Asia.
- 3 He received help from the King of
 England.
- 4 He sailed on the *Mathew*.
- 5 He went North across the Atlantic.
- 6 The journey took six months.
- 7 He discovered a new land.

Motions & Functions

Choose the correct response.

- 1 A: How was your weekend?
 B: a It was nice, thanks.
 b That's great.
- 2 A: That sounds very interesting.
 B: a Yes, it did.
 b Yes, it was.
- 3 A: Did you enjoy the visit?
 B: a It was fantastic.
 b Sounds good.
- 4 A: Did you have a good weekend?
 B: a No problem.
 b I didn't do anything special.
- 5 A: When was he born?
 B: a In 1920.
 b In Poland.
- 6 A: Who was Florence Nightingale?
 B: a She was friendly.
 b She was a British nurse.
- 7 A: Where were you born?
 B: a On 7th May.
 b In Germany.
- 8 A: I went on a day trip to the zoo.
 B: a Yeah, I'd love to.
 b I'd like to go there.
- 9 A: Where did you go?
 B: a We went to the theatre.
 b I quite liked it.
- 10 A: What did you do?
 B: a I usually go there on Sundays.
 b I hung out with my friends.

Language & Grammar Review

Choose the correct answer.

- 1 Leonardo da Vinci the *Mona Lisa*.
A designed B painted C sculpted
- 2 A fairy has wings and powers.
A evil B mysterious C magical
- 3 is the woman with Tom?
A How B Who C Which
- 4 The police the burglar yesterday.
A was catching B catch C caught
- 5 The children wanted to in the celebration.
A join B take C go
- 6 Mermaids like to deep into the water.
A lead B dive C float
- 7 Do you know Marco Polo came from?
A where B when C why
- 8 Cooks use to add flavour to food.
A fires B riches C spices
- 9 James had a bump on his head he had an accident on his bicycle.
A so B because C but
- 10 Do you know they went to England?
A which B why C where
- 11 They at two o'clock yesterday.
A study B studied
C were studying
- 12 She is a(n) actress. Everyone loves her!
A curious B well known C ancient
- 13 There's a red on your shirt.
A blood B cliff C stain
- 14 Egyptian pharaohs the Pyramids .
A builds B build C built
- 15 A(n) makes cloth, baskets and carpets.
A sailor B weaver C explorer
- 16 people travelled from England to America in 1620 by boat?
A How B Why C How many
- 17 The map is very
A perfect B intelligent C accurate
- 18 Autumn is the time of year farmers most of their crops.
A hunt B fish C harvest
- 19 The warrior in many battles over the years.
A conquered B fought C lost
- 20 Leonardo da Vinci was a man. He was able to do many things well.
A talented B detailed C curious
- 21 He tried hard to her love.
A fall B win C lead
- 22 A: are you leaving on holiday?
B: Next Monday.
A How B When C What
- 23 A: Did you have a nice weekend?
B: A I'd like to go there.
B That sounds interesting.
C I didn't do anything special.
- 24 The winter was hard, but they managed to
A import B explore C survive
- 25 Come inside, your father wants to to you.
A spoke B spoken C speak
- 26 Alexander the Great tried to as many empires as he could.
A conquer B settle C grow
- 27 George Washington the first President of the United States in 1789.
A completed B became C voted
- 28 According to legend, dragons can fire.
A dive B terrify C breathe
- 29 A: How was your weekend?
B: A Yes, it was fantastic.
B It was great, thanks.
C That sounds interesting.
- 30 Americans enjoy a of turkey, sweet potatoes and pumpkin pie at Thanksgiving.
A harvest B feast C celebration

Reading Task (Matching headings to paragraphs)

Read the article about Neil Armstrong. Match the paragraphs (1-8) with their correct headings (A-I). One heading does not match.

American astronaut Neil Armstrong was the first man to step on the moon. Here is the story behind this great man.

1 While most teenagers were trying to pass their driving test and receive their driving licence, Neil Armstrong earned his pilot's licence at sixteen. Armstrong took an interest in aviation from a young age and worked at the local airport in his hometown of Wapakoneta, Ohio.

2 Armstrong decided to study Aeronautical Engineering at university. He stopped his studies because of the Korean War in 1950 and became a navy pilot at the age of 20. Armstrong flew 78 combat flights during the war and received three medals.

3 Shortly after completing his degree, Armstrong joined a government agency which later became the National Aeronautic and Space Administration (NASA). At NASA he worked as a test pilot and engineer. He tested over 50 types of aircraft and reached top speeds of 6,600 kmph.

4 In 1962, Armstrong entered the astronaut programme at NASA. He was the pilot on his first mission into space aboard the Gemini VIII in 1966. As part of the Apollo space programme, NASA chose Armstrong to lead its first manned mission to the moon on Apollo 11.

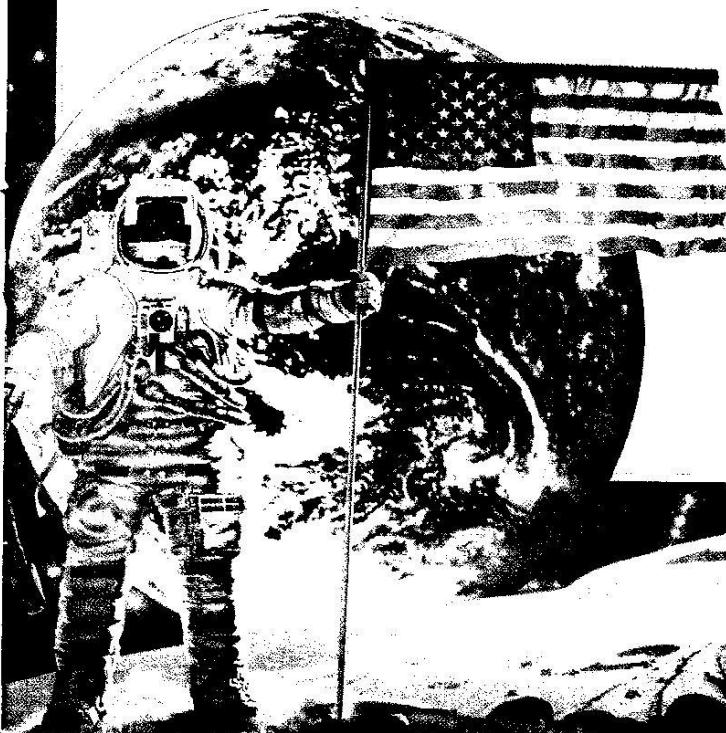
5 On 20th July, 1969, Apollo 11 landed on the surface of the moon. Armstrong made his way down the ladder of the spacecraft. When his foot touched the surface, he spoke the now famous words: "That's one small step for (a) man, one giant leap for mankind." Minutes later his co-pilot joined him and they planted the American flag on the moon's surface.

6 Four days later, Apollo 11 returned to Earth. The craft came down in the Pacific Ocean. Armstrong received the Presidential Medal of Freedom, a very prestigious award.

7 Armstrong never returned to space. He worked for a short while at NASA and then he went on to teach Aerospace Engineering. He also became an adviser to the government on various space issues.

8 Although Armstrong tried to live a quiet and private life, he was always in high demand. He continuously turned down interviews years ago, he stopped signing autographs as people were selling them for thousands of dollars. Neil Armstrong died on 25 August, 2012. What he achieved, happened decades ago, but his greatness still lives on.

- A BACK WITH A SPLASH OF GLORY
- B A PROBLEM IN SPACE
- C SUCCESSFUL IN BATTLE
- D TESTING THE AIR
- E THE GREAT TOUCHDOWN
- F CROSSING INTO SPACE TRAVEL
- G DISCOVERING AIR TRAVEL
- H A POPULAR MAN
- I LIFE AFTER SPACE



Look at the types of holidays below and label the pictures.

- safari • activity holiday • camping holiday
- backpacking holiday • cruise • beach holiday



Read the text and fill in the gaps with the words/phrases from the list.

- scuba dive • activity holiday • archery field
- outdoor activities • forest • rapids

Camp Komoka

Come to Camp Komoka for a(n) 1) filled with fun and adventure.

Located just 30 minutes from the village of Derby, Camp Komoka offers amazing indoor and 2) for the whole family.

Set on the edge of lovely Lake Komoka and surrounded by a beautiful 3), the camp has a great balance of fun, activity and adventure.

There are many different land and water activities to enjoy:

- build your own raft and go rafting over the 4) on the Delaware River
- go horse riding or hiking along the forest trails
- go sailing or learn how to 5) and explore a real sunken ship
- play football, tennis or test your aim with a bow and arrow on the 6)

Any many more!

Come for your summer holidays or visit us for weekend activities all year round. Email: info@campkomoka.com

a) Match the words to form phrases.

1	go	A	a quad bike
2	do	B	trekking
3	drive	C	walls
4	play	D	archery
5	climb	E	paintball

b) Use the phrases above to complete the sentences and make them true for you. Use the adjectives below to write two more similar sentences.

- interesting • dangerous • fun • exciting

- I'd love to because I think it would be exciting.
- I wouldn't like to because I think it would be dangerous.
-
-

Complete the sentences with the correct form of *will*, then write *P* for a prediction, *O* for an on-the-spot decision or *I* for giving information about the future.

- I'm sure you (have) a great time in Santiago.
- We (go) on a two-day journey to the Andes mountains when we visit Peru.
- Are you going to the beach today? I (join) you.
- On our adventure tour, we (travel) to Villarrica and see its lava lake.
- Get the camera now and I (take) a photo of you.
- Tom (not/come) hiking with us tomorrow. He hates the outdoors.



Match the words to form phrases.

- | | | |
|---|----------|-----------------|
| 1 | try | A nature |
| 2 | stay | B for souvenirs |
| 3 | enjoy | C sightseeing |
| 4 | sunbathe | D in a hotel |
| 5 | take | E local food |
| 6 | go | F photographs |
| 7 | shop | G on the beach |

Use some of the phrases from Ex. 1 in the correct form to complete the sentences.

- We at a restaurant last night, including reindeer stew!
- I had a great time on holiday. I just the whole time and I got a really good tan.
- I want to so, I can bring back gifts for all of my family.
- Jane likes to by walking in the forest.
- Don't forget to lots of of the husky dogs. I want to see how cute they are.
- Yesterday, we on a tour bus around the city.

Underline the correct tense.

- I will call/call you as soon as I reach Madrid.
- Don't forget to phone the travel agent before you will leave/leave.
- I wonder when Kate will come/comes back.
- There's only one week left until we go/will go on holiday.
- Don't worry. I will be at the station by the time you arrive/will arrive.
- We go/will go shopping for souvenirs after we have lunch.
- John will send me a text message when he gets/will get to the airport.

Put the verbs in brackets into the correct tense to form conditionals.

- If I (be) you, I'd travel to Greece this summer.
- If you (drop) ice in water, it floats.
- We will miss the plane if we (not/leave) now.
- If I had a camera, I (take) lots of photos.
- If it is hot, snow (melt).
- If I (go) to London, I will see Buckingham Palace.
- Unless Tom (save) some money, he won't be able to go on holiday.
- If Sally were here, she (drive) us to the airport.
- If I (have) a lot of money, I would go on a cruise.
- If the weather (be) nice, we'll go to the beach.

Circle the correct item.

- Larry to Los Angeles on Saturday. He's already got his tickets.
A is travelling B going to travel
C travels
- I around the Greek islands next year.
A am going to sail B sailing
C sail
- We ancient ruins when we visit Bolivia.
A are exploring B will explore
C is going to explore
- That suitcase looks heavy. I it for you.
A going to carry B am carrying
C will carry
- No clouds in the sky. It another sunny day.
A is going to be B is being C be
- I think I to bed. I'm tired.
A am going B going to go
C will go



Match the words to form phrases.

- | | | |
|---|----------|-----------------|
| 1 | try | A nature |
| 2 | stay | B for souvenirs |
| 3 | enjoy | C sightseeing |
| 4 | sunbathe | D in a hotel |
| 5 | take | E local food |
| 6 | go | F photographs |
| 7 | shop | G on the beach |

Use some of the phrases from Ex. 1 in the correct form to complete the sentences.

- We at a restaurant last night, including reindeer stew!
- I had a great time on holiday. I just the whole time and I got a really good tan.
- I want to so, I can bring back gifts for all of my family.
- Jane likes to by walking in the forest.
- Don't forget to lots of of the husky dogs. I want to see how cute they are.
- Yesterday, we on a tour bus around the city.

Underline the correct tense.

- I will call/call you as soon as I reach Madrid.
- Don't forget to phone the travel agent before you will leave/leave.
- I wonder when Kate will come/comes back.
- There's only one week left until we go/will go on holiday.
- Don't worry. I will be at the station by the time you arrive/will arrive.
- We go/will go shopping for souvenirs after we have lunch.
- John will send me a text message when he gets/will get to the airport.

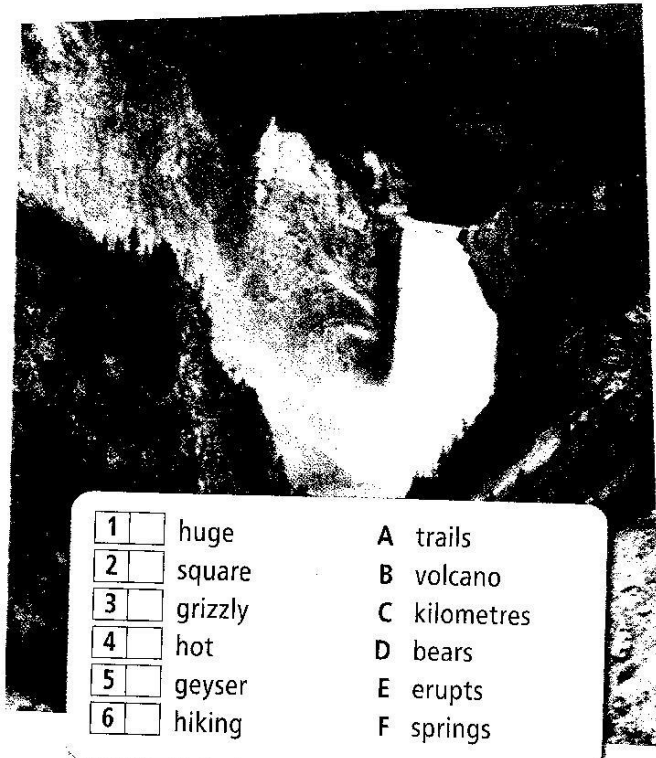
Put the verbs in brackets into the correct tense to form conditionals.

- If I (be) you, I'd travel to Greece this summer.
- If you (drop) ice in water, it floats.
- We will miss the plane if we (not/leave) now.
- If I had a camera, I (take) lots of photos.
- If it is hot, snow (melt).
- If I (go) to London, I will see Buckingham Palace.
- Unless Tom (save) some money, he won't be able to go on holiday.
- If Sally were here, she (drive) us to the airport.
- If I (have) a lot of money, I would go on a cruise.
- If the weather (be) nice, we'll go to the beach.

Circle the correct item.

- Larry to Los Angeles on Saturday. He's already got his tickets.
A is travelling B going to travel
C travels
- I around the Greek islands next year.
A am going to sail B sailing
C sail
- We ancient ruins when we visit Bolivia.
A are exploring B will explore
C is going to explore
- That suitcase looks heavy. I it for you.
A going to carry B am carrying
C will carry
- No clouds in the sky. It another sunny day.
A is going to be B is being C be
- I think I to bed. I'm tired.
A am going B going to go
C will go

Match the words. Use the phrases to complete the sentences.



- 1 Yellowstone National Park is so big that it covers 8,980
- 2 The whole park sits on a 6 km underneath the park.
- 3 The park is famous for its and thermal pools.
- 4 There is also a deep canyon in the park with great for nature lovers.
- 5 There is a lot of wildlife in the Grand Canyon such as and wolves.
- 6 The every 90 minutes and sends water into the air.

Write a few sentences about why you think tourists should visit this park. Use the phrases from Ex. 1.

.....

.....

.....

.....

.....

Read and circle the correct word.

- 1 A: How **could/can** I help you?
B: Can you tell me what time you close?
- 2 A: I'm **asking/calling** for some information.
B: Sure. What would you like to know?
- 3 A: What are the **closing/opening** hours?
B: 9 am to 6 pm every day.
- 4 A: Can I help you with **anything/everything** else?
B: No, thank you.

Complete the exchanges using the phrases in the list.

- How much does it cost to get in?
- How can I help you?
- Enjoy your visit!
- What is the best way to get there by car?

- 1 A:
B: I'm calling for some information.
- 2 A:
B: It's £10 for adults and £5 for children.
- 3 A: Just one more thing.
B: Exit the M69 at junction 16 and head for the city centre, then follow the signs.
- 4 A: Thank you very much for your help.
B: You're welcome.

Write a dialogue based on the National Space Centre advert. Use the exchanges in Ex. 4 as a model.

National Space Centre, Leicester

- Take a tour into space and explore the universe!
- **Opening hours:** 10 am - 5 pm every day
- **Admission:** adults £13 children £11.
- **Directions:** Just off the A6, two miles north of Leicester City centre, then follow the signs.



- ✓ Space Theatre
- ✓ Planetarium
- ✓ Real rockets

Call: 0116 259 3111 for more info

Read the texts and match the place with each destination.

- A National Mall & Memorial Parks, Washington, DC
- B Times Square, NYC, New York
- C The Las Vegas Strip, Nevada

Top Three Tourist Destinations in the USA



1 People know it for its many Broadway theatres, cinemas and bright signs, and they call it the 'crossroads of the world'. It is the most bustling and busy square in North America with an average of over 2,000 people walking across it every 15 minutes on a weekday. It got its name in 1904 from *The New York Times* newspaper because their headquarters were at One Times Square.



2 This 6.8 km stretch of boulevard in Clark County attracts over 36 million visitors a year. The glittering lights from its luxurious hotels, resorts and shopping malls, entice people from all over the world. Nineteen of the world's 25 largest hotels are here and many of them offer top-class entertainment in the form of concerts, musicals, magic shows, comedy acts and conventions.



3 This is a huge national park filled with famous monuments, museums and landmarks. Here you can see the Washington Memorial, the Lincoln Memorial, the National Air and Space Museum, the Smithsonian Castle, the National Museum of Natural History and much more. It gets around 24 million visitors every year, but local people also use it for leisure activities, rallies, concerts, festivals and other annual events.

Read the texts again and mark the statements *T* (true) or *F* (false).

- 1 There are Broadway theatres in Las Vegas.
- 2 Times Square got its name from *The New York Times* newspaper.
- 3 Clark County is in Nevada.
- 4 The 25 largest hotels in the world are all in Las Vegas.
- 5 There are only memorials in the National Mall.
- 6 The National Mall has fewer visitors than the Las Vegas Strip.
- 7 Local people don't visit the National Mall.

Fill in: *local, sculptures, pollution, flippers, cement, creatures, encourage, recognise.*

- 1 Jason deCaires Taylor creates wonderful under the sea.
- 2 The statues are made from
- 3 He hopes they will people to think about the environment.
- 4 He models the statues after people.
- 5 Divers who live in the area may a statue as someone they know.
- 6 The statues attract sea
- 7 All you need to visit the park are and a snorkel.
- 8 is damaging the coral reefs in Mexico.

Use the words in brackets to rewrite the sentences.

- 1 It's possible that Jack and I will go sightseeing this afternoon. (**may**)
- 2 Perhaps I'll visit Mexico next summer. (**might**)
- 3 There's a good chance that it will be sunny this weekend. (**probably**)
- 4 It's possible that Kevin will save up enough money to go on the adventure tour next year. (**could**)
- 5 There's a small chance that they won't go on holiday this year. (**might**)
- 6 It's certain that we'll go to Mauritius next month. (**definitely**)

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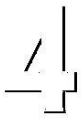
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Fill in: *experience, construct, feature, celebrate* and *stay* in the correct form.

- 1 The museum a special exhibition area.
- 2 Visitors can stunning views from the harbour bridge.
- 3 The city its birthday with a party in the harbour every year.
- 4 Tourists can overnight in the adventure park.
- 5 The bridge was in 1960.

Choose the correct word.

- 1 It's sunny today with **clean/clear** skies.
- 2 The Sydney Opera House is a **Traditional/World Heritage** Site.
- 3 It's a great place for concerts; it has **classical/crystal** clear acoustics.
- 4 The theatre has a **natural/diverse** programme of performances and concerts.
- 5 Colin went to buy some **native/fresh** produce at the market.
- 6 There is a **flea/interior** market at the weekends in the old town.
- 7 This restaurant has got a **cosy/peaceful** dining room and serves excellent Italian dishes.
- 8 The restaurants in this area serve dishes from **top/large** chefs in the city.
- 9 Central Park is in the **central/heart** of New York City.
- 10 Martin likes to eat at the various **water/seafood** restaurants in the harbour.
- 11 John decorated the **interior/exterior** of his house with antique furniture.
- 12 This is a popular restaurant in the city that serves Japanese **specialties/souvenirs**.
- 13 Steve's flat has got a **long/stunning** view of the harbour.

Fill in: *a/an, the* where necessary.

Did you KNOW that...



- 1 Big Ben in London is not building; it's enormous bell in clock tower?
- 2 blue whale's call is the loudest noise made by animal?
- 3 kangaroos can hop along at speeds of up to 56 kilometres an hour?
- 4 Alaska is the largest state in USA?
- 5 Amazon River crosses three countries in South America?
- 6 Chinese invented ice cream in 2,600 BC?
- 7 Mount Everest grows 4 millimetres year?
- 8 Taj Mahal in India is World Heritage Site?
- 9 Vatican City in Italy is actually country with its own government?
- 10 Spanish Steps are popular meeting place in Rome?

Fill in: *who, which, where* or *whose*.

- 1 This is the museum you can see paintings by Van Gogh.
- 2 We went to the market sells clothes and souvenirs.
- 3 We met a tour guide showed us around the city.
- 4 Let's go to that restaurant chef is famous for seafood dishes.
- 5 The tour includes the Taronga Zoo has got koala bears.
- 6 It's the only skyscraper you can see the harbour.

The pictures show holiday problems. Fill in the correct words.



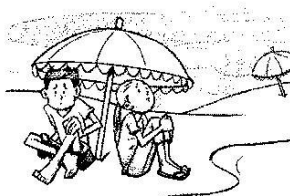
1 I got badly
s _____.



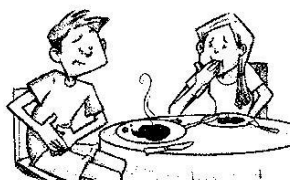
2 Someone stole my
p _____ t.



3 The a _____ lost
our l _____ e.



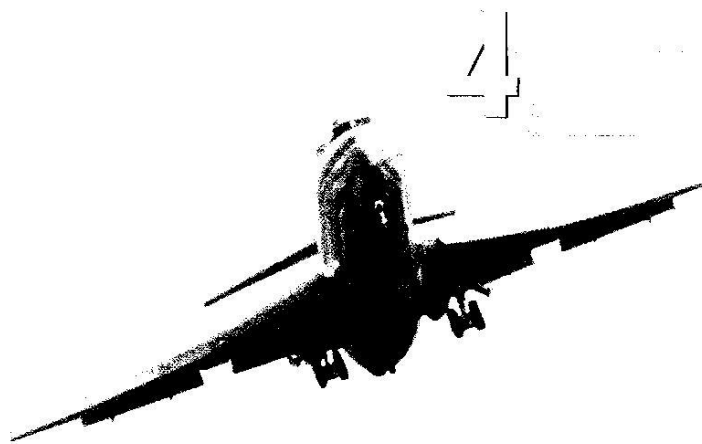
4 The w _____ was
awful.



5 I got f ____ d
p _____ g.



6 The beach was d _____ y
and c _____ d.



Listen to Paul talking about his holiday experience. For each question, choose the best answer A, B, C, or D.

- Which is true about Paul?
 - He is enjoying his holiday.
 - He is worried about work.
 - He is at the office.
 - He's in Spain.
- On the way to the airport
 - Paul's car broke down.
 - they closed the motorway.
 - the traffic was terrible.
 - Paul missed his flight.
- He had to buy new clothes because
 - he checked in late.
 - it was very hot.
 - the airline lost his luggage.
 - he forgot to check his bag.
- How does Paul feel about his hotel room?
 - He wishes he had booked a suite.
 - He thinks the room is not big enough.
 - He likes the view.
 - He is happy with it.
- Paul is upset because
 - he got sunburnt.
 - someone stole his passport.
 - he thinks things are going to get worse.
 - he has to go souvenir shopping.

Complete the exchanges using the phrases in the list.

- Hi. Are you enjoying yourself in Canada?
- Oh dear! That's terrible!
- Yes, but you won't believe what happened!

- A: Hi. Philip, it's Mark.
B:
- A:
B: What? Tell me!
- A: Well, we missed our flight.
B:



Writing Task 1

Read the email and answer the questions.

- 1 Who is it from/to?
- 2 Where is the writer?
- 3 What style is it: formal or informal?



Dear Al,

How's your summer going? I'm having a great time here in Bali, Indonesia. We are staying in an amazing beach hut. The weather is wonderful – it's hot and sunny every day!

We spent our first two days sunbathing and snorkelling and I even tried surfing for the first time! The waves were huge, so it was a bit scary, but a lot of fun. Later today, we are eating at a restaurant in the mountains and there'll be a traditional dance performance there, too. I think it'll be fantastic!

Tomorrow, we're going on a mountain bike tour through the Balinese countryside. We're going to ride past rice fields and visit some traditional villages. I can't wait!

Well, I'm off now. We're going for a drink with some new friends! See you next week.

Love,
Teresa



Read the email again and say which paragraph contains:

- 1 Teresa's activities so far.
- 2 her closing remarks.
- 3 her plans for the rest of the day.
- 4 where she is, where she's staying and what the weather is like.
- 5 her plans for the following day.

Mark the sentences as O (opening remarks) or C (closing remarks).

- 1 I'll call you when I get back.
- 2 Greetings from Miami!
- 3 That's all for now.
- 4 I'm having a wonderful time here in Rome.
- 5 I thought I'd just drop you a line.
- 6 See you soon.

Choose an appropriate adjective from the list to replace the words in bold in the sentences.

- beautiful • delicious • awful • interesting • crowded

- 1 Unfortunately, the weather was **bad**.
- 2 We ate at a traditional restaurant and the food was **good**.
- 3 I didn't like the **busy** beaches.
- 4 The view from our hotel room was **good**.
- 5 The tour of London was very nice.

Read the rubric and answer the questions in the plan.

Imagine you are on holiday. Write an email to a friend. Include:

- opening remarks,
- activities you did yesterday,
- plans for tomorrow,
- your closing remarks.

Plan

- Para 1: What are your opening remarks? Where are you? Where are you staying? What is the weather like?
- Para 2: What did you do yesterday? What are you doing later today?
- Para 3: What are your plans for tomorrow?
- Para 4: What are your closing remarks?

Use the rubric, the plan and your answers in Ex. 5 to write an email to a friend (80-100 words). Use the email in Ex. 1 as a model.



Match the words to form phrases.

- | | | |
|----------------------------|---------------|-------------|
| 1 <input type="checkbox"/> | emergency | A container |
| 2 <input type="checkbox"/> | keep yourself | B equipment |
| 3 <input type="checkbox"/> | first aid | C forecast |
| 4 <input type="checkbox"/> | canned | D fruits |
| 5 <input type="checkbox"/> | wild | E safe |
| 6 <input type="checkbox"/> | sealed | F food |
| 7 <input type="checkbox"/> | weather | G kit |

Fill in: *protect, boil, spoil, build, get, pour, leave.*

- 1 When it is windy, a fire can suddenly out of control.
- 2 wild animals alone – never feed or pet them.
- 3 Everyone should do their part to the environment.
- 4 Always water from rivers and streams before drinking it.
- 5 Food can very quickly if left out in the sun.
- 6 Remember to water on your campfire before leaving the site.
- 7 When I was young, my grandfather taught me how to a fire.

Choose the correct response.

- 1 A: Are you enjoying your holiday?
B: a Yes.
b OK.
- 2 A: Someone stole my handbag.
B: a That's such bad luck!
b Listen to this!
- 3 A: You'll never guess what happened!
B: a That's awful!
b Tell me!
- 4 A: Can I help you with anything else?
B: a No, I didn't.
b No, I think that's all.
- 5 A: What would you like to know?
B: a What can I do for you?
b What are the opening hours?
- 6 A: How much does it cost to get in?
B: a It's £10.
b It's 10 pm.
- 7 A: That's the M25, right?
B: a Yes, that's it.
b Yes, I do.
- 8 A: Enjoy your visit.
B: a Thank you.
b You're welcome.
- 9 A: How do I get there by car?
B: a Exit the M6 at junction 10 and continue straight.
b Drive or take the bus.
- 10 A: How can I help you?
B: a Oh, it's easy.
b I'm calling for some information.



Choose the correct answer.

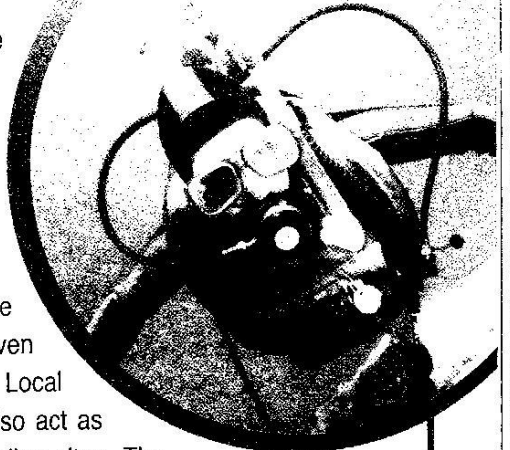
- 1 He'll call you in an hour.
A sure B probably C may
- 2 Arima Onsen is Japan's most popular spring.
A deep B desert C hot
- 3 The Great Barrier Reef is a famous reef.
A coral B diving C local
- 4 A: Can I help you with anything else?
B: A I see. B No problem.
 C That's all, thank you.
- 5 Sue is interested helping endangered animals.
A for B on C in
- 6 A: I got badly sunburnt on holiday.
B: That's such luck.
A poor B bad C unhappy
- 7 Tourists should treat locals with
A hope B support C respect
- 8 We're going on a around the Mediterranean Sea.
A cruise B camping trip C safari
- 9 I'm sure you a great time in Mexico!
A 'll have B 're going C have
- 10 You need and a snorkel to go snorkelling.
A reefs B flippers C waves
- 11 The beach was with people.
A small B crowded C sunburned
- 12 The man owns the house is Italian.
A which B who C whose
- 13 A: Someone stole my passport.
B: A Guess what! B Listen to this.
 C Oh, dear!
- 14 If we hurry, we'll miss the bus!
A don't B won't C wouldn't
- 15 Do you know where Mississippi River is?
A an B the C -
- 16 A: Enjoy your visit!
B: A Thank you very much! B Sure.
 C Oh, it's easy.
- 17 Scotland's scenery makes it my favourite country.
A stunning B enormous C local
- 18 Buy local products to local businesses.
A respect B support C book
- 19 Mount Vesuvius in 79 AD.
A surrounded B erupted C destroyed
- 20 He twenty in a month.
A will be B am going to be C is
- 21 We go to Peru next year. We're not sure.
A might B should C probably
- 22 Nobody will me in this outfit.
A attract B recognise C encourage
- 23 That's the woman son is an actor.
A who B whose C which
- 24 This afternoon, we sandboarding.
A are going to B are going C will
- 25 A: What would you like to know?
B: A What are the opening hours?
 B Can I help you with anything else?
 C How can I help you?
- 26 It was very hot so I got
A crowded B lost C sunburnt
- 27 I my passport. What am I going to do now?
A took B missed C lost
- 28 Try to a good impression on your boss!
A take B make C do
- 29 Make sure you these rules.
A treat B care C follow
- 30 I'm bored camping trips. Let's go on a safari.
A from B of C for

Read the text. In each question choose the right answer A, B, C or D.

- 1 The author recommends Coron Island to
 - A photographers.
 - B explorers.
 - C divers.
 - D fishermen.
- 2 The number of Japanese ship wrecks near Coron is
 - A 10. C 43.
 - B 12. D 60.
- 3 Barracuda Lake is
 - A not easy to reach.
 - B full of Barracuda fish.
 - C next to an active volcano.
 - D a legend.
- 4 At the bottom of Barracuda Lake
 - A the water is very cold.
 - B you can see fish.
 - C it is difficult to see in the water.
 - D the water is very clear.
- 5 The entrance to the cave is
 - A big. C tiny.
 - B deep. D unique.
- 6 This text is typical of one found in
 - A a geography book.
 - B an adventure story.
 - C a tourist magazine
 - D a history book.

Big Adventure on a Small Island

Are you a diving enthusiast? Are you always looking for new underwater spots to explore and take some great pictures? Well, if you are, then you should come to Coron Island in the Philippines for a holiday of a lifetime. Here, you will enjoy diving and snorkelling in the crystal blue waters of Coron and even see lots of underwater treasures. Local fishermen will welcome you and also act as



guides to the various underwater dive sites. The main attractions in the waters near Coron are the 12 Japanese war and supply ships that sunk here in World War II. The US Navy bombed the ships and they now lay untouched for more than 60 years at the bottom of the sea at depths of 10 to 43 metres. Most of these ships are still intact so divers can explore these wrecks with 2 boat dives per day. Divers can even swim through some of the rooms of the ships and see fantastic coral reefs and sea creatures on and around the ships.

Another underwater adventure awaits you at the north end of the island in Barracuda Lake. Legend has it that the lake's name comes from a large barracuda fish living in the lake. There is a 20-minute climb up a difficult hiking trail over rocky limestone to get to the lake; but once you are there the spectacular view is worth it. This hot thermal lake is actually in a volcano crater which explains the rapid changes in the water temperature of the lake. It is uncomfortably hot on the way down, at about 12 to 13 metres deep, the temperature suddenly changes from 27°C to 39°C and then on the way back up the top layer feels freezing! There isn't a lot to see at the bottom of the lake as the water is dark and murky. As you go up, though, keep your eyes open for prawns. If you put out your fingers they will come right up to you.

For more experienced divers only, there is a large deep cave to explore, but only one diver at a time can go into the cave because of its narrow passageway. This cave is truly a unique diving experience.

The waters of Coron Island promise so much to those curious enough to explore them. This island is a definite stop on the quest to discover the mysteries of the deep!

Vocabulary

1 Match the words to form phrases.

1	global	A	fires
2	homeless	B	supplies
3	endangered	C	people
4	running	D	warming
5	medical	E	disaster
6	forest	F	animals
7	natural	G	water

2 Use the phrases from Ex. 1 to complete the sentences.

- It makes me sad when I see on the streets.
- The United States sent food and to the earthquake survivors in Haiti.
- Some countries lose lots of trees every summer because of
- After the earthquake people lived in tents and didn't have any
- A hurricane is a very destructive
- Temperatures around the world are changing because of
- Pandas and loggerhead turtles are

3 Choose the correct word.

- There is a **drought/flood** because it hasn't rained for months.
- After the **earthquake/hurricane** there were some aftershocks.
- When the **tornado/tsunami** hit land, it washed lots of houses away.
- The disaster **affected/caused** thousands of people.
- The island **supplies/suffers** from power cuts every time there is bad weather.
- The **rescue/rebuild** teams were able to save many people from the rubble.

Grammar

4 Write the *past participles* of these verbs.

1 see	.....	11 go	.....
2 buy	.....	12 find	.....
3 give	.....	13 be	.....
4 arrive	.....	14 have	.....
5 say	.....	15 eat	.....
6 tell	.....	16 lose	.....
7 cause	.....	17 offer	.....
8 feel	.....	18 take	.....
9 destroy	.....	19 work	.....
10 save	.....	20 visit	.....

5 Complete the sentences with the *present perfect* form of the verbs in brackets.

- A: (you/see) Jack at all today?
B: Yes, he left about ten minutes ago.
- A: When was the last time there was an earthquake in the city?
B: There (not/be) one since 1990.
- A: John (not/pack) his suitcase yet.
B: He should hurry up. His flight is leaving soon.
- A: Jane (spend) all summer at an eco-camp.
B: That's nice. I hope she's having fun.
- A: We (never/experience) an earthquake.
B: I have. It's very frightening.
- A: Lisa (live) in Haiti since 1999.
B: I know. I (not/see) her since she moved.
- A: (they/rescue) any trapped people yet?
B: Yes, they (save) six people so far.
- A: (you/ever/volunteer) for a charity?
B: No, but I'd like to.

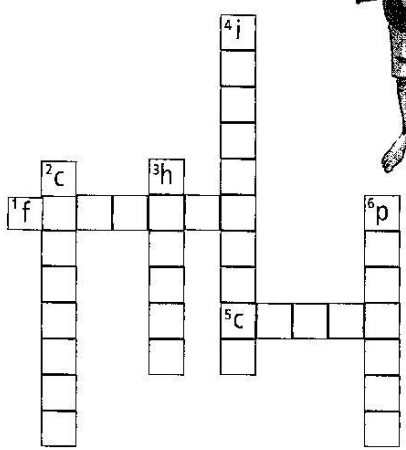
Vocabulary

- ★ **Fill in:** *set out, organised, made it, stumbled, achieved, best-selling, raise.*
- Bob Geldof the Live 8 concerts to help fight poverty.
 - He to climb a mountain, but he ended up starting a charity.
 - A group of celebrities to the top of Mount Kilimanjaro last year for a charity event.
 - The author wrote a book about his life experiences.
 - While hiking in the mountains, she on a rock and fell to the ground.
 - Charity organisations money to help lots of different causes.
 - Greg Mortenson finally his goal and built a school for the village of Korphe.

Grammar

- ★ **Put the verbs in brackets into the past simple, present perfect or present perfect continuous.**
- A: (you ever/be) to India?
B: Yes, I (go) there last year.
 - A: (they/ever/fly) on a plane?
B: Yes, they (travel) to Argentina last year.
 - A: (Sue/send) the letter yet?
B: Yes, she (post) it yesterday.
 - A: The newspaper (print) an article about them last week.
B: Yes. I know. They (raise) £6 million for charity so far.
 - A: I (not/see) Tina for a long time!
B: Really? She (be) at the volunteer centre this morning.
 - A: John looks tired!
B: He (work) at the charity event for three hours now.
 - A: How long (you/wait) in the queue?
B: Oh, for about ten minutes now.
 - A: Is Jane still at the homeless shelter?
B: Yes, she (volunteer) there all day.

★ **Complete the crossword.**
Which word can you see in the picture?



Across

- a lack of success in doing something
- an aim that a group of people support

Down

- a set of activities to achieve a goal
- caused by a severe lack of food
- the inability to read and write
- a state of being very poor

4 Choose the correct word.

- Lynn has **already/since** left for Thailand.
- I haven't spoken to Ben **since/for** last summer.
- They haven't finished building the new school **yet/since**.
- Paul has **never/for** volunteered for a charity.
- Tim has **just/yet** published his third novel.
- Martin has known her **for/since** two years.

Vocabulary

Match the words to form phrases. Then use them in the correct form to complete the sentences.

1	raise	A	songs
2	record	B	donations
3	wear	C	money
4	take	D	silly outfits
5	make	E	place

- Comic Relief is a popular charity event which every two years.
- People do funny things on Red Nose Day to help for Comic Relief.
- Some pop singers or appear in concerts to help the charity.
- People in the UK and red clown noses to celebrate Red Nose Day.
- People to charities to help the poor.

Fill in: *viewers, famine, support, laughter, cause, celebrities.*

- People can Comic Relief by buying a red nose.
- Comic Relief started because people were facing in Ethiopia and didn't have food to eat.
- Many like pop singer Cheryl Cole, took part in Red Nose Day last year.
- Thousands of television watched the comedy show last night.
- The audience burst into when the comedian told a joke.
- The money we gave will go to a good and help others in need.

Everyday English

Complete the dialogue with the correct item.

- What time?
- OK, see you tomorrow.
- What are you doing?
- Actually, I've nearly finished.
- Of course not!

John: Hi, Anna. 1)

Anna: I'm decorating the venue for the charity event tomorrow.

John: Oh, really? Can I give you a hand?

Anna: 2) but Tom and I are going to make banners afterwards. Would you mind helping us with that?

John: 3)

Anna: That's wonderful. Oh, there's one more thing. Is there a chance you could come tomorrow to put up posters?

John: Yes, no problem. 4)

Anna: Around four would be great.

John: 5)

Write a dialogue similar to the one in Ex. 3 using the ideas below.

- Ask what B is doing. → Say that you are putting up posters.
- Ask if you can help. → Say you have nearly finished but ask A to help decorate the venue.
- Agree to help. → Thank A and ask if he/she could sell some tickets tomorrow.
- Agree & ask what time. → Tell A the time.
- Say you'll see B then.

Reading

Read the text and complete the gaps 1-6 with the correct word A, B, C or D.

The Earthwalker

Paul Coleman, the Earthwalker, has walked thousands of miles to **1** his message: "We must protect our world." He is a great example to others because he **2** through thirty-nine different nations so far on his quest to plant trees, raise awareness and protect the Earth. This is how he has earned the name Earthwalker.



Paul left school when he was only fifteen. He became concerned about the planet when he saw how things like pollution and deforestation were destroying the natural landscape in many countries. His adventure began in 1990 when he **3** his job in Canada to walk to South America. Since then, Paul has visited many places including the Amazon, China and Zimbabwe and he hasn't looked back.

So far, Paul has planted 11,350,000 trees on his travels, **4**, he hasn't finished yet. His **5** is to plant the same number of trees (one-hundred million) as the number of deaths that war has caused over the last hundred years, but he's not alone. Paul and his wife, Konomi Kikuchi, whom he met in Japan, have inspired people of all ages and backgrounds to plant trees all over the world.

Paul's message is clear. If everyone does a small thing **6** the planet, we can save our beautiful world.

- | | |
|--------------------|---------------|
| 1 A transport | C deliver |
| B tell | D carry |
| 2 A has walked | C was walking |
| B has been walking | D is walking |
| 3 A cut out | C turned down |
| B left off | D gave up |
| 4 A after all | C despite |
| B however | D anyhow |
| 5 A mission | C task |
| B job | D chore |
| 6 A helping | C to helping |
| B to help | D in helping |

Read the text and answer the questions.

- Why is Paul Coleman walking around the world?
- What made Paul start on his adventure?
- Where was the first place Paul walked to after deciding to plant trees?
- How many trees does Paul want to plant? Why?
- Who is helping Paul to achieve his goal?

Fill in: *observation, endangered, project, challenging, monitor.*

- Pandas and loggerhead turtles are species.
- Tom is working on a conservation in the Amazon to protect the rainforest.
- Scientists need to animals in the wild to check how many there are left.
- The trek through the rainforest was quite It wasn't easy walking for miles.
- The team came to Brazil to study the Pink River dolphin.

Choose the correct item.

- Sea turtles often mistake plastic bags **for/from** jellyfish – one of their favourite foods.
- People should stop cutting **down/out** trees for farming.
- Walking **up/away** the mountain was very exhausting.
- The fire started in the forest **by/from** accident.
- Many species will die **down/out** in the future.

Complete the gaps with an adjective ending in *-ing* or *-ed*.

- Sue is very (**bore**) with her job.
- Jack was (**tire**) after working hard all day.
- The documentary about dolphins was very (**interest**).
- We're really (**excite**) about going trekking in the jungle tomorrow.
- Ryan really enjoyed his holiday. It was very (**relax**).

Fill in: break, twist, lead, raise, reach, come true, motivate and bang in the correct form.

- 1 They climbed Mount Washington to money for charity.
- 2 Paul fell and his ankle in the race.
- 3 In the desert during the day time temperatures can 48°C.
- 4 The students hope the volunteer programme will others to get involved.
- 5 Poor Tracy, she her arm playing volleyball.
- 6 Steve wants to make his dreams by cycling across Europe.
- 7 Don't be afraid to the way and do something no one has ever done before.
- 8 You should always wear a helmet when skateboarding in case you your head.

Choose the correct item.

- 1 After the accident Susan was in a lot of physical **pain/ache**.
- 2 I was walking all day and now I have such **upset/sore** feet.
- 3 Karen has a **bang/swollen** knee from when she fell.
- 4 You can follow Dave's **journey/tour** across Australia on the Internet.
- 5 Tammy had a **nasty/hard** fall down the stairs and went to hospital.
- 6 Many people followed in Mike's **footsteps/feet** and donated money as he did.

Put the verbs in brackets into the past perfect or the past simple.

- 1 A: (Shelly/hurt) herself last night?
B: Yes, she (be) in a lot of pain because she (break) her leg.
- 2 A: Nancy (not/look) well this morning.
B: Oh that's because she (not/sleep) well the night before.
- 3 A: What (happen) to Max yesterday?
B: It was terrible. He (just/finish) the race when he (trip) and hurt his leg.
- 4 A: (you/see) Mary at the hospital?
B: Yes, she (already/see) the doctor when I (arrive).
- 5 A: How (Tim/do) in the charity tennis match?
B: Not so good. He (lose). He (not/play) in a long time.

Put the verbs in brackets into the correct tense.

- 1 If she hadn't had a swollen knee, she (play) volleyball.
- 2 Jack will miss the football match on TV if he (not/come) home soon.
- 3 If I won a lot of money, I (travel) around the world.
- 4 If he (drive) carefully, the accident wouldn't have happened.
- 5 If I (be) rich, I would donate lots of money to charity.
- 6 If you mix red and white, you (get) pink.
- 7 Unless he (leave) now, he will be late.
- 8 He (not/bang) his head if he hadn't fallen off the ladder.
- 9 Our team (win) if they had played better.
- 10 If Martha (enter) the competition, she would have won a prize.

Put the verbs in brackets into the correct tense.

- 1 I wish I (have) a car of my own.
- 2 If only I (study) harder for the test.
- 3 I wish I (not/lend) George my skateboard.
- 4 If only I (be) younger.
- 5 I wish my team (not/lose) the game.

Preparation

a) Match the words to make phrases.

- | | | |
|---|---------|-------------------------|
| 1 | go | A trees |
| 2 | cook | B out a pond |
| 3 | collect | C on a barbecue |
| 4 | sit | D rubbish for recycling |
| 5 | plant | E in wooden huts |
| 6 | sleep | F around a campfire |
| 7 | clean | G on a nature hike |

b) Use some of the phrases to complete the eco-camp advert.

West Haven Eco-Camp



Are you looking for something exciting to do this summer?

At West Haven eco-camp you can 1) in the forest and explore the great outdoors. At our camp you will learn how to take care of the environment and 2) such as glass bottles, plastic bags and paper. You will even learn about gardening and get the chance to grow vegetables and even 3) You will also learn how to 4) and make your own meals. In the evenings you can 5) and sing songs. Campers will have a choice to 6) or in their own tents. So, if you want to learn about the environment and have fun this summer come to West Haven eco-camp!

Reading suggestions
Increasing proficiency

Choose the correct response.

- A: Would you like to go fishing?
B: a That's right.
b That would be fun.
- A: Why don't we plant vegetables?
B: a Sure. Why not?
b I think so.
- A: Do you want to play volleyball?
B: a No, it isn't.
b I'd rather not.



Listening

You will hear five people talking about the environment. Listen and match the sentences to the speakers. One sentence does not match.

- By doing something little, you can help a lot.
- Helping the environment is expensive.
- Taking care of the area around you is a good start.
- I don't have time to help the environment.
- There's nowhere to recycle near my house.
- Factories cause most environmental problems.

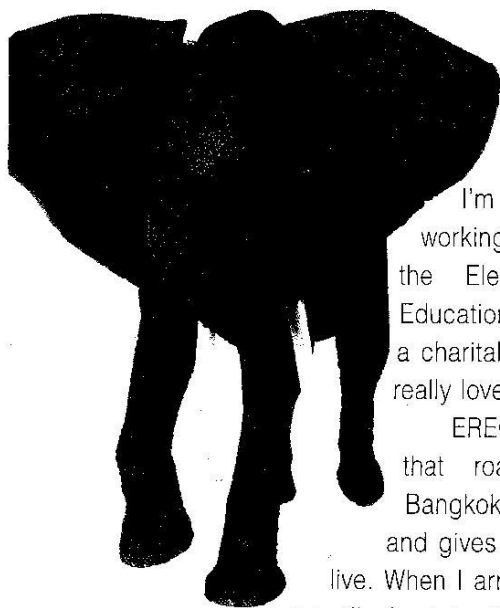


- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

Write a letter to your friend.

Read the letter and answer the questions.

- 1 Who is it from/to?
- 2 Where is the writer?
- 3 What is their reason for writing?



Dear Alex,

Sorry I haven't written sooner but I've been really busy.

I'm here in Thailand working as a volunteer for the Elephant Refuge and Education Centre (EREC). It's a charitable organisation and I really love it.

EREC helps elephants that roam the streets of Bangkok. It takes care of them and gives them a safe place to live. When I arrived here they taught me all about looking after the animals and then I got to meet them. They're amazing! Today, I've washed and fed them. I've also taken one out to a lake for a swim. I've never been so wet in my life!

It's hard work but it's enjoyable and I've met a lot of great people. The best part about working for EREC in Thailand is that I get to help endangered animals and still have fun at the same time.

I hope you're having fun this summer, too. Write back soon.

Yours,
Tony

Read the letter again and match the paragraphs to the headings below.

- A Closing remarks & request to write back
- B Description of activities
- C Opening remarks & where he is
- D Thoughts & feelings about the experience

Read the rubric and the conservation advert. Then answer the questions.

Imagine you are spending the summer working as a volunteer with a turtle conservation project. Write a letter to your friend. Include:

- opening remarks,
- description of activities,
- thoughts and feelings,
- closing remarks.

- 1 Where are you?
- 2 What are you doing there?
- 3 What does the Sea Turtle Protection Society do?
- 4 What have you done so far?
- 5 Do you like it there? Why?

Become a volunteer for the Sea Turtle Protection Society in Greece.

You can make friends, make a difference, and help protect an endangered species.
Activities: patrol beaches, pick up rubbish, survey & protect nests & eggs, give information to tourists about turtles.

Visit: www.archelon.gr or call 00 30 210 5231342



Use the rubric and your answers in Ex. 3 to write a letter to your friend. Use the letter in Ex. 1 as a model (100-150 words).

Vocabulary

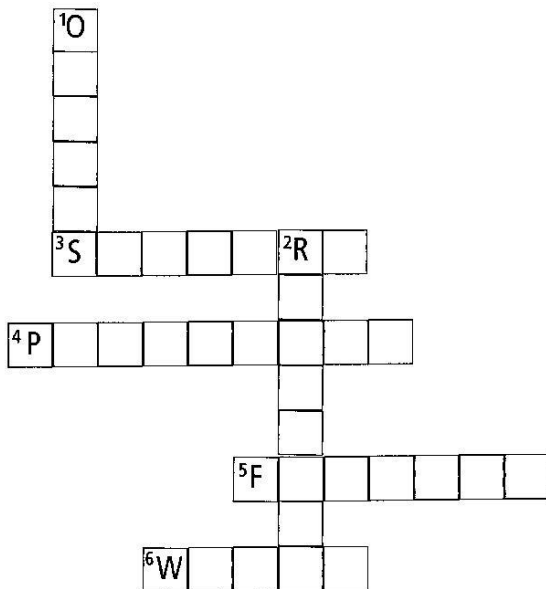
★ Complete the crossword.

Down

- 1 There are five of these in the world.
- 2 The amount of water that falls from clouds.

Across

- 3 An animal that lives near the sea and can fly.
- 4 Damage caused to water or air by waste.
- 5 Building where machines make goods.
- 6 A large mammal that lives in the sea.



2 ★ Fill in: *protect, covers, survival, reefs, supply.*

- 1 Harmful chemicals have poisoned the city's water
- 2 There are lots of colourful coral in the sea.
- 3 We should all make an effort to endangered animals.
- 4 Water most of the Earth's surface.
- 5 Overfishing is endangering the of many sea creatures.

Choose the correct response.

- 1 A: Do you want to go canoeing?
B: a No, I didn't.
b I don't feel like it.
- 2 A: Would you like to plant flowers?
B: a Yes, it was great.
b Yes, I'd love to.
- 3 A: What time?
B: a On Friday.
b At six.
- 4 A: Why don't we go swimming?
B: a That's right.
b I'd love to.
- 5 A: Around two would be great.
B: a See you at two.
b That's correct.
- 6 A: Could you come early tomorrow?
B: a Yes, I do.
b Yes, of course.
- 7 A: What was your trip like?
B: a Great. Thanks.
b No problem.
- 8 A: Would you mind helping us with that?
B: a No, it isn't.
b Of course not!
- 9 A: Can I give you a hand?
B: a OK.
b I'm putting up posters.
- 10 A: What are you doing now?
B: a I'm making banners.
b I'm free this afternoon.

Choose the correct answer.

- 1 are common in my country when it rains heavily.
A Droughts B Floods C Tornados
- 2 Mary in this neighbourhood since she was a child.
A is living B lives
C has been living
- 3 In some countries, child is a big problem.
A labour B disease C poverty
- 4 Larry in Denmark for three weeks now.
A went B has been C has gone
- 5 Max has run five marathons for charity.
A yet B already C since
- 6 Last year Peter as a volunteer in Rwanda.
A has worked B works C worked
- 7 She and almost fell.
A stumbled B injured C failed
- 8 A comedy writer first Comic Relief in 1985.
A raised B supported C organised
- 9 We haven't put up the for the school party.
A banners B donations C tickets
- 10 They some money before they bought a house.
A have saved B had saved
C have been saving
- 11 destroys the gorillas' habitat.
A Deforestation B Conservation C Survey
- 12 Ian went to China to work on a project.
A conservation B location C pollution
- 13 Turtles their eggs in the sand.
A record B monitor C lay
- 14 Lyn is very in working for a charity.
A interesting B interested C interest
- 15 They damaged the nest by
A nature B accident C research
- 16 The of endangered species depends on us.
A hunting B survival C saving
- 17 Floods the lives of people in low-lying areas every year.
A support B affect C cause
- 18 The hurricane caused so much damage; we were
A shocked B shocking C shock
- 19 The rescue teams yesterday.
A have arrived B will arrive C arrived
- 20 If I you, I would see a doctor.
A would be B were C am
- 21 Pink River dolphins are in danger of dying
A up B off C out
- 22 The rescuers haven't found anyone days.
A just B for C already
- 23 The turtles often mistake rubbish food.
A for B from C of
- 24 All the money raised will go to a good
A donation B cause C event
- 25 I wish I a car of my own.
A have B was having C had
- 26 Paula has just won a peace
A issue B challenge C award
- 27 People can call up and a donation.
A support B make C raise
- 28 Conservationists record new births and the babies.
A survey B monitor C research
- 29 It's to think about how many endangered animals there are.
A frightened B frighten C frightening
- 30 The volunteers brought medical with them.
A supplies B injuries C conditions

Read the text. Five sentences are missing.
Match the sentences (A-F) to the gaps (1-5).
There is one extra sentence.

- A A weak voice made a painful moan.
- B I was too, as my heart was pounding inside my chest.
- C Suddenly, Daisy started to bark excitedly and dig at the rubble.
- D Daisy barked and ran away.
- E Now here I was, walking in the path of its destruction.
- F She is one of the best search and rescue dogs and I'm proud to work with her.

To The Rescue.....

It was getting dark and the only light I had was from my torch. I hadn't eaten since this morning and I was feeling a bit weak. I knew I had to keep looking as every minute counted. It was hard for me to believe that just over 24 hours earlier a catastrophic hurricane had swept through the area. **1** Huge pieces of concrete and rubble covered the ground. It was almost impossible for me to walk. Daisy however managed the rubble just fine as she climbed and jumped from spot to spot. **2**

Daisy and I had walked through the area twice looking for signs of survivors with no luck. Daisy was sniffing and searching frantically as we moved about. I was listening for even the slightest noise from below. **3** "She has smelt something," I thought and rushed to her side. I called out several times, but there was no reply. Daisy continued barking louder and louder and wagging her tail like mad. I called out again and again. At last I heard something. **4** I replied as loudly as I could that help was on the way. There was no response. By this time Daisy was very excited. **5** I immediately called the rescue camp and requested that they send a



rescue team. I continued talking to the person below and that's when I noticed some books beneath the rubble. "Oh no" I thought "don't tell me this building was a school!" I picked up a piece of paper and read the words: L. Pearson Public Library on it. Just then the rescue team arrived and began their job. After removing some of the debris, one of the rescue workers called down again. A frightened voice replied "Help me!" It was a young kid who had survived. I patted Daisy's head and said, "Well done girl! Back to work." We returned to our search once again.

Vocabulary

1 ★ **Fill in:** *sculpt, design, paint, build, excavate, reveal, model* in the correct form.

- The statue was from wood.
- The tower was by a famous architect.
- The artist a picture of the landscape.
- The castle was in the 17th century.
- Archaeologists are the ancient site.
- The sculptures were on real soldiers.
- Archaeological digs have artefacts from the Middle Ages.

2 ★ **Match the words to form phrases.**

A		B	
1	archaeological	A	expression
2	facial	B	tomb
3	elaborate	C	finds
4	burial	D	emperor
5	powerful	E	of weapons
6	remain	F	site
7	armoury	G	language
8	written	H	untouched

3 ★★ **Use the phrases from Ex. 2 to complete the sentences.**

- Divers have discovered important under water.
- Each of the portraits has a different
- A(n) of an ancient Egyptian pharaoh has been discovered.
- Napoleon Bonaparte was a(n) and had a strong army.
- The early Chinese people developed a(n) as a way to record ideas and events.
- Archaeologists have discovered skeletons at an ancient
- The statues that were uncovered, and in their original states.
- The emperor had many soldiers and a(n) to protect the empire.

4 ★ **Choose the correct word.**

- The tomb was **undisturbed/uncovered** for 1,000 years.
- Soldiers were made to **guard/watch** the palace against attack.
- The recently discovered statues are **unique/individual**.
- The archaeological site is **spread/lined** over 90 square kilometres.
- The king did many great things for his country during his **reign/power**.
- They saw all the important **sights/views** on their trip to China.
- Experts uncovered statues of different heights and **features/builds**.
- The emperor's clay soldiers looked like **real/personal** soldiers.

Grammar

5 ★ **Fill in:** *is/are, was/were, has/have, will, can.*

- Visitors asked not to take any photos in the museum.
- The archaeological site be excavated next week.
- The terracotta army visited by thousands of tourists every year.
- The statues discovered by a group of farmers.
- A few ancient artefacts recently been found in a small village in China.
- The Parthenon regarded as a symbol of ancient Greece.
- Many archaeological discoveries been made in recent years.
- The gallery be renovated next month.
- The Great Wall of China built over 2,000 years ago.
- The museum already been closed for a month.
- Souvenirs be bought in the museum gift shop.
- The Arc de Triomphe completed in 1835.

Vocabulary

1 ★ Match the opposites.

- | | | | | |
|---|--------------------------|-----------|---|---------|
| 1 | <input type="checkbox"/> | ordinary | A | distant |
| 2 | <input type="checkbox"/> | sweet | B | giant |
| 3 | <input type="checkbox"/> | nearby | C | unusual |
| 4 | <input type="checkbox"/> | miniature | D | weak |
| 5 | <input type="checkbox"/> | mighty | E | bitter |

2 ★ Choose the correct word.

- There are many dinosaur bones on **display/attraction** at the museum.
- Paula has a **topical/sweet** tooth; she's always eating chocolate.
- The Big Dinosaur in Drumheller is a **popular/wildlife** attraction with tourists.
- The walls of the museum were painted by a **local/home** artist.

3 ★ Fill in: *bring, transform, weigh, tour, dazzle, notice, carve and pose* in the correct form.

- The city's wildlife park an element of nature to the busy city.
- The statue is made from steel and over 50 kg.
- The museum by thousands of visitors every year.
- We by the amount of great souvenir shops outside the giant lion's head.
- It's impossible not to the Big Dinosaur in Drumheller.
- The statue out of limestone.
- Many tourists for photos next to the Big Pineapple.
- The architect the old building into a luxurious hotel.

4 ★ Rewrite the newspaper headlines in the *passive*.

- ART GALLERY DESTROYED BY FIRE LAST FRIDAY**
- FUNDRAISING EVENT TO BE HELD TOMORROW AT CITY HALL**
- HISTORY MUSEUM TO BE COMPLETED NEXT WEEK**
- AMUSEMENT PARK NOT RENOVATED YET**

Grammar

5 ★ Put the verbs in brackets in the correct *passive* form.

- A: (the walls/ paint) yet?
B: No, they (paint) tomorrow.
- A: That's a beautiful statue.
B: Yes. It (sculpt) by a local artist last year.
- A: They are building a new concert hall in town.
B: I know. It (open) by the mayor next month.
- A: We (amaze) by all the fossils in the museum yesterday.
B: I know. They (collect) over the past 50 years.

6 ★ Fill in: *by and with*.

- The building was designed an architect.
- The walls were painted red paint.
- The monument is visited many tourists every day.
- The pyramids were built the Egyptians.
- The statues were covered mud.

7 ★ Rewrite the sentences in the *passive*.

- Visitors mustn't bring food into the gallery.
.....
- John drew the portrait.
.....
- A local artist will paint a mural.
.....
- The art gallery displays famous paintings.
.....
- The police have recovered the stolen artefacts.
.....
- Leonardo da Vinci painted the *Mona Lisa*.
.....
- Jack invited Mary to the art exhibition.
.....
- People can take photos in the museum.
.....

Vocabulary

- 1 ★ Match the words in the two columns. Then, use them to complete the sentences.

1	musical	A	bond
2	unique	B	souvenirs
3	handmade	C	instrument
4	return	D	knowledge
5	share	E	address
6	raise	F	post
7	registered	G	awareness

- Mary wants to learn to play a such as the guitar.
- Don't forget to write the on the envelope.
- The Aboriginal people have a with their land.
- By communicating, people and ideas.
- City officials have tried to about protecting the environment.
- Sally sent the letter by
- We bought to give to our family and friends.

- 2 ★ Fill in: *lose, announce, survive, construct, hang, highlight* in the correct form.

- The mayor his decision to resign last night.
- Many Aboriginals their land when the European settlers arrived.
- The city this building in 1948.
- Australian Aboriginal culture for many years.
- Can you help me this painting?
- Yesterday's report the need to preserve ancient cultures.

- 3 ★ Choose the correct word.

- The politician asked his supporters to come together **in/on** unity.
- The celebration is held **on/at** holy ground.
- Admission to the ceremony is **by/in** invitation only.
- The natives have lived **on/at** the continent for many years.
- The Australian Aboriginals are famous **at/for** their handmade art.
- Please send the letter **by/at** air mail.

Everyday English

- 4 ★ Use the sentences to complete the dialogue.

- So that's £4.20 then, please.
- I'll send it by registered post, please.
- I'd like to post this parcel to Germany.
- You're welcome.
- How would you like to send it?
- Could you put it on the scales, please?

A: Hello. Can I help you?

B: Yes. 1)

A: 2)

B: Sure.

A: That's 250 grammes. 3)

B: What are the choices?

A: Surface mail is £1.23, airmail is £2.89 and registered post is £4.20.

B: 4)

A: 5)

B: Here you are.

A: Thank you very much.

B: 6)

- 5 🗨️ Imagine you are at the post office and want to send a parcel to Holland. Write a dialogue. Use the information below and the dialogue in Ex. 4 as a model.

- surface mail £1.20
- airmail £2.70
- registered post £4.10
- 240 grammes

Vocabulary

1 ★ Fill in: *shimmered, steered, posed, disturb, inspired, stroll, serenaded and experience.*

- 1 Let's past the shops and look around.
- 2 While we sat in the café, we were by street musicians.
- 3 You can the feeling of Venice by taking a gondola ride.
- 4 Two people were as statues by the entrance to the mall.
- 5 There are no cars to the charm of the island.
- 6 The design of the mall was by an old French town.
- 7 Gondoliers their boats along the canals in the mall.
- 8 The sun on the water making it a beautiful colour.

2 ★ Choose the correct item.

- 1 The street is full **with/of** little shops and cafés.
- 2 The floating café is built **with/on** water.
- 3 The restaurant pays attention **to/for** detail.
- 4 All the streets lead **on/to** a main square.
- 5 I like to walk by the water **at/on** twilight.
- 6 Let's stop **to/for** lunch at a café.

3 ★ Choose the correct word.

- 1 The café **takes/builds** its inspiration from Paris.
- 2 Venice is a **replica/floating** city.
- 3 Shoppers go to this market for a(n) **authentic/popular** New York shopping experience.
- 4 Look at the **living/alive** statues in the square.
- 5 Louise only shops at **right/exclusive** boutiques.
- 6 The waterfall is the **star/ride** attraction at the mall.
- 7 The Grand Canal Shops is a huge **inside/indoor** mall.
- 8 Kelly wants to take a **trip/tour** to Spain.

Reading

4 ★ Read the article about a shopping centre. Match the paragraphs (1-7) with their correct headings (A-H). One heading does not match.

- A GET CREATIVE
- B SHOPPING WITH A MESSAGE
- C SOME UNIQUE THINGS TO BUY
- D DESIGNED TO LOOK LIKE NATURE
- E CREATE A NEW LOOK
- F TAKE A HEALTHY BREAK
- G TASTE THE DIFFERENCE
- H CALLING ALL NATURE LOVERS

The Camp

Check out a unique place in Costa Mesa, California where shopping meets lifestyle.

1 The Camp is no ordinary shopping spot. This unique place caters to those who enjoy nature to the fullest.

2 The shops are located in a shopping centre with the look of a campground. Airy tents, camping trailers and open courtyards bring a feeling of shopping in the forest!

3 So what can you find here? Mountain equipment, eco-clothing, surfer fashion and organic products are just a few of the choices available in the specialist shops here.

4 Shopping is not all there is to do here. The Birkam Yoga Centre offers classes to break down stress and relax in a calming environment.

5 At the camp you won't find any junk food. Try delicious vegetarian dishes or a unique assortment of drinks and cheeses.

6 After shopping and a bite, how about letting out your artistic side in a craft class at the Idea Farm? Let your imagination go wild.

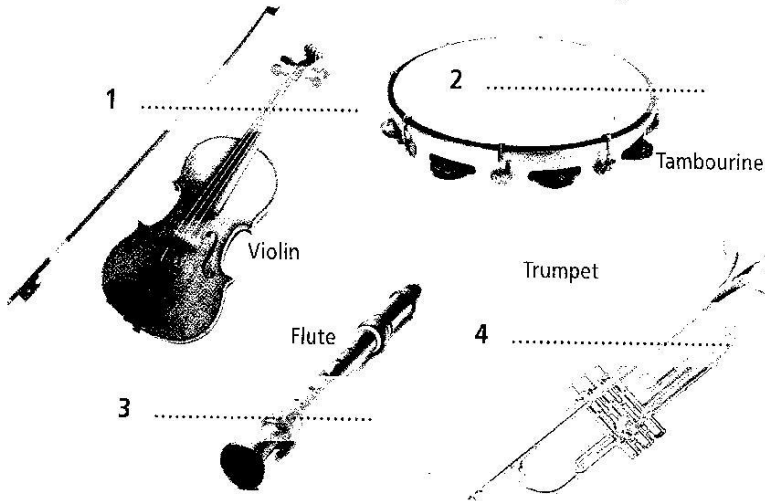
7 The purpose of The Camp is not just shopping. It's to teach visitors to make wise choices and care about the environment.



Vocabulary

1 ★ Match the musical instruments to the headings.

- Wind • Percussion • Brass • String



2 ★ Fill in: *compose, affect, raise, escape, receive, take* and *future* in the correct form.

- 1 His acting career a new direction when he was cast in a leading role.
- 2 The artist uses instruments made from ice to music.
- 3 What the sound quality during a recording?
- 4 He writes songs to people's awareness of environmental problems.
- 5 The band great reviews from the critics last week.
- 6 I don't know what the holds for me; but I am optimistic nonetheless.
- 7 The musician created a new form of music to normal musical traditions.

3 ★ Choose the correct word.

- 1 Ice instruments must be kept in a **deep/heavy** freeze or they will melt.
- 2 The popular band was in **demand/project** by their fans.
- 3 The kind of melody the ice instruments make during a concert is up to **nature/environment**.
- 4 I never **expected/waited** to hear you say such a thing!
- 5 The artists have created a **unique/talented** way of making music without instruments.

Grammar

4 ★ Turn the following into *reported speech*.

- 1 "I'm going to the opera tomorrow," she said.
.....
- 2 "Don't sing that song," he said to us.
.....
- 3 "I've already seen that film," she said to me.
.....
- 4 "Do you like classical music?" he asked.
.....
- 5 "Don't turn on the radio," she said to me.
.....
- 6 "Can I borrow your CD?" she asked.
.....
- 7 "I'll call you tomorrow," she said to me.
.....
- 8 "Where is the opera house?" he asked.
.....
- 9 "Meet me at the concert hall," he said to me.
.....
- 10 "How much did the album cost?" he asked.
.....

5 ★ Fill in: *said* or *told*.

- 1 Sue me to leave the room.
- 2 "I love jazz," Mike to her.
- 3 He us that he could play the guitar.
- 4 Mark me he had bought the theatre tickets.
- 5 Kelly that she was going to the opera.
- 6 Ted that we would go out later.
- 7 Andy me that he was having a great time at the party.
- 8 "Stop playing loud music," she to me.
- 9 He he was an actor.
- 10 She us that she had met a famous celebrity once.

6 ★ Fill in the correct *reflexive pronoun*.

- 1 Peter taught how to play the violin.
- 2 They composed the music
- 3 It's OK. I can do it
- 4 We enjoyed at the concert last night.
- 5 I can't believe you made this

Vocabulary

- 1 ★ Look at the places of cultural interest below and write them under the correct description.
- palace • fort • temple • ancient theatre
 - natural history museum • art gallery
 - archaeological site • science centre

- 1 You can see paintings there.
.....
- 2 You can see experiments there.
.....
- 3 You can learn about ancient civilisations there.
.....
- 4 You can see a play there.
.....
- 5 You can learn about kings and queens there.
.....
- 6 You can learn about historic battles there.
.....
- 7 You can see dinosaur bones there.
.....
- 8 You can see religious statues there.
.....

Grammar

- 2 ★ Fill in the question tags.
- 1 They went to the museum,?
 - 2 You haven't seen the exhibition,?
 - 3 Paul is visiting the fort,?
 - 4 We will go sightseeing later,?
 - 5 This painting is fantastic,?
 - 6 Stacy likes history,?
 - 7 They are taking a tour of the palace,
.....?
 - 8 Monica has been to the gallery before,
.....?
 - 9 You are coming to the museum,?
 - 10 The museum is near the river,?
 - 11 The ruins are thousands of years old,
.....?
 - 12 Martin won't come out with us,
.....?

Express Preferences

- 3 ★ Choose the correct response.
- 1 Do you want to go sightseeing?
a I'm fine. b Sure, why not?
 - 2 Would you rather see the museum or the old town?
a Sounds perfect to me.
b I'd quite enjoy the museum.
 - 3 Would you prefer to go to the art gallery?
a I'd rather not. b No problem.
 - 4 Do you fancy going to the science centre?
a I'm not very keen on science.
b That's good.

Listening

- 4 ★ Listen to a tour guide talking about an ancient temple. In each question (1-5) choose the right answer A, B, C or D.
- 1 Which is true about Borobudur?
A It's the largest temple in the world.
B It's not known why it was built.
C It's in the city of Jakarta.
D It was built by a Buddhist monk.
 - 2 In 1814, Borobudur temple was
A buried by a volcano.
B found by archaeologists.
C discovered by a British leader.
D damaged by a bomb.
 - 3 The carvings on the walls of Borobudur
A tell the history of India.
B show the design of the pyramid.
C are only on the bottom storey.
D tell the story of Buddha.
 - 4 What does the tour guide suggest to visitors?
A They should take a 3-kilometre walk around the temple.
B It's worth going to the top of the temple.
C They should see 504 statues of Buddha.
D They should visit the temple in the afternoon.
 - 5 The tour guide describes Borobudur as
A a reminder of the greatness of a past culture.
B not fully appreciated by visitors.
C a mystery that is misunderstood.
D a place that should be visited many times.

Writing (an email describing a visit to a place)

- 1 ★ Read the email and put the paragraphs A-D in the correct order.



A The castle is over 1,000 years old! Visitors can walk around and see the different rooms, antique furniture, paintings and knights in suits of armour from the medieval period.

B I had a great time and really understood what it was like to live in medieval times! You would really like it here!
See you soon,
Henry

C Hi Mike!
How are you? I've just come back from holiday in England with my family. We did a lot of sightseeing and really enjoyed ourselves. The best attraction for me was Warwick Castle.

D The castle dungeon attraction was the most interesting. The entrance to the dungeon was frightening as we had to enter through a dark narrow passageway. The first thing I saw was a scary woman with medieval clothes and heavy make-up. She greeted me as I entered. Then, I walked through the amazing labyrinth of the lost mirror maze. It was dark and I jumped a few times at sudden noises made by other actors dressed as medieval ghosts and even when I saw my own reflection in the mirrors. It was thrilling!

- 2 ★ Read the email again and match the paragraphs to the headings.

- 1 a description of activities
2 thoughts and feelings & closing remarks
3 a description of the place
4 opening remarks & reason to visit

- 3 ★ Choose an appropriate adjective from the list to replace the words in bold in the sentences.

- simple • thick • beautiful
- most famous • impressive

- 1 The castle had **nice** antique furniture.
- 2 The actor's performance in the castle was **nice**.
- 3 As they entered the castle they walked over a **nice** red carpet.
- 4 Most medieval castles have **good** stone walls and floors without decoration.
- 5 The castle is the **best** attraction.

- 4 ★ Read the rubric and answer the questions in the plan.

Write an email to your friend about a place in your country that you have visited recently. Include:

- your opening remarks and reason to visit,
- a description of the place and your visit,
- your closing remarks and thoughts about it.

Plan

Dear,

Para 1: What are your opening remarks? What is the name of the place? Where is it?

Para 2: What kind of place is it? What can you see/ do there?

Para 3: What was the highlight of your visit? What did you see/do there?

Para 4: What are your closing remarks? What are your feelings/thoughts about it?

- 5 ★★ Use the rubric, the plan and your answers in Ex. 4 to write an email to a friend (80-100 words). Use the email in Ex. 1 as a model.

Vocabulary

1 ☆ **Fill in:** *created, set, combine, outraged, grew, capture, concentrated, distorted, influenced, reflect and portray.*

- 1 His paintings peaceful landscapes.
- 2 In the 1900s, most of the Impressionist artists were in the city of Paris.
- 3 The artist's paintings reality with dreams.
- 4 Impressionism was by artists who painted in new ways.
- 5 The artist the images and shapes in his paintings to show a frightening scene.
- 6 Many Impressionists were by the work of Vincent Van Gogh.
- 7 The Impressionist Movement over the years and became very popular with many artists.
- 8 Great artists try to moments in time.
- 9 Many people were by the art exhibit and left immediately.
- 10 The artist's paintings her feelings and emotions about the war.
- 11 The rules by many art schools were ignored by Impressionist artists.

2 ☆ **Choose the correct word.**

- 1 The painter mixes images in **odd/complete** ways to express anxiety.
- 2 Many of his paintings portrayed a **world/place** of fantasy.
- 3 Before the 19th century most artists followed **hard/strict** conventions when painting.
- 4 Impressionists create images with **spots/touches** of paint on the canvas.
- 5 The artist likes to use **clear/bright** colours in his paintings.

Notions & Functions

Choose the correct response.

- 1 A: How can I help you?
B: a Good morning.
b I'd like to post this letter.
- 2 A: Do you fancy visiting the temple?
B: a Sounds perfect to me.
b It looks great.
- 3 A: How would you like to send it?
B: a Postmark
b By surface mail.
- 4 A: That's £3.40 then, please.
B: a Thank you.
b Here you are.
- 5 A: Could you put it on the scales, please?
B: a That's right.
b Sure.
- 6 A: Would you prefer to visit the science centre?
B: a I don't like science much.
b I didn't like it.
- 7 A: What's in the parcel, please?
B: a I'll send it by airmail.
b It's a boomerang.
- 8 A: Would you rather visit the castle or the palace?
B: a I'd quite like to go to the castle.
b Why not?
- 9 A: What are the choices?
B: a Surface mail and airmail.
b Post box
- 10 A: Do you want to go to the art gallery?
B: a I'm not very keen on art.
b No, I'm not.

Language & Grammar Review

Choose the correct answer.

- 1 The archaeological site visited by millions of tourists each year.
A was B is C will be
- 2 Ted that the play started at 8 o'clock.
A told B said C asked
- 3 Visitors can the feeling of Paris at this shopping centre.
A create B experience C inspire
- 4 John hasn't arrived,?
A hasn't he B does he C has he
- 5 The painting images of reality with fantasy.
A creates B develops C combines
- 6 The Terracotta Army is located China.
A at B in C on
- 7 The tomb by a group of farmers.
A is found B can be found C was found
- 8 This statue was sculpted a famous artist.
A from B with C by
- 9 Jane went to the to get new glasses.
A jeweller's B confectioner's C optician's
- 10 Tourists like to for a photo next to the statue.
A dazzle B pose C display
- 11 The restaurant serves French food.
A antique B replica C authentic
- 12 Andy where the opera house was.
A told B said C asked
- 13 The building next month.
A will be renovated B was renovated C is renovated
- 14 Each of the statues had different facial
A features B remains C finds
- 15 An ancient tomb near Mexico City.
A has been discovered B discovered C had discovered
- 16 She to me that she has played the violin once.
A said B told C asked
- 17 The statue is made fibreglass.
A up B of C from
- 18 Many Van Gogh paintings are on at the art gallery.
A attraction B display C show
- 19 The artist hopes to awareness about environmental problems.
A make B grow C raise
- 20 Let's go to the Natural Museum.
A History B National C Ancient
- 21 She painted the picture
A myself B yourself C herself
- 22 The statue was made limestone.
A by B on C from
- 23 This museum is great,?
A aren't B isn't it C is it
- 24 Tim music for wind instruments.
A composes B excavates C invents
- 25 The festival will be held a park near the river.
A on B at C by
- 26 Please make at home.
A ourselves B yours C yourself
- 27 The temple remained for thousands of years.
A elaborate B untouched C uncovered
- 28 Paul me that he hadn't been to the museum.
A told B said C asked
- 29 The captain his boat down the river.
A shimmered B posed C steered
- 30 The of our trip was visiting an ancient fort.
A highlight B twilight C inspiration

Reading Task (Gapped Text)

Read the text. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence.

*A Postman's Dream*

How did a simple country postman single-handedly build an extraordinary castle in the French countryside? This is a story of how even the wildest dreams can come true with a lot of hard work and a wheelbarrow!

One day in 1879, country postman, Ferdinand Cheval, was making his rounds delivering the post to the town of Hauterives in Southern France, when he tripped on a stone and picked it up. **1** Inspired by that stone, he decided to act on his life long dream of building a palace despite the fact that he wasn't really a builder. **2** Little did Cheval know then that he would create a fairy-tale palace that would later inspire artists and sculptors around the world.

3 First he carried them in his pockets, then in baskets and finally he got a wheelbarrow as he collected more and more stones. He took these stones and found a way to put them together with lime and cement. **4** After this, he added statues of animals and scenes from mythology to decorate the outside of the building.

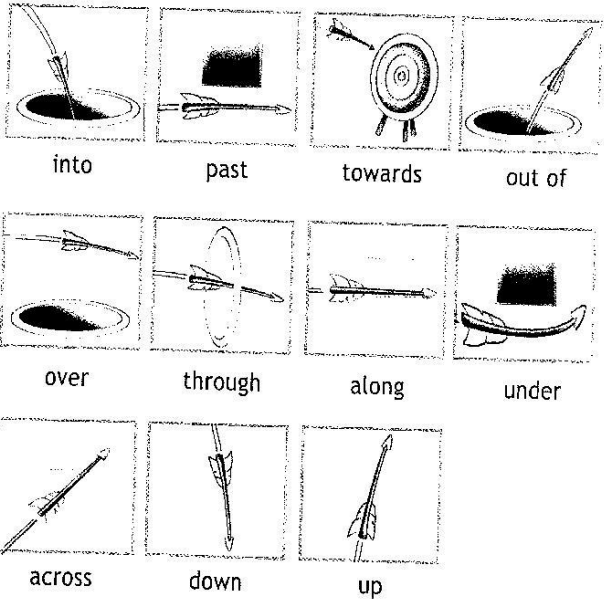
Cheval worked mostly at night. According to Cheval himself it took him 33 years or "more than 10,000 days or 93 000 hours" to complete what is known today as 'Ideal Palace' or 'Palais Ideal'.

Once word got out about Cheval's creation, it didn't take long for the villagers and farmers of Hauterives to think Cheval had gone mad. **5** He kept in mind the words of the emperor Napoleon who said that impossible did not exist or shouldn't exist. He finished Ideal Palace in 1912 at the age of 75. Over the years, Ideal Palace became not only a popular tourist attraction, but an admired architectural wonder. Today it is a World Heritage Monument and stands as proof to what a man full of determination can do.

- A Then he started to build the outer walls of the palace.
- B Cheval didn't care about what they thought; he continued to build his dream palace.
- C Cheval was fascinated by the unusual shape of the stone.
- D This castle compares with the great castles of the world.
- E It started with Cheval bringing home unusual stones from his 32 km postal route.
- F He had no previous training as an architect or even as a sculptor.

Prepositions of Movement (Предлоги Движения)

● Предлоги движения используются для того, чтобы показать направление, в котором кто-то или что-то движется.



Present simple (Настоящее простое время)

I/You swim. We/You/They swim.
He/She/It swims.

Полная форма	Краткая форма
I/you do not swim. He/She/It does not swim. We/You/They do not swim.	I/You don't swim. He/She/It doesn't swim. We/You/They don't swim.

Do I/you swim ...?	Yes, I/you do. No, I/you don't.
Does he/she/ it swim ...?	Yes, he/she/it does. No, he/ she/it doesn't.
Do we/you/they swim ...?	Yes, we/you/they do. No, we/you/they don't.

Правила правописания (3-е лицо единственного числа)

- К большинству глаголов в 3-м лице единственного числа добавляется **-s**:
I think – he thinks I turn – he turns
- К глаголам, оканчивающимся на **-ss, -sh, -ch, -x** и **-o**, добавляется **-es**:
I miss – he misses I wash – he washes
I go – he goes I fix – he fixes
I watch – he watches
- У глаголов, оканчивающихся на согласную + **y, -y** заменяется на **-i** и добавляется **-es**:
I try – he tries

- К глаголам, оканчивающимся на гласную + **y**, добавляется **-s**: *I play – he plays*

Употребление

Present simple используется, когда речь идёт о:

- повседневных действиях:
I get up at 8 o'clock every day. (daily routine)
He walks to school. (habit)
- постоянных действиях:
They live in Scotland. (state)
It snows every winter in Canada. (fact)
- расписаниях/программах:
The train leaves at 9 am.
- об общеизвестных фактах или законах природы:
Water boils at 100°C.

Указатели времени (сигналы), употребляемые с present simple: every hour/day/week/month/year и т. д., usually, always, every morning/afternoon/evening/night, at noon, at night, in the morning/afternoon/evening и т. д.

Present continuous (Настоящее продолженное время)

Формообразование: *present continuous* образуется при помощи вспомогательного глагола **to be (am, is, are)** и смыслового глагола с окончанием **-ing**.

Полная форма

I am waiting.
You are waiting.
He/She/It is waiting.
We/You/They are waiting.

Краткая форма

I'm waiting.
You're waiting.
He/She/It's waiting.
We/You/They're waiting.

Полная форма

I am not waiting
You are not waiting
He/She/It is not waiting
We/You/They are not waiting

Краткая форма

I'm not waiting
You aren't waiting
He/She/It isn't waiting
We/You/They aren't waiting

Am I waiting ...?	Yes, I am./No, I'm not.
Are you waiting ...?	Yes, he/she/it is./No, he/she/it isn't.
Is he/she/it waiting ...?	Yes, we/you/they are./No, we/ you /they aren't.

Правила правописания

- У большинства глаголов окончание **-ing** добавляется к начальной форме глагола без частицы **to**:
play – playing, wash – washing
- У глаголов, оканчивающихся на **-e**, опускается **-e** и добавляется **-ing**:
take – taking, take – taking
- У односложных глаголов с гласной между двумя согласными удваивается последняя согласная и добавляется **-ing**:
jog – jogging, hug – hugging
- В глаголах, оканчивающихся на **-l**, удваивается **-l** и добавляется **-ing**: *travel – travelling*
- В глаголах, оканчивающихся на **-ie, -ie** заменяется на **-y** и добавляется **-ing**: *lie – lying*

Употребление

Present continuous употребляется, когда речь идёт о:

- действиях, происходящих сейчас, в момент речи:
She is studying in her bedroom now.
She is preparing for her final exams this week.
- действиях, происходящих в настоящий период времени, но не обязательно в момент речи:
We're staying at a campsite.
- запланированных действиях в будущем: (согласно плану)
I'm travelling to London on Sunday.

Некоторые глаголы состояния (**stative verbs**) обычно не имеют форму **present continuous**. Среди них: **believe, belong, hate, hear, know, like, love, need, own, seem, think, understand, want, wish**, и т. д. I love pizza. (Неправильно: I'm loving.)

Указатели времени (сигналы), употребляемые с present continuous: now, at the moment, these days, at present, today, tonight, nowadays, и т. д.

Present Simple vs Present Continuous

постоянных действиях: <i>Bob lives in Ireland. (state)</i> <i>It rains in autumn. (fact)</i>	действиях, имеющих временный характер: <i>I'm looking for a new car.</i>
повторяющихся действиях: <i>I start school at 9 o'clock every day.</i>	действиях, происходящих в настоящий момент: <i>Mum's cooking dinner at the moment.</i>
расписаниях/программах: <i>The plane arrives at 10 am.</i>	запланированных действиях в будущем: <i>I'm having a party this Saturday.</i>

Underline the correct item.

- Remember to look both ways when you walk **into/across** the street.
- Cars go **over/towards** the bridge to get to the other side of the river.
- I don't like it when we drive **through/down** tunnels, because they're dark and scary.
- I can't jump **up/over** this fence; it's very high.
- You can only ride your bicycle **down/along** the cycle lane when you are in the city centre.
- To reach my house, go **down/out of** Cherry Street until you see a small square; walk **up/past** the square and you can see my house at number 21.
- Look! The cat is running **under/down** that car to hide from the dog that's chasing it!

Read the examples. Match the tenses in bold to their uses.

- He **works** in a bank.
- Villas **have** many rooms in them.
- Pete **rides** his bike to work every day.
- Kim always **drinks** milk at breakfast.
- My flight **leaves** at 9:00 am.
- The moon **moves** around the Earth.

- | | |
|-------------------|-----------------|
| a daily routine | d general truth |
| b habit | e timetables |
| c permanent state | f fact |

Put the verbs in brackets into the **present simple**.

- A:
(Mike/always/drive) to work?
B: No, he sometimes
(catch) the bus.
- A: How come your mum is home?
B: Oh, she
(not/work) on Fridays.
- A: Where
(polar bears/live)?
B: In the North Pole.
- A: (you/want) to come to the games arcade with me?
B: No, I (not/like) it there, it's very noisy.
- A: Let's go to the ice rink.
B: There's no time. It
(close) at 9:00 pm and it's 8:30 already.
- A: Ben (study) very hard.
B: That's why he
(always/pass) his exams with high marks.
- A: Michael really (hope) to win next month's singing contest.
B: That's why he
(practise) so hard every day.
- A: I (want) to start exercising more.
B: Come to the sports centre with me and Richard, then. We
(go) there three times a week.

Put the verbs into the *present continuous*. Which sentences describe: *an action happening now, a temporary situation, a fixed arrangement in the near future?*

- 1 Tim and Helen (study) hard for their exams.
- 2 We (go) to the water park this weekend.
- 3 Kate (mop) the floor at the moment.
- 4 Next week, our neighbours (move) house.
- 5 What (you/read)? Is it interesting?
- 6 Phillip (look for) a new job these days.

Read Patrick's agenda. In pairs, ask and answer questions, as in the example.

	Friday	Saturday
11:00 am	take dog to vet	go out for coffee with Sue
2:00 pm	return broken MP3 player to the shop	
3:00 pm		go to the bowling alley with Chris
5:00 pm	pick up clothes from dry cleaner's	
9:00 pm		watch the football game with Jason

- 1 go out/coffee/Friday/11:00 am
A: Are Patrick and Sue going out for coffee on Friday at 11:00 am?
B: No, they aren't. They're having coffee on Saturday at 11:00 am.
- 2 return/broken MP3 player to shop/Saturday/2:00 pm
- 3 go/bowling alley/Friday/2:00 pm
- 4 pick up/clothes/dry cleaner's/Saturday/3:00 pm
- 5 watch/football game/Jason/Friday/9:00 pm

Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 What time (the train/arrive)?
- 2 The Andersons (usually/spend) their summers at their cottage in the countryside.
- 3 (you/do) anything later? We can go to the games arcade.
- 4 Linda (not/like) waiting in queues.
- 5 Anthony (not/work) this week; he's on holiday.
- 6 Lisa (do) the washing-up at the moment.

Look at the pictures and use the ideas to write questions and answers in the *present simple* or the *present continuous*.



what/musical instrument/Alex/play?

.....

Mrs Cooper/dust the furniture/right now?



.....



what/Jake/do/every weekend?

.....

how/James and Lilly/get to work/today?

.....



Underline the correct item.

- 1 I'm not believing/don't believe a word you're telling me.
- 2 I drive/'m driving to work tomorrow; do you want/are you wanting me to give you a lift?
- 3 There seems/is seeming to be a problem with the computer. Do you know/Are you knowing how to fix it?
- 4 I'm not liking/don't like the show that we watch/'re watching. Let's see if there's something else on.
- 5 Chris isn't very good at maths, so whenever he is needing/needs help, his sister helps/is helping him.
- 6 Rachel now only shops/is shopping at the new shopping centre, because she is thinking/thinks that the shops there have great prices.

Put the verbs in brackets into the present simple or the present continuous.

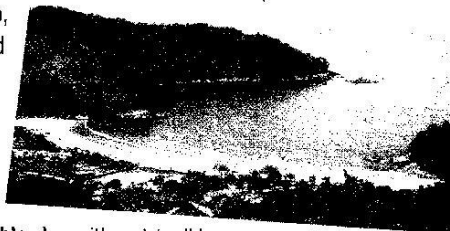
- 1 A: Are you busy? I
(need) your help with something
B: No, I (just/play)
a video game.
- 2 A: (this motorbike/
belong) to you?
B: No, it's my brother's, but he
..... (let) me ride it sometimes.
- 3 A: (you and Kenneth/
live) near each other?
B: Actually, his family
(own) the penthouse in my block of flats.
- 4 A: (you/come)
to the ice rink with us later?
B: I can't. My parents and I
..... (visit) a family friend tonight.
- 5 A: (you/hear)
that strange noise?
B: Yes. Let's go and see what
..... (make) it.
- 6 A: (you and Julia/fly)
to Edinburgh next week?
B: No, Julia (hate)
travelling by plane, so we
..... (take) the train.

Circle the correct answer.

- 1 Pat in her diary every day.
A isn't writing B doesn't write
C don't write
- 2 The train is going the tunnel at high speed.
A through B round C over
- 3 He the answers to the quiz.
A doesn't know B don't know
C isn't knowing
- 4 Simon and Hugh this summer at their
grandparents' house in the countryside.
A spend B are spending C spends
- 5 I the iPod right now. You can take it.
A don't use B am using C am not using
- 6 Annie her emails every afternoon after
school.
A is reading B read C reads
- 7 Paul out the rubbish every night.
A take B takes C is taking

Put the verbs in brackets in the correct form of the present simple or present continuous.

Dear Penny,
Greetings from Sao Paulo, Brazil, where my family and I 1)
(spend) our summer holidays this year.
Today is another beautiful day. A soft breeze
2) (blow), so it's not terribly
hot. Right now, I 3) (sit) by the hotel's
swimming pool and I 4) (send) emails to my
friends. My parents 5)
(usually/take) a nap at this time of day, so they
6) (sleep) in their room. We really
7) (love) everything about this place! Every day,
my brother and I 8) (wake up) late and
after a quick breakfast, we 9)
(head) for the beach, where we 10) (prefer)
(stay) for hours. Mum and Dad 11)
to spend the day sightseeing, so we all 12)
(meet up) at lunchtime. The only thing we
13) (not/like) very much is the local food,
as we 14) (think) it's a bit spicy for our
taste! No problem, though! The restaurant in our hotel
15) (serve) all kinds of delicious
international dishes, so there's a great variety to choose from!
Anyway, what 16) (you/do) this
summer? Email me and let me know.
Take care,
Tracy



Underline the correct item.

- 1 I'm not believing/don't believe a word you're telling me.
- 2 I drive/m driving to work tomorrow; do you want/are you wanting me to give you a lift?
- 3 There seems/is seeming to be a problem with the computer. Do you know/Are you knowing how to fix it?
- 4 I'm not liking/don't like the show that we watch/re watching. Let's see if there's something else on.
- 5 Chris isn't very good at maths, so whenever he is needing/needs help, his sister helps/is helping him.
- 6 Rachel now only shops/is shopping at the new shopping centre, because she is thinking/thinks that the shops there have great prices.

Put the verbs in brackets into the present simple or the present continuous.

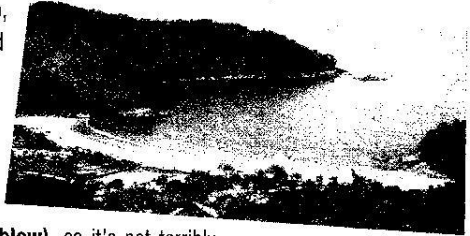
- 1 A: Are you busy? I (need) your help with something
B: No, I (just/play) a video game.
- 2 A: (this motorbike/belong) to you?
B: No, it's my brother's, but he (let) me ride it sometimes.
- 3 A: (you and Kenneth/live) near each other?
B: Actually, his family (own) the penthouse in my block of flats.
- 4 A: (you/come) to the ice rink with us later?
B: I can't. My parents and I (visit) a family friend tonight.
- 5 A: (you/hear) that strange noise?
B: Yes. Let's go and see what (make) it.
- 6 A: (you and Julia/fly) to Edinburgh next week?
B: No, Julia (hate) travelling by plane, so we (take) the train.

Circle the correct answer.

- 1 Pat in her diary every day.
A isn't writing B doesn't write
C don't write
- 2 The train is going the tunnel at high speed.
A through B round C over
- 3 He the answers to the quiz.
A doesn't know B don't know
C isn't knowing
- 4 Simon and Hugh this summer at their grandparents' house in the countryside.
A spend B are spending C spends
- 5 I the iPod right now. You can take it.
A don't use B am using C am not using
- 6 Annie her emails every afternoon after school.
A is reading B read C reads
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Take care,
Tracy



Модальные глаголы *can – can't – could – (don't) have to – must – mustn't – should/ought to – shouldn't/oughtn't to*

- Глагол **can** не изменяется по лицам и числам и за ним всегда следует смысловый глагол без частицы **to**. Отрицательная форма глагола **can – cannot** или **can't**.
- **Can** употребляется для того, чтобы:
 - показать способность/умение:
He can speak three languages. (He's able to.)
 - попросить разрешения сделать что-либо:
Can I look at your dictionary? (Is it OK if I ...?)
 - дать разрешение сделать что-либо:
Yes, you can use my laptop. (You are allowed.)
 - выразить возможность что-либо сделать:
You can buy tickets online. (It's possible.)
- **Can't** употребляется для того, чтобы выразить запрет:
No, you can't go to the park until you finish your homework. (You aren't allowed to.)
- **Can/could** употребляется для того, чтобы вежливо попросить разрешения что-либо сделать:
Could I close the window, please? (Is it OK?/May I ...?)
- **Must** используется для обозначения правил, обязанностей, долга:
You must wear a helmet when you ride a motorbike. (It's your duty./You are obliged to.)
Must также употребляется в тех случаях, когда говорящий сам для себя определил необходимым что-либо сделать:
I must study more. (I've made the decision to study more.)
- **Mustn't** используется для выражения запрета:
You mustn't talk in the library. (You aren't allowed/It's forbidden.)
- **Have to/has to** употребляется для выражения обусловленной обстоятельствами необходимости или когда кто-либо (не говорящий) решил, что необходимо сделать что-либо:
Our teacher says we have to study hard for our maths test. (It's necessary.)
- **Don't/doesn't have to** употребляется для выражения отсутствия необходимости:
You don't have to come if you don't want to. (It isn't necessary.)
- **Should/shouldn't/ought to/ought not to** употребляются для выражения совета:
You should be careful with electricity.
You ought to respect the elderly.
- **Should/shouldn't** используются для выражения рекомендации: *You shouldn't eat fatty foods.*

Match the modals in column A to their synonyms in column B.

A	B
<input type="checkbox"/> 1 You should ...	a It's possible for us to ...
<input type="checkbox"/> 2 He can ...	b It's necessary to ...
<input type="checkbox"/> 3 You have to ...	c I advise you to ...
<input type="checkbox"/> 4 You can't ...	d It isn't necessary to ...
<input type="checkbox"/> 5 You must ...	e Is it OK if I ...?
<input type="checkbox"/> 6 You don't have to ...	f You aren't allowed to ...
<input type="checkbox"/> 7 We can ...	g He is able to ...
<input type="checkbox"/> 8 Can/Could I ...?	h It's your duty to ...

Fill in the gaps with the words/phrases in the list. Then, match the sentences to the responses.

- can ● mustn't ● don't have to ● should
- could ● must

- 1 I take your car tonight?
- 2 You return these books to the library today.
- 3 You buy any apples, we have a lot.
- 4 You take photos in the museum.
- 5 Susan play the guitar really well.
- 6 We leave really early tomorrow.

- | | |
|----------------------------|--------------------------------------|
| a Good, we can make a pie! | d I know. It says so on the sign. |
| b How about 6:00 am? | e OK. I'm taking them later. |
| c Sure. I'm not using it. | f Yes, I just love listening to her. |

Underline the correct item.

- 1 A: Can/Must I answer my mobile phone in class?
B: No, you can/can't. You don't have to/mustn't use it in class.
- 2 A: I can't/couldn't find my keys anywhere.
B: You couldn't/shouldn't leave your things just anywhere, Tom.
- 3 A: Do I have to/Could I speak to you for a minute, please?
B: Of course.
- 4 A: Be quiet Todd! You don't have to/mustn't talk during the exam.
B: I know. I'm very sorry, Miss.
- 5 A: Can/Must you lend me your calculator, please?
B: Yes, of course. Here you are.
- 6 A: You have to/should pay to park here.
B: I wonder if it's expensive.
- 7 A: Do we have to/Could we keep our tickets?
B: Yes, until we get off the train.
- 8 A: Is Mr Grey here?
B: No, but you can/must wait in his office if you like.
- 9 A: Where can/should I find cheap airline tickets?
B: You can/have to try booking them on line.
- 10 A: You don't have to/can't do the washing-up.
B: That's OK. I want to.

What do these signs mean? Use the correct modal verb to form sentences.

1 You smoke in here.



2 You go into this area.

3 You drive slowly.



4 You place your recyclable items here.

5 You be careful when driving in the rain.



6 You find an emergency phone five miles from here.

Rewrite the sentences using the modal verbs in the list. There may be more than one answer.

- must ● mustn't ● should ● shouldn't ● can
- could ● don't have to

- 1 Do you mind if I leave the lesson early?
.....
- 2 It's a good idea to carry some insect repellent when you trek through the jungle.
.....
- 3 Pete is able to skate very well.
.....
- 4 It's not necessary for you to dust the furniture every day.
.....
- 5 We are obliged to make our beds every morning.
.....
- 6 It's forbidden to park your car in a bus lane.
.....
- 7 It's not a good idea to spend so much time playing video games.
.....

Rephrase the following sentences using modals.

- 1 George isn't able to dance very well.
.....
- 2 Is it OK if I sit here?
.....
- 3 You are obliged to stop at a red traffic light.
.....
- 4 We aren't allowed to keep pets in the block of flats where I live.
.....
- 5 I advise you to always use a zebra crossing when you want to cross the street.
.....
- 6 You are allowed to take your bike on the London underground.
.....

Circle the correct answer.

- 1 It's raining. You take your umbrella.
A can not B mustn't C should
- 2 You bring animals into the park. It's forbidden.
A mustn't B don't have to C can
- 3 I think you go to bed early tonight. You have an important exam tomorrow.
A should B shouldn't C can't
- 4 Mum says I lay the table for dinner.
A must B could C have to
- 5 I borrow your pen, please?
A Must B Should C Could
- 6 Edward go out with his friends until he finishes his chores.
A mustn't B can't
C doesn't have to
- 7 Jake to walk to school, because his dad drives him.
A doesn't have to B shouldn't
C mustn't
- 8 I'm sorry, but you go to your friend's party.
A couldn't B don't have to
C can't

Comparative & Superlative (Степени сравнения прилагательных)

одно- / двусложные прилагат. прилагатель- ные с оконча- нием -у	short big wide	shorter (than) bigger (than) wider (than)	the shortest the biggest the widest
прилагатель- ные с двумя и более слогами	beautiful	more beautiful (than)	the most beautiful
прилагатель- ные-исключе- ния	good bad much/many little far	better (than) worse (than) more (than) less (than) farther (than)/ further (than)	the best the worst the most the least the farthest/ the furthest

Формы прилагательных в сравнительной и превосходной степенях

- К **односложным** прилагательным добавляется **-(e)r** для образования сравнительной степени и **-(e)st** для образования превосходной степени:
small – smaller (than) – the smallest
- У прилагательных, состоящих из двух или более слогов, сравнительная и превосходная степени образуются при помощи **more (более)/most (наиболее)**:
expensive – more expensive (than) – the most expensive (of/in)

Правила правописания

- У **односложных** прилагательных, оканчивающихся на **-e**, добавляется только **-r** в сравнительной и **-st** в превосходной степенях:
nice – nicer (than) – the nicest
- У односложных прилагательных, оканчивающихся на **гласную + согласную**, эта согласная удваивается:
thin – thinner (than) – the thinnest
- У прилагательных, оканчивающихся на согласную + **y, -y** заменяется на **-i**:
busy – busier (than) – the busiest (of/in)

Употребление

- Сравнительная степень используется для сравнения двух людей, животных, предметов, мест и т.д. В этих случаях обычно используется **than**.
Mark is more intelligent than Tony.
Trains are faster than cars.
- Превосходная степень указывает на высшую степень качества у того или иного лица или предмета в группе подобных. Для выражения превосходной степени используется **the ... of/in**.
The cheetah is the fastest animal of all.
Judy is the tallest girl in the class.
- **(not) as + adjective + as** используется для того, чтобы подчеркнуть, что люди, места или предметы похожи или отличаются:
The red dress is not as expensive as the blue one.

Для усиления смысла используются:

- **very + прилагательное**. *It is very cold today.* (Сегодня очень холодно.)
- **much/a lot/far/a little/a bit + сравнительная степень прилагательного + than**. *He isn't much younger than me.* (Он не намного моложе меня.)

a) Complete the table.

ADJECTIVE	COMPARATIVE	SUPERLATIVE
	better	
noisy		
	cheaper	
		the least
fit		
much/many		
		the tallest
	more crowded	
poisonous		
		the safest

b) Complete the sentences with adjectives from the table.

- 1 Buses are always than trains and I can never find a seat on them.
- 2 Now that school is over, we have free time.
- 3 With all those people and traffic coming and going every day, the centre is part of the city.
- 4 The African Black Mamba is one of snakes in the world; its bite is lethal.
- 5 Taxis are fast and take you where you want in time than many other forms of transport.
- 6 Matt is so funny! He tells jokes in the family.
- 7 Ian works out at the gym every day, because he wants to become than he is now.
- 8 You should buy a return ticket, because it's than buying two single ones.
- 9 Basketball players are generally than football players.
- 10 Many people believe that aeroplanes offer way to travel, as they have a very low accident count.

Complete the questions with the correct comparative/superlative form of the adjectives in brackets, and then choose the correct answer.


- 1 Which is (heavy) of all land animals?
A the rhino B the giraffe
C the elephant
- 2 Which river is (long) than the Amazon?
A the Thames B the Volga C the Nile
- 3 On which continent is (hot) place on Earth?
A North America B Africa
C Asia
- 4 Which country is (big) in size than the USA?
A Russia B Australia C Brazil
- 5 Which continent receives (little) amount of rain every year?
A Europe B Antarctica C Asia
- 6 Which European city is (populated) than London?
A Moscow B Rome C Warsaw

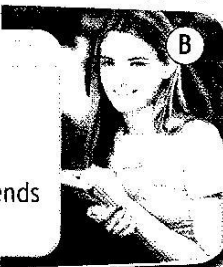
Put the adjectives in brackets into the correct form.


- 1 James finds going to the amusement park a lot (enjoyable) than spending time at the games arcade.
- 2 Lisa is (attractive) girl in our school.
- 3 Our new neighbours are very (friendly).
- 4 John's room is the (messy) one in the house.
- 5 Saturday morning is (bad) time to go shopping; the shops are always extremely busy and crowded then.
- 6 Snake bites are a lot (painful) than insect stings.
- 7 Jason's car isn't as (fast) as Ethan's.
- 8 I think the staff at the new restaurant are a bit rude and should be (polite) to customers.

Read the information below about three sisters, then complete the sentences using the correct form of the adjectives in the list.

- short ● artistic ● old ● dark ● young
- athletic ● heavy ● tall

	(A)	Marisa
	Date of birth:	4th April, 1992
	Height:	1.73 metres
	Weight:	64 kilos
	Hobbies:	painting

	(B)	
	Date of birth:	9th January, 1994
	Height:	1.69 metres
	Weight:	59 kilos
	Hobbies:	going out with friends

	(A)	
	Date of birth:	3rd July, 1997
	Height:	1.63 metres
	Weight:	51 kilos
	Hobbies:	sports

- 1 Marisa is of the three sisters. She's 1.73 metres.
- 2 Sarah is three years than Ellie.
- 3 Marisa is of the three sisters; she loves painting and takes part in art competitions.
- 4 Sarah isn't as as Ellie; she prefers going out with friends to playing sports.
- 5 At 1.63 metres, Ellie is of the three sisters.
- 6 Marisa is the of the three sisters. She weighs 64 kilos.
- 7 Ellie is five years than Marisa.
- 8 Marisa and Sarah have fair hair, but Ellie's hair is than her sisters'.

Countable/Uncountable nouns (Исчисляемые/Неисчисляемые существительные)

- **Исчисляемые существительные** имеют форму единственного и множественного числа:
one book – two books – three books и т. д.
 - **Неисчисляемые существительные** не имеют формы множественного числа: *milk, bread, pasta, meat* (Неправильно: *meats*)
- | | |
|----------------|---|
| food | cheese, meat, salt, pepper, butter, bread, etc. |
| liquids | coffee, milk, tea, water, lemonade, etc. |
| materials | gold, iron, glass, silver, paper, wood, etc. |
| subjects | History, Chemistry, etc. |
| sports | tennis, football, etc. |
| languages | English, Spanish, etc. |
| abstract nouns | information, knowledge, love, happiness, beauty, advice, etc. |
| other | hair, money, accommodation, luggage, news, furniture, weather, snow, etc. |

Следующие слова используются с соответствующими неисчисляемыми существительными для обозначения количества:

a bottle of → a bottle of lemonade; a glass of → a glass of water; a carton of → a carton of milk; a cup of → a cup of coffee; a bowl of → a bowl of rice; a bag of → a bag of flour; a slice of → a slice of toast; a loaf of → a loaf of bread; a kilo of → a kilo of meat; a packet of → a packet of crisps; a box of → a box of chocolates; a bar of → a bar of soap; a pot of → a pot of tea; a tub of → a tub of ice cream; a jar of → a jar of honey; a tin of → a tin of soup; a bunch of → a bunch of bananas; a can of → a can of cola

A/An – Some/Any/No

ЕД. ЧИСЛО	МН. ЧИСЛО
There is an aeroplane.	There are some balls.
There isn't an aeroplane.	There aren't any balls. / There are no balls.
Is there an aeroplane?	Are there any balls?
There is some butter.	
There isn't any butter. / There is no butter	
Is there any butter?	

- Артикль **a/an** употребляется с **исчисляемыми** существительными в **единственном числе**:
There is a cat. There isn't a dog. Is there a hamster?
- **Some** употребляется с **исчисляемыми** существительными во **множественном числе** и с **неисчисляемыми** существительными в **утвердительных** предложениях:
I want some lemons and some cheese.
- **Any** употребляется с **исчисляемыми** существительными во **множественном числе** и с **неисчисляемыми** существительными в **отрицаниях** и **вопросах**:

Are there any strawberries in the fridge? There isn't any/ is no tea.

Примечание: **Some** используется в вопросах для выражения предложения или просьбы:
Would you like some lemonade? (offer)

Quantifiers (Выражение значения количества)

a lot of/lots (of)/ too many/(a) few/	a lot of/lots (of)/ too much/(a) little
(not) many	(not) much
(how) many	(how) much

- **A lot of/lots (of)** употребляется в утвердительных предложениях с неисчисляемыми и исчисляемыми существительными во множественном числе. Предлог **of** опускается, если после **a lot/lots** нет существительного.
There is a lot of cheese in the fridge. There are a lot of biscuits in the tin.
Were there lots of biscuits in the tin? Yes, there were lots.
- **Much** и **many** употребляются в отрицательных или вопросительных предложениях. **Much** употребляется с неисчисляемыми существительными, а **many** – с исчисляемыми существительными во множественном числе:
Is there much tea in the pot? There isn't much bread left.
Do you have many apples? There aren't many sandwiches left.
- **How much** употребляется с неисчисляемыми существительными в вопросах о количестве чего-либо:
A: *How much meat do we need?*
B: *A kilo.* (= количество)
- **How many** употребляется с исчисляемыми существительными в вопросах о числе людей/предметов:
A: *How many students are there in your class?*
B: *Twenty-eight.* (= число)
- **Too much** употребляется с неисчисляемыми существительными, чтобы показать, что чего-либо больше, чем нужно или требуется:
The children are making too much noise. (Дети слишком сильно шумят.)
- **Too many** употребляется с исчисляемыми существительными, чтобы показать, что чего-либо больше, чем нужно или требуется:
Don't buy too many oranges. (Не покупай слишком много апельсинов.)
- **A few** означает «немного», но достаточно, и употребляется с исчисляемыми существительными во множественном числе:
We have a few eggs. We can make an omelette. (У нас есть немного яиц. Мы можем приготовить омлет.)
- **A little** означает «немного», но достаточно и используется с неисчисляемыми существительными: *Can I have a little milk in my tea?* (Можно мне добавить немного молока в чай?)
- **Few/Little** означает «почти нет», недостаточно и может использоваться с **very** для усиления смысла:
There is (very) little sugar in my tea. I can't drink it. (В чае слишком мало сахара. Я не могу его пить.) *There are (very) few apples. I can't make a pie.* (У нас слишком мало яблок. Я не могу испечь пирог.)

Fill in: *a/an, some, any or no.*

- 1 A: What do you usually have for breakfast?
B: I like to have scrambled eggs and piece of toast.
- 2 A: Have we got everything we need to make the lemon pie?
B: Let me see. We've got flour and big lemon, but there are eggs, so we should buy from the market.
- 3 A: I'd like information about the gym's opening hours and fees.
B: Certainly. Here's brochure with all the details you need.
- 4 A: The new Indian restaurant has never got free tables!
B: I know. It's really popular, but you'll have trouble if you call to book table first.
- 5 A: This pasta sauce is great! What's in it?
B: onion, garlic and variety of herbs and spices.
- 6 A: There aren't biscuits left.
B: There should be in the top cupboard, why don't you check?

Fill in the gaps with the words from the list in the correct form.

- jar ● box ● packet ● bar ● loaf ● tub ● can

SUPERMARKET

- Buy two 1) of bread and get the third one free!
Two 2) of cola free with three
3) of crisps!
Get a 4) of ice cream and enjoy a complimentary 5) of chocolates!
Buy a family size shower gel and get two
6) of soap!
Two 7) of honey for the price of one!



Fill in: *much, many, a lot, how much or how many.*

- 1 A: Let's go to the beach at the weekend.
B: I can't. I've got of work to do.
- 2 A: time have we got?
B: Only a few minutes, so please hurry up.
- 3 A: apples are there in the fruit bowl?
B: Just two. We need to buy some more.
- 4 A: juice have we got?
B: Not Just half a carton.
- 5 A: Is there any ice cream left?
B: Oh yes, there's
- 6 A: people are coming to dinner tonight?
B: Not Just my brother and his family.

Fill in: *(a) few or (a) little.*

- 1 A: Do you put sugar in your hot chocolate?
B: Yes. Just
- 2 A: Do you eat red meat?
B: Yes, but very I prefer fish and poultry.
- 3 A: Why don't you make carrot cake more often?
B: Because people in my family like it, and I usually end up eating it myself.
- 4 A: What's wrong with your coffee?
B: There's sugar in it, and I like it sweet.
- 5 A: Where can we sit?
B: There are empty seats over there.

Circle the correct item.

- 1 Unfortunately, there are vegetarian restaurants in my area.
A little B very few C not much
- 2 Whenever Jane has free time, she checks the Internet for new recipes.
A a little B little C a lot
- 3 Don't put mayonnaise in the salad; just a tablespoonful.
A vey little B too little C too much
- 4 Fresh vegetables contain of vitamins.
A lots B too many C many
- 5 We should avoid junk food because it has fat and sugar.
A very many B too little C too much

Too - Enough

- **too + прилагательное/наречие + инфинитив с частицей to**
Too ставится перед прилагательными или наречиями и имеет отрицательный смысл, показывая, что чего-либо больше, чем нужно или требуется:
The soup is too hot to eat. (Суп слишком горячий.)
- **прилагательное/наречие + enough + инфинитив**
enough + существительное
Enough ставится перед существительным, но после прилагательных или наречий. Enough несёт положительный смысл и показывает, что чего-либо столько, сколько требуется или нужно:
Kelly is tall enough to reach the top shelf.
(Келли достаточно высокая, чтобы дотянуться до верхней полки.)
We have enough money to go on holiday this year.
(У нас достаточно средств, чтобы поехать отдыхать в этом году.)
The shoes are not big enough. (Размер ботинок недостаточно большой. = Ботинки малы.)
You are not walking fast enough. (Ты идёшь недостаточно быстро. = Ты медленно идёшь.)

-ing form & to-infinitive (-ing форма глагола и инфинитив с частицей to)

-ing форма глагола употребляется:

- в роли подлежащего:
Swimming is my favourite sport.
- после глаголов **admit, appreciate, avoid, begin, consider, continue, deny, dislike, enjoy, fancy, finish, hate, imagine, like, love, mind, miss, prefer, prevent, spend, start, stop, suggest, waste (time, money)** и т. д.:
They enjoy travelling.
- после глагола **go**, когда речь идёт о роде деятельности или физической активности:
I often go jogging in the mornings.
- после предлогов:
She's good at cooking.
- после таких выражений, как: **be busy, it's no use, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand, have difficulty (in), look forward to**:
I look forward to seeing you next week.

Инфинитив с частицей **to** употребляется

- для выражения цели:
I bought milk to make ice cream.
- после глаголов **advise, agree, ask, decide, expect, explain, hope, manage, offer, plan, promise, refuse, seem, want** и т. д.:
I want to buy an MP3 player.
- после словосочетаний **be + прилагательное (happy, nice, sorry** и т. д.):
It is nice to be back home.
- после **too/enough**:
It's too late to visit them now.
She's old enough to drive a car.
- после **would like, would love, would prefer**:
I'd love to go to the cinema with you.

Инфинитив без частицы **to** употребляется:

- после модальных глаголов (**can, may, should** и т. д.):
I can play football. You may eat some cake. You should call your mum.
- после глаголов **make** и **let**:
Let's go to the beach!
You shouldn't make him eat it.
- после **would rather (not)/had better (not)**:
I'd rather stay in tonight.
You had better not park here.

Некоторые глаголы могут употребляться с частицей **to** и в **-ing** форме с разницей в значении.

- forget + to-infinitive = not remember
She forgot to lock the front door.
- forget + -ing form = not recall
He'll never forget swimming in the blue waters of the Pacific.
- remember + to-infinitive = not forget
Did you remember to buy the Sunday paper?
- remember + -ing form = recall
She remembers walking along the paths of the old town.
- try + to-infinitive = attempt, do one's best
I tried to open the old chest, but it was stuck.
- try + -ing form = do something as an experiment
You should try eating more fruit and vegetables.
- stop + to-infinitive = stop temporarily in order to do something else
On their way back home they stopped to say hello to Mr Evans.
- stop + -ing form = finish doing something
She stopped playing the guitar the moment John walked in the house.
- be sorry + to-infinitive = apologise for a current situation
We are sorry to tell you that you failed the test.
- be sorry + for/about -ing form = regret something that happened in the past
I'm so sorry for talking to you rudely at the party yesterday.

Complete the sentences using too or enough and the words in brackets.

- A: Let's make some pancakes for breakfast.
B: OK, but have we got (eggs)?
- A: Do you want to try out the new Chinese restaurant?
B: No, I hear it's (expensive).
- A: How come the chicken isn't ready yet?
B: The heat is (low). Turn it up.
- A: How do I know when the peas are done?
B: Well, boil them (long) till they're soft and mushy.
- A: Are these bananas OK for the banana bread?
B: Perfect! They're (ripe).
- A: This salad is terrible!
B: I agree. It's got (much) dressing on it.
- A: Can we make some burgers for dinner?
B: Sure. Just let me check if we have (minced beef).

Rewrite the sentences using too or enough.

- 1 We have many oranges. We can make three glasses of orange juice.
.....
- 2 He's strong. He can lift the suitcase.
.....
- 3 She is very ill. She can't go to school.
.....
- 4 She's cooks well. She can be a professional chef.
.....
- 5 The waiter is busy. He can't take our order at the moment.
.....

Complete the responses using too or enough.

- 1 Are you going jogging in the park today? (cold)
No,
- 2 Do you like Indian cuisine? (spicy)
No,
- 3 Can the baby talk yet? (young)
No,
- 4 Are you going to buy a new motorbike? (money)
Yes,
- 5 Can we all fit into your car? (big)
Yes,

Underline the correct item.

- 1 I would like to see/seeing the Grand Canyon one day.
- 2 I suggest to have/having some fruit salad for a snack.
- 3 Exercising/To exercise at the gym keeps you fit and healthy.
- 4 Mum lets me to help/help her in the kitchen, sometimes.
- 5 It's no use cooking/to cook. We're going out to dinner.
- 6 It's nice of you to help/help me prepare lunch.
- 7 You'd better stop/to stop eating so much junk food.
- 8 John is always interested in trying/try new dishes.
- 9 Do you fancy to go/going out for pizza?
- 10 You can to add/add some cinnamon to the cake mixture.

Put the verbs in brackets into the (to) infinitive or -ing form.

The Perfect Dinner Party



1) (have) a dinner party at your home needs a fair amount of planning and organisation. If you want
 2) (make) sure your party is a success, there are certain things you should
 3) (consider) carefully.
 First, before 4) (decide) how many people to invite, ask yourself whether your house is big enough
 5) (fit) all your guests. And don't forget that people enjoy 6) (dance) at parties, so you need room for this too.
 You must also think about the food you're going to serve. Avoid
 7) (serve) dishes with very strong flavours, and make sure your menu includes some vegetarian dishes for those who would rather not 8) (eat) meat. Before you go 9) (shop) for groceries, it's worth 10) (call) your friends 11) (give) you some ideas about the menu.
 So, plan everything carefully and well ahead of time, and you will manage 12) (throw) a great dinner party!

Put the verbs in brackets into the (to) infinitive or -ing form.

- 1 Please remember (buy) some tins of soup from the supermarket.
- 2 I am sorry about (mix up) your order, madam.
- 3 Try (use) less salt when you cook. It's much healthier.
- 4 I am sorry (say) that there are no free tables tonight.
- 5 Emma stopped (eat) sweets when her doctor told her to lose some weight.
- 6 Don't forget (turn) the oven off in 30 minutes.
- 7 Gordon will always remember (get) his first job as a chef.
- 8 He stopped (talk) to drink some water.
- 9 How can you forget (ask) me out to dinner? Here's the email you sent me!
- 10 I'm trying (open) this jar of jam, but the lid is stuck.

Past simple (Прошедшее простое время)

Формообразование

Правильные глаголы

Past simple правильных глаголов образуется путём добавления **-ed** к начальной форме глагола без частицы **to**: *I play – he played*

I/You/He/She/It/We/They walked.

Did I/you/he/she/it/we/they walk?

I/You/He/She/It/We/They did not/
didn't walk.

Did I/you/he/she/it/
we/they go? Yes, I/you/he/she/it/we/they did./
No, I/you/he/she/it/we/they didn't.

Неправильные глаголы

Другие («неправильные») глаголы образуют форму **past simple** не путём добавления **-ed** (см. список неправильных глаголов – **List of irregular verbs**).

Правила правописания

Правильные глаголы в утвердительной форме

- В глаголах, оканчивающихся на **-e**, добавляется только **-d**: *I move – I moved*
- В глаголах, оканчивающихся на согласную + **y**, **-y** заменяется на **-i** и добавляется **-ed**: *I try – I tried*
- В односложных глаголах с гласной между двумя согласными удваивается последняя согласная и добавляется **-ed**: *I drop – I dropped*
- В глаголах, оканчивающихся на **-l**, **-l** удваивается и добавляется **-ed**: *I travel – I travelled*

Употребление

Мы используем **past simple** для рассказа о:

- прошлых привычках:
She often studied till very late at night when she was a student.
- действиях, которые произошли в определённый момент времени в прошлом. Время либо упоминается или подразумевается:
He moved to England from Australia in 1984.
Mozart composed a number of symphonies and concerts.
- последовательных действиях в прошлом: *He turned on his computer, connected to the Internet and checked his emails.*

Указатели времени (сигналы), употребляемые с **past simple**:

yesterday, yesterday morning/evening, etc, last night/ week, etc, two weeks/a month ago, in 2009 и т. д.

Wh-questions (Специальные вопросы)

Специальные вопросы начинаются с вопросительных слов **who**, **what**, **where**, **when** и т. д. Вспомогательный или модальный глагол в таких вопросах ставится перед подлежащим:

вопросительное слово + вспомогательный или модальный глагол + подлежащее

Употребление

- **Who**, когда спрашиваем о людях.
A: *Who did you call?*
B: *My sister.*
- **Which**, когда спрашиваем о предметах.
A: *Which hotel did you stay at?*
B: *The Hampton Hotel.*

- **What**, когда запрашиваем информацию.
A: *What did you do last night?*
B: *I went out with a friend.*
- **Where**, когда спрашиваем о местоположении чего-либо/кого-либо.
A: *Where did she go last night?*
B: *She went to the theatre.*
- **When**, когда спрашиваем о времени или дате.
A: *When did they leave?*
B: *Yesterday morning.*
- **Why**, когда узнаём причину чего-либо.
A: *Why did they leave so early?*
B: *They were really tired.*
- **How**, когда спрашиваем о качестве чего-либо.
A: *How was the party?*
B: *It was great.*
- **How long**, когда спрашиваем о продолжительности чего-либо.
A: *How long did he stay?*
B: *2 weeks.*

Past continuous (Прошедшее продолженное время)

I/He/She/It was playing. We/You/They were playing.

ПОЛНАЯ ФОРМА

I/He/She/It was not playing
We/You/They were not
playing.

КРАТКАЯ ФОРМА

I/He/She/It wasn't playing
We/You/They weren't playing.

Was I playing ...?	Yes, I was./No, I wasn't.
Were you playing ...?	Yes, you were./No, you weren't.
Was he/she/it playing ...?	Yes, he/she/it was./No, he/she/it wasn't.
Were we/you/they playing ...?	Yes, we/you/they are./ No, we/you/they aren't.

Употребление

Past continuous употребляется для:

- описания действия, которое происходило в определённое время в прошлом. При этом не указывается, когда действие началось или закончилось:
She was ironing at 6 o'clock yesterday afternoon.
- описания действия, которое происходило в прошлом и которое было прервано другим действием:
I was sleeping when Alison called.
- описания двух или более одновременных действий, происходивших в развитии в прошлом:
Mum was cooking while I was doing my homework.
- описания атмосферы, обстановки и т. п., а также во вступлении к рассказу:
It was raining and the wind was blowing when we left home.

Указатели времени (сигналы), употребляемые с **past continuous:** while, when, as, all day/night/morning, all day yesterday и т. д.

Примечание: ... **while/as + past continuous** (длительное действие)
... **when + past simple** (короткое действие)

Put the verbs in brackets into the *past simple*.

- 1 A: I (read) a lot of classic literature when I was at school.
 B: Me too, I especially (like) Charles Dickens's novels.
- 2 A: When (da Vinci/paint) the Mona Lisa?
 B: He (begin) it in 1503 and (finish) it three years later.
- 3 A: I (hear) someone (burgle) the house next to yours last night, is that true?
 B: Yes, thieves (break) the kitchen window, (get) in and (steal) a lot of valuable things.
- 4 A: (you/enjoy) your visit to the museum?
 B: Actually, I (not/go).
- 5 A: There (be) a film with dragons on last night. (you/watch) it?
 B: I (start) to, but I (fall) asleep half way through and (not/see) the end.

Make sentences in the affirmative (✓), negative (X) or interrogative (?) form of the *past continuous*.

- 1 Liam/sleep/midnight/last night (X)

- 2 you/jog/park/this morning (?)

- 3 thieves/run to escape/while two policemen/chase them (✓)

- 4 students/do/test/yesterday/10:00 am (✓)

- 5 Pete/listen/music/2 in the morning (?)

Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 Someone (try) to break into the Fords' house, when a neighbour (see) him and (call) the police.
- 2 While Lydia (sing), the audience (listen) to her in amazement.
- 3 Nathan (not/hear) the phone ring because he (work) outside in the garden.
- 4 Ashley (clear) the table and (do) the washing-up.
- 5 I (not/email) you the photos, because my computer (not/work) yesterday.

Write questions to which the words in bold are the answers.

The King of Pop



Singing and songwriting sensation Michael Jackson was born in 1958. He grew up in **1) Gary, Indiana, in the US**. He began his singing career **2) at the age of 5** together with his brothers. The name of their group was **3) The Jackson 5**. In 1979, super producer **4) Quincy Jones** produced *Off the Wall*, Michael's first solo album as an adult. Michael Jackson had a long and extremely successful career. One of his albums, **5) Thriller**, is the best-selling album of all times. Unfortunately, he died in 2009 **6) because of a heart problem**. People felt deeply **7) shocked and saddened** at the news of his death. After a career which lasted for **8) over 4 decades**, the King of Pop would sing no more.

- 1 Where did Michael Jackson grow up?
 2
 3
 4
 5
 6
 7
 8

Will (Будущее простое время)**ПОЛНАЯ ФОРМА**I/You/He/She/It/We/They
will play.**КРАТКАЯ ФОРМА**I/You/He/She/It/We/They'll
play.**ПОЛНАЯ ФОРМА**I/You/He/She/It/We/They will
not play.**КРАТКАЯ ФОРМА**I/You/He/She/It/We/They
won't playWill I/you/he/she/it/we/
you/they play?Yes, I/you/he, etc will. /
No, I/you/he, etc won't.**Формообразование: will + инфинитив без частицы to**
Употребление**Future Simple** употребляется, когда речь идёт:

- о прогнозах и предсказаниях на будущее обычно с выражениями **I think, I hope, I believe, I expect**; наречиями **probably** и **perhaps**: *I think we will arrive late. I expect he will be here at about 10 o'clock. Perhaps we will go shopping later.*
- о сиюминутных решениях: *This dress is beautiful. I'll buy it.*
- об обещаниях (с глаголами **promise/swear**):
I promise I'll write every day.
Don't do this or I'll be angry. (угроза)
Don't touch it or you'll get burnt. (предупреждение)
I hope he'll pass the test. (надежда)
I'll get you a glass of water. (предложение)

Указатели времени (сигналы), употребляемые с future simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year и т. д.**Be going to**I am
He/She/It is
We/You/They are
going to.I am not
He/She/It is not
We/You/They are not
going to.Am I
Is he/she/it
Are we/you/they
going to?Yes, I am./No, I'm not.
Yes, he/she/it is./No, he/she/it isn't.
Yes, we/you/they are./
No, we/you/they aren't.**Употребление****Be going to** употребляется, когда речь идёт о:

- планах на будущее и намерениях: *I am going to fly to Spain next week. What are you going to do tonight, Sally?*
- прогнозах, основанных на том, что мы видим или знаем: *Take a photo! She's going to blow out the candles. Look at the clouds, it is going to rain!*
- принятых решениях по поводу действий в ближайшем будущем: *We're going to travel to Cuba this summer.* (Мы уже приняли решение.)

Present continuous (Настоящее продолженное время в форме будущего времени)**Present continuous** употребляется, когда речь идёт о запланированных действиях в будущем, особенно, когда известно время и место действия:*I'm going to a rock concert tomorrow.* (Я уже купил билеты.).
*I'm going on holiday on 12th May.***Time Clauses (Придаточные предложения времени)**Придаточные предложения времени вводятся при помощи таких слов и выражений, как **when, as, while, before, the moment that, after, till/until, by the time, whenever, as long as, as soon as**:*I'll call you as soon as I get home.*

- Если придаточное предложение времени стоит перед главным предложением, после придаточного предложения ставится запятая: *When I get home, I'll call her.*
- В придаточных предложениях времени используется правило согласования времён. Это означает, что когда глагол в главном предложении стоит в настоящем или будущем времени, глагол в придаточном предложении времени тоже стоит в настоящем или будущем времени. А когда глагол в главном предложении стоит в прошедшем времени, глагол в придаточном предложении времени тоже ставится в прошедшем времени:
He reads a book before he goes to bed. I met an old friend while I was walking around the market.
- В придаточных предложениях времени форма будущего времени **не употребляется**:
Ann will visit us as soon as she comes back. (Неправильно: ... as soon as she will come back ...)

Примечание: *When she finishes, she'll call me.* (when: союз времени) **НО:** *When will you finish your homework?* (When – вопросительное слово)**Match the tenses to their uses:**

- | | |
|----------------------------|--|
| <input type="checkbox"/> 1 | Don't worry, I'll be back on time. |
| <input type="checkbox"/> 2 | I'll have the steak and a green salad, thank you. |
| <input type="checkbox"/> 3 | She believes she'll get a promotion. |
| <input type="checkbox"/> 4 | Come to class late again and I'll call your parents. |
| <input type="checkbox"/> 5 | Slow down or you'll have an accident. |
| <input type="checkbox"/> 6 | I'll pay for dinner. |

- a a prediction based on what we think or believe
- b offer
- c on-the-spot decision
- d threat
- e promise
- f warning

Ian, Lyn and Tom are organising their trip to Mexico. Look at the table of tasks and the prompts below and ask and answer questions, as in the example.

book tickets	✓		✓
arrange accommodation		✓	
buy travel guide	✓		
pack suitcases		✓	✓
bring camera	✓		
exchange money at bank			✓

- Lyn/book tickets?
A: Is Lyn going to book the tickets?
B: No, she isn't. Ian and Tom are going to book the tickets.
- Tom/arrange accommodation?
A:
B:
- Lyn and Tom/buy travel guide?
A:
B:
- Ian/pack suitcases?
A:
B:
- Tom/bring camera?
A:
B:
- Lyn/exchange money at bank?
A:
B:

Fill in the gaps with will or be going to and the verbs in brackets.

- A: Are you taking your new video camera on the trip?
B: It's not working. I (take) it back tomorrow.
- A: Hurry up or we (miss) our flight.
B: We have plenty of time. John (drive) us to the airport.
- A: Why do you need a sleeping bag?
B: Because I (go) camping next month.
- A: What are your plans for the summer?
B: I think I (join) Lisa and Tom on their backpacking holiday.
- A: There are no towels in the bathroom.
B: I (call) the reception to send some up.

Underline the correct item.

- We'll leave/'re leaving for France on 12th August.
- It so cold! It's snowing/'s going to snow later.
- Do you promise you're going to/'ll send me a postcard from Moscow?
- George won't come/isn't going to come to the cinema with us; he's very busy.
- Perhaps we'll take/'re taking our holidays in July this year.
- Book a room early or you aren't going to find/won't find anywhere to stay.

Underline the appropriate time conjunction and put the verbs in brackets into the correct tense.

- Lilly was sunbathing until/while James (swim).
- When/Whenever (dinner/be) ready? I'm starving!
- You can stay with us for as soon as/as long as you (want).
- Shawn (run into) an old friend as/before he (walk) down the street.
- I'll pick up our tickets from the travel agent after/till I (finish) the shopping.
- Chris will visit the Eiffel Tower while/when he (go) to Paris.
- She realised her passport was missing the moment/by the time she (reach) the check-in desk.

Conditionals: types 0, 1 & 2 (Придаточные предложения условия – типы 0, 1 и 2)

Условные предложения состоят из двух частей: условного придаточного предложения с союзом *if* (условие) и главного предложения (результат).

if + present simple present simple
If you heat water, it boils.

Тип 0 используется для выражения общеизвестных истин или о том, что всегда случается.

if + present simple will + bare infinitive
If it's really hot tomorrow, we'll go to the beach.

Тип 1 используется для выражения реальной или очень вероятной ситуации в настоящем или будущем.

if + past simple would/could + bare infinitive
If I had a lot of money, I'd buy a new house. (But I haven't)
If I were you, I'd see a doctor. (Advice)

Тип 2 используется для выражения воображаемой или маловероятной ситуации в настоящем или будущем или совета.

Примечание:

● Если придаточное предложение условия стоит перед главным предложением, эти два предложения отделяются запятой:

If the weather improves, flights will run as normal.

● С придаточными предложениями условия (тип 1) может использоваться **unless (если не) + глагол в утвердительной форме (=if + глагол в отрицательной форме):**

Unless you go to bed now, you'll be tired in the morning.

Модальные глаголы *may – might – could – will probably – will definitely*

May – might – could используются для выражения возможности. Обратите внимание на разницу в значении: "Where's Peter?"

"He *may/could* still be at work." (Возможно (может быть) он на работе.)

"He *might* still be at work." (Вероятно, он всё ещё на работе.)

Примечание: Вероятность может также выражаться с помощью наречий **probably** и **definitely**.

I'll probably go sailing tomorrow. (очень вероятно/ скорее всего)

We'll definitely go on holiday this summer. (это определённо будет так.)

Match column A with column B to make correct type 0 conditional sentences, as in the example.

A

- | | | |
|---|---|---------------------|
| 1 | c | water freezes |
| 2 | | mix red and yellow |
| 3 | | a snake bites you |
| 4 | | don't have a ticket |
| 5 | | sun shines |
| 6 | | add sugar to tea |

B

- | | |
|---|---------------------------|
| a | it hurts |
| b | they don't let you travel |
| c | turns to ice |
| d | snow melts |
| e | tastes sweet |
| f | get orange |

- 1 *If water freezes, it turns to ice.*
2
3
4
5
6

Read the statements and make type 1 conditional sentences, as in the example.

I don't want to take an aspirin.

- 1 (your headache/not go away)
If you don't take an aspirin, your headache won't go away.

Laura wants to go to Rome.

- 2 (she/visit the Coliseum)
.....

Let's get a taxi to the airport

- 3 (we/pay a lot of money)
.....

I'd rather stay in the sun a bit longer.

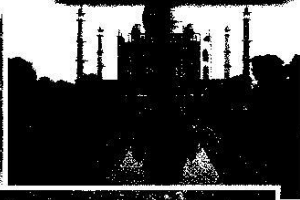
- 4 (you/get sunburnt)
.....

Write type 2 conditional sentences using the ideas in the pictures, as in the example.

1 go/on safari



2 visit/Taj Mahal



3 sunbathe/on ship's deck all day



4 take/great underwater photos

What would you do if you ...

- 1 wanted an adventurous holiday?
If I wanted an adventurous holiday, I would go on safari.
- 2 travelled to India?
.....
- 3 went on a cruise?
.....
- 4 went diving?
.....

Put the verbs in brackets into the correct tense.

- 1 A: I'm not well. I think I got food poisoning.
B: If I were you, I (see) a doctor immediately.
- 2 A: What are you going to do in Sydney?
B: Well, if there's a show on at the Opera House, we (go) and see it.
- 3 A: Can I take more than one suitcase with me?
B: You'd better not. You pay more if your luggage (be) over the weight limit.
- 4 A: Isn't the view amazing?
B: Absolutely! If I (have) my camera, I'd take some great photos.
- 5 A: Don't you ever sunbathe?
B: No, if I (stay) in the sun for even five minutes, my skin goes red.
- 6 A: This hotel is so expensive!
B: Yes, but if we book now, we (get) better rates.

Put the verbs in brackets into the correct tense.

TRAVEL BLOG

Can anyone tell me where I can have a nice holiday abroad? If I **1** (have) enough time and money, I **2** (take) a trip around Australia, but I only have a week off and can't afford to spend too much. So, if anyone **3** (know) where I can have fun but affordable holidays, I **4** (appreciate) the suggestions!
Kevin, Scotland

Hey Kevin! If I **5** (be) you, I **6** (book) a package holiday for Bali. I did the same last year and it was terrific! If you **7** (like) having fun in the sun, it's certain that you **8** (love) Bali. And if you **9** (make) all the arrangements online it **10** (cost) you less, because you don't have to pay a travel agent's fee. So, go for it!

Pawel, Warsaw

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

- 1 Perhaps they'll go backpacking across Europe.
MAY They
..... backpacking across Europe.
- 2 There's a very good chance that Mark will come to Peru with us.
PROBABLY Mark
..... to Peru with us.
- 3 Perhaps your passport is still in your suitcase.
COULD Your passport
..... in your suitcase.
- 4 It's certain that Maria will try the local dishes.
DEFINITELY Maria
..... the local dishes.
- 5 There's a slight possibility of rain tomorrow.
MIGHT It
..... tomorrow.

A/An – The

A/An употребляется:

- с существительными, относящимися к предметам без конкретизации:
Emily has got a dog.
- с исчисляемыми существительными в единственном числе, когда речь идёт о том, чем или кем является человек/предмет: *Greg is a teacher. It's a panda.*

The употребляется перед:

- существительными, если они были упомянуты ранее или из контекста ясно, о ком/чём идёт речь:
That's the man I told you about.
- существительными, обозначающими объекты, единственные в своём роде (*the sky, the moon*).
- названиями рек (*the Thames*), групп островов (*the Maldives*), горных цепей (*the Rocky Mountains*), пустынь (*the Sahara*), океанов (*the Atlantic*), каналов (*the Bridgewater*), стран, если в названии есть слова: **State, Kingdom, Republic** (*the UK*), географическими названиями *the North Pole/Arctic/Amazon, the South of England, the North/East/South/West*;
- названиями музыкальных инструментов (*the piano*);
- фамилиями в значении «семья, семейство» (*the Browns*) и национальностями, заканчивающимися на **-sh, -ch** или **-ese** (*the Polish*);
- существительными, обозначающими глав государств (*the King, the Prime Minister*), **HO: the** опускается перед этими существительными, если они включают имя собственное (*Queen Elizabeth*).

The не употребляется перед:

- неисчисляемыми существительными и существительными во множественном числе, представляющими какую-либо группу: *Huskies pull sledges over the snow.*
- личными именами: *Alan is a doctor.*
- названиями языков (если не следует слово **language**): *I speak Spanish.* **HO: The Spanish language.**
- названиями стран (если в название не входят слова **State, Kingdom** или **Republic**):
England, France. **HO: the United States, the Czech Republic;**
- названиями улиц (*Wilson Street*), парков (*Hyde Park*), городов (*Rome*), отдельных гор (*Mount Olympus*), отдельных островов (*Ireland*), озёр (*Lake Windermere*) и континентов (*Asia*).

Relative Pronouns/Adverbs (Относительные местоимения/ наречия)

Относительные местоимения используются по отношению к придаточным определительным.

Употребление

- **who/that** по отношению к людям: *Genghis Khan was the man who/that started the Mongol Empire.*
- **which/that** по отношению к животным или предметам:
The Mona Lisa is the painting which/that I like the most.
- **whose** по отношению к принадлежности: *Tutankhamun was a ruler of Egypt whose tomb had a lot of treasure inside.*

Относительные местоимения используются по отношению к придаточным определительным.

Употребление

- **when** употребляется по отношению ко времени: *1254 was the year when Marco Polo was born.*
- **where** употребляется по отношению к месту: *This is the museum where Emma works.*
- **why** употребляется по отношению к причине: *This art gallery is very interesting, that's why so many people visit it.*

Fill in: **a, an or the** where necessary.

- A: Did you know there's underwater park in Mexico?
B: Yes. I read about park in travel magazine some time ago.
- A: Where are you going on holiday this year?
B: I'm visiting friend in USA.
- A: That's great jacket that you're wearing!
B: Thanks, I got it from nice shop in Oxford Street, in London.
- A: Where do Emperor Penguins live?
B: In South Pole.
- A: Did you enjoy your trip to Solomon Islands?
B: It was amazing! Our hotel room had view of Pacific!
- A: Emma is excellent musician.
B: True. I heard her play piano the other day and I thought she was brilliant.
- A: I have to do a school project about Mont Blanc. Do you know where I can find information?
B: Well, when I was doing project on Alps, I came across interesting site on Internet. Let me check if I still have name of site.

Fill in: *a, an or the* where necessary.

Idyllic Italy

Last summer, some friends and I took **1)** long trip around **2)** Italy. It is **3)** fascinating country with **4)** rich history. We first went to **5)** Rome, where we had **6)** amazing time. We walked around **7)** city for hours every day, enjoying **8)** sights and long walks by **9)** Tiber River. Our next stop was **10)** Venice, which is in **11)** north of **12)** country. There, we went on **13)** gondola ride on **14)** Grand Canal. **15)** man who rowed our gondola, or gondoliere as he is called in **16)** Italian, gave us **17)** interesting account of **18)** city's culture and history. We spent the rest of our stay in this wonderful country travelling around small towns, enjoying **19)** sun and having fun. It was certainly **20)** unforgettable trip!



Underline the correct item.

- 1 Mykonos is a Greek island where/which a lot of tourists from abroad choose for their holidays.
- 2 The reason whose/why I don't like going to that beach is that it's always dirty and crowded.
- 3 The hotel that/where we stayed on holiday was awful.
- 4 There's a great shop down the road which/who sells nice souvenirs.
- 5 That's the restaurant that/whose staff are very rude and unhelpful.
- 6 I'll never forget the day when/where I went sandboarding for the first time.
- 7 The man who/which runs this hotel is my uncle.
- 8 The Millers usually go on holidays that/who are full of adventure.

Use the appropriate relative pronoun or adverb from the list below to join the sentences.

- whose ● when ● who ● where ● why ● which

- 1 They chose a hotel room. It had a view of the sea.
.....
- 2 That's the beach. We spend most of our day there.
.....
- 3 The police caught the man. He stole my passport.
.....
- 4 Maui is an island. Its beaches are very famous.
.....
- 5 I was 20 years old. I first travelled abroad.
.....
- 6 He asked us to move to another table. He didn't tell us the reason.

Fill in the gaps with *who, which, whose, where* or *when* and then answer the questions.

- 1 Name the Australian city Toronga Zoo is.
A Melbourne B Sydney
- 2 Name the city is the capital of Chile.
A Santiago B Lima
- 3 Name the man underwater art display in Cancun, Mexico consists of 400 sculptures.
A Jorn Utzon B Jason deCaires Taylor
- 4 Name the decade they constructed the Sydney Opera House.
A 1980s B 1960s
- 5 Name the market in Sydney sells flowers and fresh produce.
A Paddy's Haymarket B Paddy's Flemington
- 6 Name the professional makes travel arrangements for others.
A travel agent B tour guide
- 7 Name the country you can see the Northern Lights.
A Finland B USA

Present Perfect (Настоящее совершенное время)

Формообразование: *Present perfect* образуется при помощи вспомогательного глагола *have/has* и причастия прошедшего времени основного глагола.

I/You/We/They have /'ve arrived.
He/She/It has /'s arrived.

I/You/We/They have not/ haven't arrived.
He/She/It has not/hasn't arrived.

Have I/you/we/they arrived?

Yes, I/you/we/they have.
No, I/you/we/they haven't.

Has he/she/it arrived?

Yes, he/she/it has.
No, he/she/it hasn't.

Употребление

Present perfect употребляется, когда речь идёт о:

- действии, начавшемся в прошлом и продолжающемся до сих пор: *He has worked as a doctor for five years.*
- действии, произошедшем в прошлом, но имеющем видимый результат в настоящем: *She has lost a lot of weight.*
- действиях, произошедших в неуставленное время в прошлом. При этом действии более важно, чем время: *He has bought a new car.*
- недавно завершённых действиях: *Linda has just cleaned her room.*
- личном опыте, переживаниях, изменениях, которые произошли:
I have never tried bungee jumping.

Указатели времени (сигналы), употребляемые с *present perfect continuous*: *since, for, how long* (to place emphasis on duration).

Have been (to)/Have gone (to)

- **Have been (to)** используется, когда речь идёт о том, что кто-либо побывал где-либо и вернулся назад: *Tom has been to Italy.* (He went to Italy, but he's no longer there.)
- **Have gone (to)** используется, когда речь идёт о том, что кто-либо пошёл/поехал куда-либо и всё ещё там находится:
Meg has gone to London. (She's still there.)

Just - Yet - Already - Since - For - Ever - Never

- We've just arrived.* (a few minutes ago)
Meg hasn't called yet./Has Meg called yet? (We expect her to call soon.)
She's already watered the plants. (It's done. She doesn't have to water the plants any more.)
They've lived in Spain since 2005. (starting point)
He's been in Malta for a week. (duration)
Have you ever been to Paris? (at any point)
I have never tried scuba diving. (I haven't tried scuba diving.)

Present perfect continuous (Настоящее совершенное продолженное время)

Формообразование: подлежащее + *have/has* + *been* + глагол с окончанием *-ing*.

I/You/We/They have /'ve been playing.
He/She/It has /'s been playing.

I/You/We/They have not/ haven't been playing.
He/She/It has not/ hasn't been playing.

Have I/you/we/they been playing?
Has he/she/it been playing?

Yes, I/you/we/they have.
No, I/you/we/they haven't.
Yes, he/she/it has.
No, he/she/it hasn't.

Употребление

Present perfect continuous употребляется, когда:

- подчёркивается значение длительности действия, которое началось в прошлом и продолжается до настоящего времени:
Meg has been trying to fix my computer for two hours.
- обозначается действие, начавшееся в прошлом и продолжающееся некоторое время. Оно может ещё длиться или быть завершено, но обязательно иметь видимый, осязаемый результат в настоящем: *She's tired because she has been cleaning the house all morning.*

Указатели времени (сигналы), употребляемые с *present perfect continuous*: *since, for, how long* (to place emphasis on duration).

Present perfect vs past simple

действие, произошедшее в неуставленное время в прошлом: *He has hurt his leg.* (When? We don't know.)

действие, произошедшее в определённое время в прошлом: *They went to Australia last summer.* (When? Last summer.)

действие, начавшееся в прошлом и продолжающееся до сих пор: *She has lived in Cairo for ten years.*

действие, которое начало-сь и закончилось в прошлом: *She was in New York for two years.* (She lived in New York for two years. She doesn't live there any more.)

Complete the sentences using the verbs below in the *present perfect*.

- put up ● organise ● not clear ● make
- collect

- 1 My dad's company a substantial donation to an environmental organisation.
- 2 Our school a campaign to clean up the local beach.
- 3 you the posters for the charity marathon?
- 4 They still all the rubble that resulted from last week's terrible earthquake.
- 5 How much money the charity so far?

Fill in: *have/has been* or *have/has gone*.

- 1 A: My parents suggest that I go to an eco-camp this year.
B: I to many eco-camps. They're great!
- 2 A: Isn't Alex here?
B: No, he to work.
- 3 A: Where are the children?
B: They to the school, to decorate the venue for the charity dance.
- 4 A: Ian's just come back from Cameroon.
B: He to so many places!

Fill in: *just*, *yet*, *already*, *since*, *for*, *ever* or *never*.

- 1 We've planted 30 trees today.
- 2 It's the worst hurricane that has hit the town.
- 3 Rescue teams have found 20 survivors yesterday.
- 4 I've been on a nature hike, but I hear they're very interesting.
- 5 Oh, no! I've sprained my wrist.
- 6 Kate has been unemployed a year.
- 7 The rescue workers haven't reached the disaster area

Complete the sentences with the verbs in the list in the *present perfect* or the *present perfect continuous*.

- twist ● cause ● wait ● rain ● jog ● catch



- 1 They to use the phone for 10 minutes.



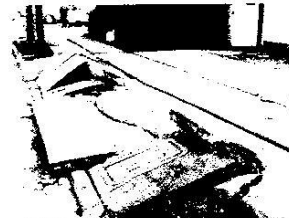
- 2 He a huge fish.



- 3 She her ankle.



- 4 She for over an hour.



- 5 The earthquake a lot of damage.



- 6 It heavily for three days and the streets are flooded.

Underline the correct verb tense.

- 1 Thousands of trees burnt/have burnt in last summer's forest fires.
- 2 Ethan has been trying/has tried to call Jessica all afternoon but her line is constantly busy.
- 3 Jason has cut/has been cutting his finger and it's bleeding.
- 4 I didn't see/haven't seen Liam for three weeks. Is he OK?
- 5 A lot of people have attended/attended the charity event yesterday.
- 6 We have sold/sold 30 tickets for the Red Nose Day concert since this morning.

-ing/-ed adjectives (прилагательные с окончанием -ing/-ed)

- Прилагательные, оканчивающиеся на **-ing**, описывают качество кого-либо или чего-либо:
I've had a very tiring day. (What was the day like? Tiring.)
Lucy is very interesting. (What's Lucy like? Interesting.)
- Прилагательные, оканчивающиеся на **-ed**, описывают чье-либо состояние или ощущения:
Cathy is very tired! (How does Cathy feel? Tired.)

Past perfect (Прошедшее завершённое время)

Формообразование: подлежащее + **had** + **past participle**.

I/You/He/She/It had finished.	I/You/We/They had not/ hadn't finished.
We/You/They had finished.	He/She/It had not/hadn't finished.

Had I finished ...?	Yes, I had./No, I hadn't.
Had you finished ...?	Yes, you had./No, you hadn't.
Had he/she/it finished ...?	Yes, he/she/it had./ No, he/she/it hadn't.
Had we/you/they finished ...?	Yes, we/you/they had./ No, we/you/they hadn't.

Употребление

Past perfect употребляется, когда речь идёт о:

- действии, которое произошло перед другим действием в прошлом или до обозначенного момента в прошлом:
They had had dinner by the time I arrived.
They had planted all the trees by 6 o'clock.
- действии, которое завершилось в прошлом, при описании его результата:
She couldn't get into the house because she had lost her keys.
- **Past perfect** имеет то же самое значение, что и **present perfect**, только в прошлом:
She was tired because she had walked a long way.

Указатели времени (сигналы), употребляемые с past perfect: before, after, until, by the time, already, yet, just, for, since и т. д.

Conditionals (type 3) (Придаточные предложения условия – тип 3)

if + past perfect	would have + past participle
<i>If we had left the house earlier, we wouldn't have missed our flight.</i>	

Употребление

Придаточные предложения условия используются для:

- описания нереальной ситуации в прошлом:
If I had saved enough money, I would have bought that camera. (But I didn't.)
- выражения сожаления или критики:
If I had taken your advice, I wouldn't have been in trouble. (But I didn't.)

Wishes (Выражение желания)

Wish/if only используются для выражения желания.

+ past simple/ past continuous	<i>I wish/if only I was/were on holiday right now. (But I'm not.)</i>	Для того, чтобы выразить желание изменить что-либо в настоящем.
+ past perfect	<i>I wish/if only I had booked the plane tickets earlier. (But I didn't.)</i>	Для того, чтобы выразить сожаление, что что-либо произошло или не произошло в прошлом.
+ subject + would + bare infinitive	<i>I wish it would stop raining. (It's annoying.)</i> <i>If only you would stop complaining. (Please stop complaining.)</i>	Для того, чтобы выразить: ● желание изменить ситуацию или поведение кого-либо ● вежливую просьбу

Примечание:

- Конструкция **if only** используется так же, как и **I wish**, но придаёт высказыванию большую экспрессивность и яркость.
- **Were** может употребляться вместо **was** после **wish** и **if only**.

Complete the exchanges with the -ing or -ed adjective formed from the verbs in bold.

1 interest

- A: I'm watching this really documentary on the pink river dolphin.
B: Really? I didn't know you were in nature documentaries.

2 shock

- A: There is a number of 218 million child labourers around the world.
B: I am! I didn't know the number was so high.

3 tire

- A: Planting trees all day is work!
B: I know you feel, but think about how much you're helping the environment.

4 thrill

- A: I am absolutely! My friends and I are going to Zakynthos, Greece, to take part in the sea turtle conservation project.
B: Wow! This is news.

5 frighten

- A: Can you imagine how those people were when they saw the huge tsunami rising from the sea?
B: It must be one of the most experiences someone can have.

Put the verbs in brackets into the **present perfect**, the **past simple**, or the **past perfect**.

- 1 In 2010, a terrible earthquake in Haiti
..... (leave) thousands of people homeless.
- 2 Susan (break) her arm and can't play tennis.
- 3 We'll need to leave a bit later, because I
..... (not/finish) packing yet.
- 4 The thieves (escape) with the stolen painting long before the police arrived.
- 5 We (have) a lot of fun sitting around the campfire singing songs last night.
- 6 It was the first time Chris
(ever/trek) in the mountains.

Read the headlines and write a **Type 3 conditional** sentence for each, as in the example.

- ① **Woman gets food poisoning after trying local delicacy**
- ② **Rescue workers find missing man after his dog leads them to him**
- ③ **Famous singer breaks leg and cancels concert**
- ④ **Local schoolchildren raise money and pay for new flowers for Coburg Park**
- ⑤ **Teens go on nature hike and get lost in forest**

- 1 *If the woman hadn't tried the local delicacy, she wouldn't have got food poisoning.*
- 2
- 3
- 4
- 5

Put the verbs in brackets into the correct tense.

Dear diary,
It's my second week at eco-camp, and I'm having the time of my life! I wish I **1)**
(not/go) home next week. There's another camp, that lasts for two more weeks. If only I **2)**
(sign up) for that one! Yesterday, I learned how to cook on a barbecue. If only I **3)**
(not/burn) myself! It was fun, though. I wish we **4)**
(have) a barbecue in our back yard! Then, I could surprise my parents with the great burgers I'd make for them! Everyone here is great, except a girl called Jenny. I wish she **5)**
(stop) borrowing my things without asking me all the time. Yesterday, she took a jumper from my trunk and I spent hours looking for it. I wish she **6)**
(apologise) to me, but I don't think this will happen!

Choose the correct answer.

- 1 James his finger while he was chopping some vegetables.
A had cut B has cut C cut
- 2 If only my neighbour's dog barking!
A stops B will stop C would stop
- 3 By the time they got to the port, the ferry
A had sailed B sailed C has sailed
- 4 We the venue for the charity dance since 8:00 this morning.
A 're decorating B 've been decorating
C have decorated
- 5 If Adam his head, he wouldn't have felt dizzy.
A hadn't banged B didn't bang
C hasn't banged
- 6 I wish there no poor or hungry people in the world.
A are B were C had been
- 7 It's really to think about how many problems there are in the world.
A worry B worried C worrying
- 8 How many tickets since yesterday?
A had you sell B have you sold
C did you sell

The Passive (Страдательный залог)

Формообразование: подлежащее + **to be** (в нужной временной форме) + **Past Participle**.

Present simple	Joanna waters the plants.	The plants are watered by Joanna.
Present continuous	Joanna is watering the plants.	The plants are being watered by Joanna.
Past simple	Joanna watered the plants.	The plants were watered by Joanna.
Past continuous	Joanna was watering the plants.	The plants were being watered by Joanna.
Present perfect simple	Joanna has watered the plants.	The plants have been watered by Joanna.
Past perfect simple	Joanna had watered the plants.	The plants had been watered by Joanna.
Future simple	Joanna will water the plants.	The plants will be watered by Joanna.
Modal verbs	Joanna may/might/could/must/have to/should water the plants.	The plants may/might/could/must/have to/should be watered by Joanna.

Употребление

Страдательный залог употребляется:

- когда очевидно или, напротив, неважно, кто выполняет действие:
The glass was broken.
The decision will be announced tomorrow.
The patient has already been operated on.
- когда само действие важнее, чем субъект, выполняющий его, например, в заголовках новостей, газетных статьях, заметках, рекламе, инструкциях и т. п.:
Hundreds of buildings were damaged by the earthquake.
- чтобы сделать высказывание более официальным или вежливым:
The ceremony will be held in the city hall.
This saucepan has not been cleaned properly. (Фраза звучит более вежливо, чем *You haven't cleaned the saucepan properly.*)

Соотнесение предложений в действительный и страдательный залог:

- Дополнение в действительном залоге становится подлежащим в страдательном залоге.
- Смысловый глагол не изменяется по времени, но форма его изменяется на форму страдательного залога.
- Подлежащее в действительном залоге становится дополнением, указывающим на исполнителя действия, и употребляется с предлогом **by** или опускается.

ДЕЙСТВ. ЗАЛОГ	Subject	Verb	Object
	Mary	cooked	lunch.

СТРАД. ЗАЛОГ	Subject	Verb	Agent
	Lunch	was cooked	by Mary.

- Существительное, обозначающее исполнителя действия, может быть опущено, если подлежащее в действительном залоге выражено словами **they, he, someone/somebody, people, one** и т. д.:

Действительный залог: *Someone has left the window open.*

Страдательный залог: *The window has been left open.*

- Существительное, обозначающее исполнителя действия, не может быть опущено, если исполнитель действия является существенным для значения предложения:
The announcement will be made by the president himself.
- У глаголов, имеющих два дополнения, таких, как **bring, tell, send, show, teach, promise, sell, read, offer, give, lend** и т. д., можно образовать две модели страдательного залога:
Действительный залог: *He offered her some flowers.*
Страдательный залог: *She was offered some flowers.*
Some flowers were offered to her. (такая форма страдательного залога используется реже)
- В вопросах в страдательном залоге с **who, whom** или **which by** не опускается. Ср.:
Who will give the speech?
Who will the speech be given by?

Reflexive Pronouns (Возвратные местоимения)

I	- myself	We	- ourselves
You	- yourself	You	- yourselves
He	- himself	They	- themselves
She	- herself		
It	- itself		

Употребление

- Возвратные местоимения употребляются с такими глаголами, как: **behave, burn, cut, enjoy, hurt, introduce, look at, teach** и т. д., когда подлежащее и дополнение являются одним лицом:
I cut myself with a knife.
- Возвратные местоимения употребляются, чтобы подчеркнуть, что действие совершено самостоятельно, без посторонней помощи:
I made this cake myself. (I made it, not someone else.)
- Возвратные местоимения употребляются с такими выражениями, как: **enjoy myself/yourself** (have a good time), **behave myself/yourself** (be good), **by myself/yourself** (without company or without help), **make myself/yourself at home** (feel comfortable), **help myself/yourself** (to take something freely).

Примечание:

- Некоторые глаголы в возвратном значении обычно употребляются без возвратных местоимений, например: **concentrate, feel, get up, meet, relax, remember, sit down, wake up, wonder, worry** и т. д.
- Возвратные местоимения обычно не употребляются с глаголами **wash, dress, shave** и **change** (*She washed and had breakfast.*), но когда описываемое действие вызывает затруднения у исполнителя, употребляется возвратное местоимение: *She's got a broken leg, but she can dress herself.*

Put the verbs in brackets in the correct *passive tense*.

- 1 Sam was reading the paper while his car (wash).
- 2 I think the invitations should (send) by registered post.
- 3 The statue (bury) for two thousand years before it (uncover) during an archaeological dig.
- 4 I believe the collection of Expressionist paintings (display) at the local art gallery for the next two weeks.
- 5 The Garma Festival (hold) in Australia every year and celebrates Aboriginal culture.
- 6 Dinner (serve) in the hotel restaurant right now.
- 7 Restoration works on the castle (not/complete) yet.

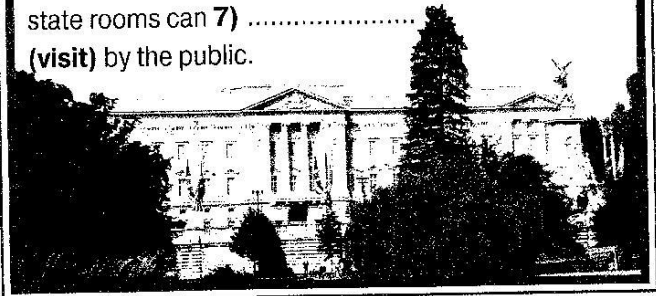
Put the verbs in brackets in the correct *passive tense*.

- 1 A: When will my parcel reach its destination?
B: It (deliver) in three working days, madam.
- 2 A: Why is the jeweller's around the corner closed?
B: Because it (rob) last night.
- 3 A: Is the film out on DVD?
B: No, it (not/release) yet.
- 4 A: Did you get the bread rolls from the baker's?
B: No, they (all/sell) by the time I got there.
- 5 A: Where can I get tickets for tonight's performance?
B: They can (buy) online, through the theatre's website.
- 6 A: Did you go to the gallery opening?
B: No, we (not/invite).
- 7 A: Where did you get these tasty sweets?
B: They (sell) in most confectioners' around the city.

Put the verbs in brackets in the correct *passive tense*.

Buckingham Palace

Buckingham Palace **1** (**built**) in 1702 and was the Duke of Buckingham's city home. Since 1837, it **2** (**occupy**) by Britain's Royal Family. Every year, the Palace hosts royal ceremonies, state visits and other events which **3** (**organise**) by the Royal Family. Buckingham Palace has 775 rooms and it **4** (**decorate**) with extremely valuable works of art. The largest multi-purpose room on the premises is the Ballroom. It **5** (**open**) in 1856 with a ball to celebrate the end of the Crimean War, and since then, it **6** (**use**) as a concert hall for various arts performances. Apart from being the Royal Family's home and the office of the Queen, the palace is also a major tourist attraction. From August to September, while the Queen is visiting Scotland, the Palace's nineteen state rooms can **7** (**visit**) by the public.



Fill in the correct *reflexive pronoun* where necessary.

- 1 Brian often worries too much without reason.
- 2 I've made some biscuits John, help
- 3 Brenda has taught how to paint.
- 4 Give me two minutes to change and we'll leave.
- 5 Mary can't dress yet; she's only three.
- 6 We really enjoyed at the amusement park.
- 7 Professor Adams walked into the room and introduced

Reported Speech (Косвенная речь)

Косвенная речь передаёт точное содержание чьего-либо высказывания, но не точные слова. В косвенной речи на письме кавычки не используются. После глаголов (**say, tell**) используется или может быть опущено **that**:

He said that he liked the film. Или *He said he liked the film.*

Say – Tell (сказать – рассказать):

- **Say** без частицы **to** используется в косвенной речи при отсутствии дополнения, обозначающего адресата:
She said (that) she was angry.
- **Say to** используется в косвенной речи при наличии дополнения, обозначающего адресата:
She said to me (that) she was angry.
- **Tell** без частицы **to** используется в косвенной речи при наличии дополнения, обозначающего адресата:
She told me that she was angry.

Reported Statements (Утверждения в косвенной речи)

- В косвенной речи личные/притяжательные местоимения изменяются соответственно значению предложения:
"I've bought a new book," said Louise.
Louise said (that) she had bought a new book.
- Если глагол в главном предложении употребляется в **Past Simple**, то в придаточном изъяснительном времена изменяются следующим образом:

Present Simple → Past Simple

"The film starts at 9 pm", He said (that) the film he said. started at 9 pm.

Present Continuous → Past Continuous

"I'm going to a charity event today," he said. He said (that) he was going to a charity event that day.

Present Perfect → Past Perfect

"We have seen this comedy," they said. They said (that) they had seen that comedy.

Past Simple → Past Simple or Past Perfect

"I went to Brazil last year," she said. She said (that) she had gone to Brazil the previous year.

Present Modal → Past Modal

"I can come to the party," He said (that) he could he said. come to the party.

Will → Would

"I will buy you a new jacket," she said. She said (that) she would buy me a new jacket.

При этом слова и выражения, обозначающие время, изменяются следующим образом:

now	then, immediately
today, tonight, this week/month/year и т. д.	that day, that night, that week/month/year и т. д.
yesterday, last week	the day before, the previous day, the week before, the previous week
tomorrow, next week	the next/following day, the following week, the week after
ago	before
here	there
this, these	that, those
come	go

Reported Questions (Вопросы в косвенной речи)

- Вопросы в косвенной речи обычно образуются при помощи глаголов **ask** или **want** без вопросительного знака с глаголом в утвердительной форме:
"What time does the film start?" Mary asked me.
Mary asked me what time the film started.
- Когда вопрос в прямой речи начинается с вопросительного слова (**who, where, how, when, what** и т. п.), вопрос в косвенной речи начинается с того же вопросительного слова.
"When is your birthday?" she asked.
She wanted to know when my birthday was.
- Когда вопрос в прямой речи начинается со вспомогательного глагола (**be, do, have**) или модального глагола (**can, may**), вопрос в косвенной речи образуется при помощи **if** или **whether**.
"Is this bookcase new?" he asked.
He asked if/whether that bookcase was new.
Have you ever been to Rhodes?
She asked if/whether I had ever been to Rhodes.

Reported Commands/Requests (Команды и просьбы в косвенной речи)

- Конструкция **order/tell + sb + (not) to-infinitive** используется для выражения команды в косвенной речи:
"Be quiet!" she said.
She ordered/told them to be quiet.
- **Ask/beg + sb + (not) to-infinitive** используется для выражения просьбы в косвенной речи. Обычно просьба в косвенной речи содержит слово **please**:
"Please don't shout," he said.
He asked them not to shout.
"Please, please don't go," he said.
He begged me not to go.

Reported Speech

Fill in with: *said* or *told*.

- 1 Matt that the joke was funny.
- 2 I Ken that we had already booked our tickets.
- 3 They that they were leaving at 7:00.
- 4 She that she went to violin practice every day.
- 5 He to me that he had met Brad Pitt!
- 6 They us that they were very busy.
- 7 My mum that she was proud of me.
- 8 She that the biscuits were delicious.

Report the people's words, as in the example.

1 I'm going to visit the Coliseum. I've never been inside an ancient theatre before. I'm sure that it will be very exciting.

Christina said *that she was going to visit the Coliseum. She had never been inside an ancient theatre before. She was sure that it would be exciting.*

2 We went to London last year. We really enjoyed ourselves going around the sites. We want to go again this year.

Anna and Paul said

3 I can't go to Spain with my friends this summer. They're leaving in July and my holidays are in August. Perhaps, I'll go with them next year.

Ethan said

Underline the correct tense. What were the speaker's exact words?

- 1 A: I love Jane's new jacket.
B: Me too. She told me she has bought/had bought it at a local boutique a week before. I bought it at a local boutique a week ago.
- 2 A: Peter is a great guitarist.
B: I know. He told me that he will record/would record his own album the following year.
.....
- 3 A: How much did the concert tickets cost?
B: I don't know. Nathan told me he hadn't bought/didn't buy them yet.
.....
- 4 A: Sandra wasn't at the office yesterday.
B: Ben said that she wouldn't come in/hadn't come in the day before, either.
.....
- 5 A: Are James and Lilly going to come to the party on Saturday?
B: No. They said they left/were leaving for Ireland the next day.
.....

Yesterday, journalist Sarah Sleuth interviewed Tom Burrows, an archaeologist. Turn his questions into *reported questions* using 'ask' as the reporting verb.

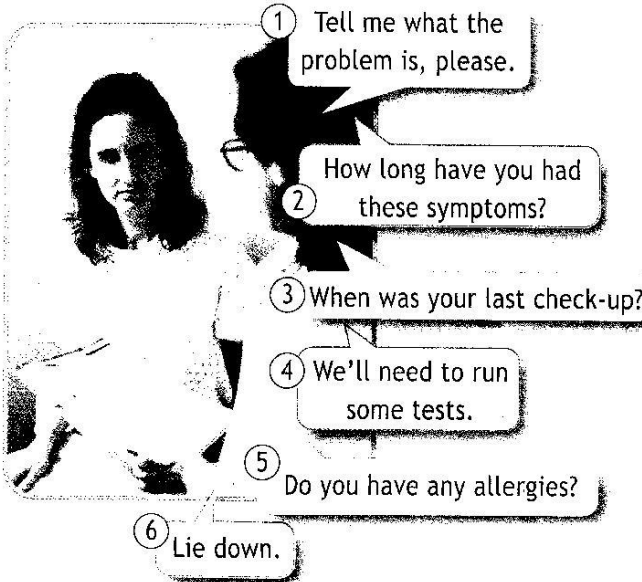
- 1 How did you become interested in archaeology? She asked him
- 2 What is the best part of your job?
.....
- 3 Can you describe your typical working day?
.....
- 4 Have you taken part in many excavations?
.....
- 5 What is the most exciting thing you have uncovered?
.....
- 6 Do you get to travel a lot?
.....
- 7 Where are you planning to go next?
.....
- 8 Do you have any advice for those wishing to have a career in archaeology?
.....

no power up

Turn the following sentences into *reported speech* using the introductory verbs in brackets, as in the example.

- 1 "Turn the music down, please," she said to Jim. (ask)
She asked Jim to turn the music down.
- 2 "Leave this room now!" he said to them. (order)
.....
- 3 "Please, please come to my concert tonight," he said to us. (beg)
.....
- 4 "Put your parcel on the scales, please," the post office worker said to Linda. (ask)
.....
- 5 "Don't touch the exhibits," the museum guide said to the students. (tell)
.....
- 6 "Get your feet off the table!" Helen said to George. (order)
.....

Report what Dr Ramon said to Mrs Miles, as in the example.



- 1 Tell me what the problem is, please.
- 2 How long have you had these symptoms?
- 3 When was your last check-up?
- 4 We'll need to run some tests.
- 5 Do you have any allergies?
- 6 Lie down.

- 1 *The doctor asked her to tell her what the problem was.*
- 2
- 3
- 4
- 5
- 6

Read the speech bubbles and match them to the sentences. Then complete the sentences in *reported speech*, as in the example.

- | | |
|---|--|
| A Get some eye drops from the chemist's. | B I'll send it by airmail. |
| C Bring me a selection of cold meats, please. | D Where did you buy it? |
| E Who is your favourite painter? | F Can you help me move the sofa, John? |
| G Have you bought the tickets, Kate? | H Be quiet! |

- 1 D Jane was wearing a beautiful gold ring, so I *asked her where she had bought it.*
- 2 David was going to the delicatessen, so I
- 3 A man at the cinema wouldn't stop talking, so I
- 4 Susan's eyes were red, so I
- 5 I needed help rearranging the furniture, so I
- 6 The post office worker asked me how I wanted to send my parcel, so I
- 7 My friend and I had arranged to go to a concert, so I
- 8 Patrick and I were talking about art, so I

Question Tags (Разделительные вопросы)

- Разделительные вопросы представляют собой вопрос в конце высказывания.
- Разделительные вопросы употребляются в речи, чтобы подтвердить что-либо или убедиться в правильности или ошибочности утверждения.
- Разделительные вопросы образуются при помощи **вспомогательного глагола, соответствующего сказуемому** основного предложения, и **личного местоимения, соответствующего подлежащему**:
Amanda is an artist, isn't she?
You can speak Spanish, can't you?

Употребление

- Если предложение **утвердительное**, то вопрос в конце будет **отрицательным**:
It is cold today, isn't it?
 - Если предложение **отрицательное**, то вопрос в конце будет **утвердительным**:
They aren't sleeping, are they?
 - Если глагол в предложении стоит в настоящем времени, то в вопросе в конце используется **do (not)/ does (not)**:
Lynne works as a teacher, doesn't she?
 - Если глагол в предложении стоит в прошедшем времени, то в вопросе в конце используется **did (not)**:
You lost your luggage, didn't you?
- Некоторые глаголы и выражения используются в вопросительной части разделительного вопроса по-другому:

I am > aren't I?	I'm early, aren't I?
imperative > will you/ won't you?	Be quiet, will/won't you?
Don't > will you?	Don't shout, will you?
Let's > shall we?	Let's eat something, shall we?
You have (got) > haven't you?	You have got two dogs, haven't you?
They have (other meanings) > don't they?	They have dinner at 8 o'clock, don't they?
This/That is > isn't it?	That's your friend, isn't it?

Intonation (Интонация)

- Если говорящий уверен в ответе, интонация вопросительной части разделительного вопроса нисходящая:
You'll wash your face, won't you? (↘)
- Если говорящий не уверен в ответе и хочет проверить информацию, вопросительная часть разделительного вопроса произносится с повышением голоса:
They didn't go to the party, did they? (↗)

Underline the correct item.

- 1 The Queen lives in Buckingham Palace, **doesn't it/doesn't she?**
- 2 Stage Rehearsal was painted by Degas, **wasn't it/didn't he?**
- 3 Don't move, **do you/will you?**
- 4 Ian's got a sports car, **doesn't he/hasn't he?**
- 5 You haven't seen my keys, **didn't you/have you?**
- 6 We'll meet up with them later, **will they/won't we?**

Match the sentences to the correct question tag.

1	John hadn't been to Rome before,
2	Sit down,
3	Let's have a party,
4	I'm right,
5	Simon can play the drums,
6	Don't be late,
7	She is studying,
8	There aren't enough chairs for everybody,
9	They didn't have salad for lunch,
10	That's your book,

- | | |
|--------------|--------------|
| a isn't it? | f can't he? |
| b shall we? | g isn't she? |
| c aren't I? | h will you? |
| d won't you? | i had he? |
| e are there? | j did they? |

Read the situations and write sentences with question tags, as in the example.

- 1 You and your roommate are leaving for your holidays tomorrow. He's still packing his suitcase. What do you say to him? (**not/finish/packing**)
You haven't finished packing, have you?
- 2 You and your brother are walking to school. Your brother is walking very slowly. What do you say to him? (**faster**)
Walk
- 3 You and your friend are discussing an art exhibition you have just been to. You liked the paintings there. What do you say? (**be/amazing**)
The
- 4 Your parents are trying to decide how the family should spend the weekend. You think you should go swimming. What do you say? (**go/beach**)
Let's
- 5 You and your friend are out shopping. You see a shirt and you want your friend's opinion about it. What do you ask her? (**look/nice**)
This

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	lead /li:d/	led /led/	led /led/
bear /beə/	bore /bɔ:/	bore(e) /bɔ:ən/	learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	leave /li:v/	left /left/	left /left/
become /bɪkʌm/	became /bɪkɛm/	become /bɪkʌm/	lend /lend/	lent /lent/	lent /lent/
begin /bɪɡɪn/	began /bɪɡæn/	begun /bɪɡʌn/	let /let/	let /let/	let /let/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	lose /lu:z/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brɒk/	broken /brɒkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mean /mi:n/	meant /meɪnt/	meant /meɪnt/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /mi:t/	met /met/	met /met/
burn /bɜ:n/	burnt (burned) /b_ɪnt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bi:n əbəl ta /	ride /raɪd/	rode /rɒd/	ridden /rɪdən/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃu:z/	chose /tʃoʊz/	chosen /tʃoʊzən/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
come /kʌm/	came /kæm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /seɪd/	said /seɪd/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /si:/	saw /sɔ:/	seen /si:n/
deal /di:l/	dealt /deɪlt/	dealt /deɪlt/	sell /sel/	sold /sɒld/	sold /sɒld/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	send /send/	sent /sent/	sent /sent/
do /du:/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	sew /soʊ/	sewed /soʊd/	sewn /soʊn/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drəʊv/	driven /draɪvən/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
eat /i:t/	ate /eɪt/	eaten /i:tən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔ:l/	fell /fel/	fallen /fɔ:ən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sleep /sli:p/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
forbid /fəbɪd/	forbade /fə'bæd/	forbidden /fə'bɪdən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forget /fəget/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'ɡɪv/	forgave /fə'ɡæv/	forgiven /fə'ɡɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
get /get/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /ɡɪv/	gave /ɡæv/	given /ɡɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swear /swear/	swore /swɔ:/	sworn /swɔ:n/
grow /ɡrəʊ/	grew /gru:/	grown /ɡrəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ (hænd)/	hung (hanged) /hʌŋ (hænd)/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /həd/	had /həd/	take /teɪk/	took /tu:k/	taken /teɪkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tear /tiə/	tore /tɔ:/	torn /tɔ:n/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
know /nəʊ/	knew /nju:/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
			wear /weə/	wore /wɔ:/	worn /wɔ:n/
			win /wɪn/	won /wʌn/	won /wʌn/
			write /raɪt/	wrote /rəʊt/	written /rɪtən/