

UNIT 1: A PLACE OF MY OWN

Lesson 1

Look at the photographs. What are these things called?

- a. Mirror
- b. Chest of drawers
- c. Telephone
- d. Cupboard
- e. Dishwasher
- f. (Desk) lamp
- g. Sofa
- h. Chair



Look at the photographs. What are these things called? Which of the words in the box can you use to describe each of them?

antique	beautiful
cheap	comfortable
crazy	expensive
glass	modern
ugly	plastic
useful	old-fashioned
unusual	traditional
wooden	



Read what people say about their things. Match them to the photos

1. I think this is great because I like unusual furniture. Some people say it's not very comfortable in hot weather but I don't mind.

2. This is useful, it's modern and it was cheap. It's not beautiful but it's not ugly and I can keep a lot of my clothes in it.

3. I was walking down a side street when I saw this in a shop window, and I decided to buy it that day. I don't have any other antiques, but this is the kind of thing which looks good in any big room.

4. I've had it for two years now. It was expensive, but in my opinion, it was worth it because it's the most useful thing in the kitchen.



Read what people say about their things. Match them to the photos



Work with a partner. Tell each other what kind of furniture you like



5. I don't really like it at all because it's old-fashioned, and I prefer modern furniture. But I can't afford to change it and it's quite useful - I can keep lots of things in it.

6. This matches the other furniture in the room because it's traditional - we've had it since we got married. We all like it because it's very comfortable.

7. My parents gave it to me for my birthday. I know it was expensive, but I love modern design, and really beautiful things are always fashionable.

8. It's crazy, isn't it? Everyone laughs when they see it, but it works OK, and it makes me happy.



Vocabulary spot

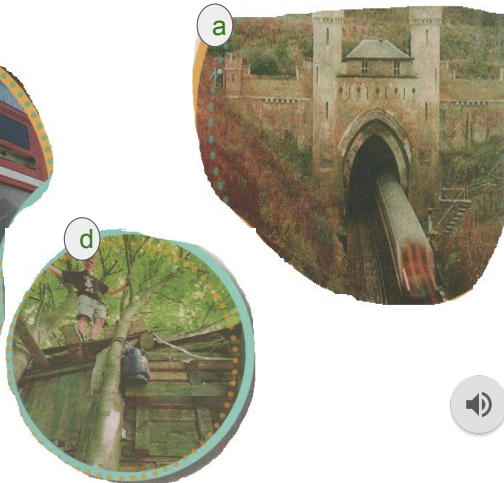
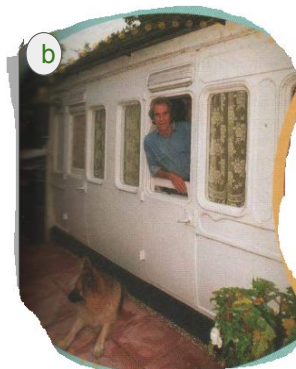
Talking about the price of things

Complete these sentences with a word from the box.

afford is cost worth

- How much does/did it **cost** ?
- I can/can't **afford** it.
- It **is** cheap/expensive.
- It's (not) **worth** £100.

Listen to four people called Neil, Ian, Adam and Patricia talking about where they live. Write the name of the speaker next to each photograph.



Audio script



1. I'm Ian. I'm a student, so I'm not rich but I've found a good way to save money. I don't pay rent. My home has a very small kitchen and a living room downstairs. There are curtains and carpets — it's very comfortable. I've got central heating, and on the first floor there's a little bathroom and my bedroom. I can't give you my address because I often move. You see, when I get bored of the view, I can drive my home away and park somewhere new!

2. I'm Patricia. My husband and I were looking for a traditional house when we found our unusual home. It's in two old railway carriages. They've been here since 1902. The carriages stand side by side, the sitting room and dining room are between them and there's a normal roof over the whole building. We enjoy living here and our guests enjoy visiting us.

3. My name's Adam. I'm fifteen. My home is twelve metres above the ground. I made it myself. I didn't use any nails, only ropes, so I haven't damaged any branches. I use solar power to heat it and I have a proper kitchen, and a shower and so on. I've got my hi-fi up here and there's plenty of space for guests. Sometimes the tree moves when the wind blows, but my house hasn't fallen down yet, so I'm not really worried.

4. I'm Neil and I rent this amazing place between London and Brighton. It's two towers. The windows have a view of the railway line and it could be noisy for some people, because you hear the trains passing through the tunnel under it every hour, but I don't mind the noise because I'm a party animal. I enjoy giving enormous parties with really loud music because there aren't any neighbours to complain. It's perfect for me.

Listen again. Who talks about these things? Mark your answers in the table



	Ian	Patricia	Adam	Neil
dining room				
bathroom	✓			
shower				
roof				
towers				
windows				
curtains				
carpets				
hi-fi				
central heating				
solar power				



Listen again. Who talks about these things? Mark your answers in the table



	Ian	Patricia	Adam	Neil
dining room		✓		
bathroom	✓			
shower			✓	
roof		✓		
towers				✓
windows				✓
curtains	✓			
carpets	✓			
hi-fi			✓	
central heating	✓			
solar power			✓	



Answer the questions



- a. How does Ian save money?
- b. What does Ian do when he gets bored with the view?
- c. What were Patricia and her husband doing when they found their unusual home?
- d. Where is Patricia's sitting room?

Answer the questions



- E. What did Adam use to make his house?
- F. Why isn't Adam worried about his house?
- G. Why doesn't Neil mind the noise?
- H. Why is Neil's house perfect for him?

Discussion



Talk about your house and ask the teacher about his/her place.

You might ask:

- Where she/he lives
- Who she/he lives with
- What he/she likes most about his/her place

Can't/might/ must / can't + be

UNIT 1: A PLACE OF MY TOWN

Lesson 2

Grammar spot Modals

Read this dialogue and complete the table with the words underlined.

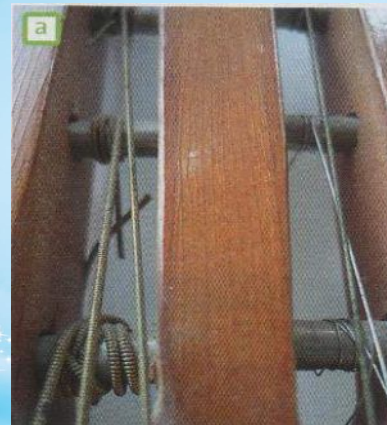
Dad: You've passed all your exams and I've bought you a present.
 Sara: What is it?
 Dad: Guess! It's something you want.
 Sara: Well, it's very small. It can't be a handbag. I'm sure about that.
 Dad: Correct.
 Sara: It could be an MP3 player. That's one possibility.
 Dad: Yes, it might be, it's the right size. But you've already got one.
 Sara: Yes. Well. I really want a camera. It must be a camera! I'm sure it is.
 Dad: Open it and see.

I'm sure it is	I'm sure it's not	Perhaps it's
It (1)	It (2)	It (3)
		It (4)

Choose the correct verb

- A: Who's that man? Isn't he a well-known actor?
 B: I don't know, but he could / must be. He's very handsome.
- A: I've just tried to phone Toni at her aunt's house, but she's not there.
 B: But she must / might be there. She's babysitting her cousins.
- A: I want to buy a computer like your brother's. Do you know how much they cost?
 B: No, but they can't / must be very expensive because I know he hasn't got much money.
- A: Where's the orange juice?
 B: I'm not sure. Probably in the fridge, or it must / might be on the table in the other room.
- A: Are your neighbours on holiday?
 B: They can't / could be. The car isn't outside the house.

Work with a partner. Talk about the things in pictures. Can you guess what they are?



Are these sentences true or false? Correct them if necessary

- a The basin is below the mirror. true
- b The toilet is opposite a cupboard.
- c There's a mirror facing the basin.
- d The basin is on top of a cupboard.
- e There's a window behind the basin.
- f There's a step between the basin and the cupboard.
- g There's a low cupboard in the corner.
- h There are towels on hooks on the wall opposite the mirror.
- i We can see toothbrushes inside some of the drawers.
- j There's a cupboard on the wall beyond the step.



Rooms and furniture

Work with a partner. Can you name all the rooms and furniture in this flat?



Rooms and furniture

Now decide which rooms to put these things in. Use your dictionary if necessary

- | | |
|-------------------|------------------|
| basin | chest of drawers |
| cooker | poster |
| desk | bath |
| wastepaper basket | sink |
| mirror | air conditioning |
| sofa | bedside table |
| curtains | television |
| pillows | clock |
| central heating | carpet |
| dishwasher | washing machine |



The owners of this flat want to buy some more furniture. What advice would you give them? Use these expressions

You should
You'd better
Why don't you....?

Vocabulary spot

Learning the names of things on a picture can help you to remember them. Remember the picture and the names of the things together.

Pronunciation



Think about the sounds /dʒ/ và /ʒ/. Can you find them in these sentences ?

1. I heard a great joke on television yesterday.
2. Languages are bridges between people.
3. Who's wearing a large orange jacket?

Pronunciation



Listen and repeat these sentences. Which words have the sound /ʒ/? Which words have the sound /dʒ/? Mark them in different colours.



- a. Can you measure these jeans, please?
- b. We keep the fridge in the kitchen and the TV in the lounge.
- c. I'm doing revision for my college exams.
- d. Do you go jogging for pleasure?
- e. She usually pays generous wages.
- f. The Bridge Hotel has excellent leisure facilities.
- g. We've just made an important decision.
- h. A giraffe is an unusual pet.

Describe pictures



UNIT 1: A PLACE OF MY TOWN

Lesson 3

Here are five texts about people who all want to do a language course at a college in England and eight advertisements for colleges. Underline the important information



1. Anna doesn't like cities and wants to live somewhere quiet with an English family. She wants to do a full-time course.
2. Kostas enjoys city life. He wants to do a part-time course and have a part-time job as well. He is not interested in going on trips or doing activities with the college after his clases. He wants to rent his own flat.
3. Margarita would like to live in a hotel with other students. She wants to do a full-time course. She likes to play sport in her free time.
4. Tomek is looking for a full-time four-week course at a college which organises social activities for students. He doesn't mind living in the city or the country but he wants to stay with a family.
5. Hiroki wants to do a part-time course at a college which can arrange his accommodation. He loves walking, so he wants to be near the countryside. He doesn't enjoy organised trips and activities.

Decide which college would be the most suitable for the other people.

A. Langdale College is on the edge of a small town surrounded by hills, twenty kilometres, from the city. It offers English lessons in the mornings with activities, sports and trips to other towns and places of interest in the afternoons and at weekends. Courses last six or twelve weeks. All students live with local families.

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B. Anderson College is in the centre of the city. Students can choose from a range of part-time courses - either mornings only, afternoons only or three mornings/ afternoons and two evenings. The college has sports facilities, a drama centre, library and club which students can use if they wish. The college does not arrange accommodation.

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C. The Park School is ten kilometres from the city. It is surrounded by woods and there are lots of footpaths through attractive countryside. All students live in a hostel next to the school. There are classes in the mornings and the rest of the time students are free for private study.

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D. Highcliff College is in the city near the university. It runs four-week and eight-week full-time courses. Students live with families. They spend evenings and weekends with their families learning about English family life and practising their English.

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E. The Milburn Academy is in the city centre. It offers full-time twelve-week courses. Students are also expected to join in the social and sports events organised for evenings and weekends. The college owns several large houses nearby where students live and prepare their own meals.

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F. The Waterside College is a large city college which has part-time English courses all year round. All students live in college hostels in different parts of the city. The college has its own sports hall and swimming pool and at weekends there are trips to other cities.

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G. The Marlowe School offers two-week and four-week courses all year, full-time. It is situated in a quiet part of the city but there are buses both into the centre and to the nearby countryside. Students stay with local families if they wish. Every evening during the week there is social event for students and there are trips at weekends.

Decide which college would be the most suitable for the other people.



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H. The Beechwood Academy is in a village about 15 km from the city. It offers full-time courses. Students live with families in the village and are encouraged to join in family life as much as possible. The village has a leisure centre.

Look at the description of Alma again. Quickly look through the advertisements on the opposite page.



- a. Find the colleges which aren't in the city. Are they in quiet places?
- b. Which of these colleges have accommodation with a family?
- c. Which of these colleges have full-time courses?
- d. Which college is suitable for Alma?

Corpus Spot



Corpus spot Do and take



We use *do* or *take* + a course of study.

1 These PET students have all used the wrong verb. Replace them with the correct form of *do* or *take*.

- a I want to follow a course here in England.
- b We're going to make the same course.
- c Last year I visited an English course in Bristol.

2 Now complete these sentences with the correct form of *do* or *take*.

- a Zoë's French is quite good because she a course in Paris last summer.
- b My brother failed his science exam, so he an extra course at the college this term.
- c This cake is delicious. you a cookery course?

Discussion. Tell your teacher



Which college or university would you like to enter? Why?
Who do you want to be when you grow up?



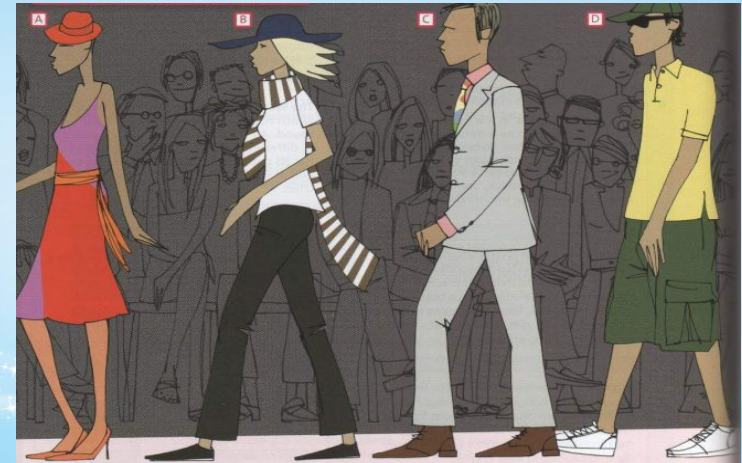
Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

Look at the picture. What is happening? What do you think about these four people?

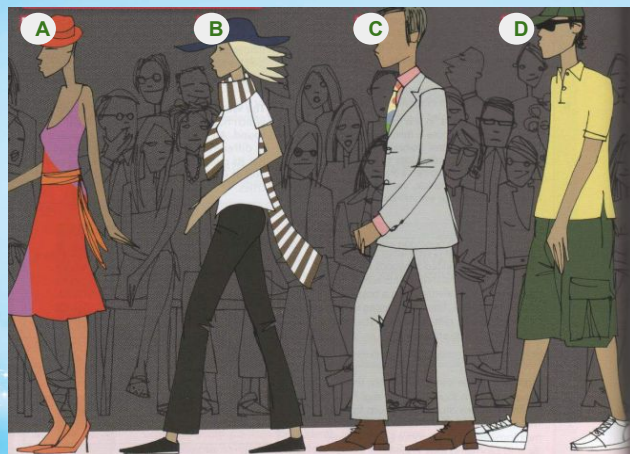
UNIT 2: WHAT'S FASHION?

LESSON 1



Listen to some people in the audience. Decide which model each speaker is talking about. Circle A, B, C or D.

Audio script



1	A	B	C	D	7	A	B	C	D
2	A	B	C	D	8	A	B	C	D
3	A	B	C	D	9	A	B	C	D
4	A	B	C	D	10	A	B	C	D
5	A	B	C	D	11	A	B	C	D
6	A	B	C	D	12	A	B	C	D



- Those heels are too high for her.
- That jacket is very fashionable.
- Those leather trousers are extremely tight.
- That's a lovely striped scarf.
- The shorts are enormous - they're very big and loose.
- Those trainers look comfortable.
- I love the material that the grey suit is made of but the colour's very dull.
- The dark blue hat is very nice.
- He should take that awful baseball cap off.
- The sleeveless dress looks fairly cool because of the thin material.
- What a horrible pattern on that silk tie. I prefer plain ties.
- The colours are too bright and the orange belt doesn't match.

Listen again for these adjectives. Write down the nouns they describe.

high	<i>heels</i>	fashionable	.....
leather	.....	striped	.....
enormous	.....	comfortable	.....
grey	.....	dark blue	.....
awful	.....	sleeveless	.....
silk	.....	orange	.....

Make sentences using the nouns and adjectives in the box above

Talk with your teacher



Reading. Read this magazine article about fashion in Britain during the last century. Match each paragraph to one of the photographs. Decide which decade each paragraph is describing (1920s, 1950s, 1960s or 1990s)

Do you think you're fashionable? What did your granny or your dad use to wear?

19.....s
Fashion went mad in Britain at this time. Clothes were made from exciting new materials like shiny plastic and even paper. Women used to wear very short skirts and long shiny black plastic boots. Sometimes the boots went over their knees. Young men used to wear bright colours. They wore wonderful patterned shirts with wide collars and big ties. Their hair was quite long.



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Do you think you're fashionable? What did your granny or your dad use to wear?

19.....s
In this period women used to wear long straight dresses. They ended just below the knee and didn't have a waist. The dresses often used to have a belt around the hips. Women liked wearing scarves and beads round their necks. Their hair was very short and they always used to wear hats when they went out. Men used to wear trousers with very wide legs. They often wore sweaters and flat caps.



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Do you think you're fashionable? What did your granny or your dad use to wear?

19.....s
Very full skirts were in fashion for young women at this time. They often used to wear gloves, sometimes even indoors. Teenage girls sometimes used to wear short white cotton socks and flat shoes. Some young men, who were known as 'teddy boys', used to wear very narrow ties and narrow trousers. Their shoes or boots sometimes had high heels and pointed toes.



Reading. Read this magazine article about fashion in Britain during the last century. Match each paragraph to one of the photographs. Decide which decade each paragraph is describing (1920s, 1950s, 1960s or 1990s)



Do you think you're fashionable? What did your granny or your dad use to wear?

19.....s
Very short tops or T-shirts were the latest fashion in this decade. Girls used to wear them with jeans. Everyone wore trainers. Teenagers used to wear a lot of jewellery - in their ears, noses and even tongues - and they painted their nails in crazy colours. Young men used to have very short hair and they used to wear baseball caps and loose trousers. Sweatshirts and jogging pants were also very popular.



Vocabulary Spot. Discussion



Which of the clothes look comfortable/ uncomfortable?
Which are the most uncomfortable?
Which look cool/ warm ? Which look exciting/boring? Which do you think are made from wool? cotton? leather? silk?
Which would you like to wear?

Talk with your teacher about fashion



Describe someone you know who dresses well.
You should say

- who they are
- how you know them
- what kind of clothes they wear

and say why you like the way they dress.

Vocabulary spot

Use the pictures and photographs to help you understand and learn words you don't know. Cut out pictures from magazines and label the clothes.

UNIT 2: WHAT'S FASHION?

LESSON 2

What did people use to wear? Make two sentences with **used to** about men, women or teenagers in each decade, using the words in the box and the article.

Example:

In the 1920s women **didn't use to** wear jewellery in their noses.

In the 1950s teenagers **used to** wear white socks.

very short skirts	flat caps
baseball caps	narrow trousers
gloves	shiny black boots
jewellery in their noses	white socks
big ties	beads

Grammar - Used to

How do these colours make you feel? Choose some words from the middle and write them on the colour you think they belong with. Compare your wheel with your partner's. Have you chosen the same words for each colour?

Grammar spot *Used to*

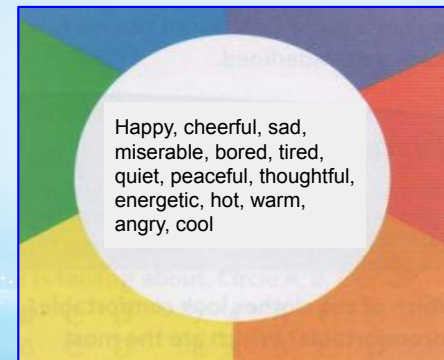
Used to (verb) shows something was true in the past but not now.

I used to I stopped now

←-----→ ↓ ↓

Write the correct form of *used to*.

- + In the 1920s, women wear hats.
- In the 1950s, women have short skirts.
- ? In the 1970s, did men wear ties?



Grammar - Used to



Ask your teacher what he/she used to do when she/he was seven years old.

- a. What/ wear? => What did you use to wear?
- b. What time/ get up?
- c. What time/ bed?
- d. What/ do/ weekend?
- e. What / enjoy doing?

Grammar - Used to



Write 3 sentences about what your friends used to do.



Grammar - Used to



Look at these lists of words. Think about the sound /f/. Which is the odd word out in each list?

- | | | | |
|--------------|------------|-----------|----------|
| a. Bright | light | cough | through |
| b. Enough | photograph | telephone | alphabet |
| c. Paragraph | fashion | geography | physics |

Grammar - Used to



Listen and repeat the words. Do you want to change your odd word out?

- | | | | |
|--------------|------------|-----------|----------|
| a. Bright | light | cough | through |
| b. Enough | photograph | telephone | alphabet |
| c. Paragraph | fashion | geography | physics |

Grammar - Too and Enough



Look at the pictures and choose one answer in the sentences below.

- The red hat is too big/ isn't big enough for her.
- The green shorts are too big / aren't big enough for him.
- The grey trousers are too long / aren't long enough for him.
- The red and purple dress is too bright / isn't bright enough.
- The sunglasses are too dark / aren't dark enough.



Grammar - Too and Enough



Choose **too** or **enough** to complete the rules below:

We use **not** with **too** / **enough**

Too/ Enough goes before an adjective

Too/ Enough goes after an adjective.

Grammar - Too and Enough



Match the adjectives in Box A with their opposites in Box B.

A	B
bright	thick
short	tight
thin	high
loose	wide
large	patterned
low	dull
narrow	long
plain	small

Grammar - Too and Enough



Look at these pairs of sentences. Finish the second one so that it means the same as the first one.

A	bright	B	thick
	short		tight
	thin		high
	loose		wide
	large		patterned
	low		dull
	narrow		long
	plain		small

- Her skirt is too short for her. => Her skirt isn't long enough for her.
- The tunnel is too narrow for us to drive through. => The tunnel isn't _____ for us to drive through.
- The bridge is too low for the bus to go under. => The bridge isn't _____ for the bus to go under.
- The suitcase isn't large enough for all our things. => The suitcase _____ small for all our things.
- The material isn't thick enough to keep you warm. => The material _____ thin to keep you warm.

Adjective order

Here are some descriptions from the magazine article What do these adjectives tell us about the nouns?

shiny cotton wonderful plastic white long black patterned short					
Opinion	Size	Description	Colour	Material	Noun
	long				boots
wonderful					shirts
					socks

Adjective order

Put these adjectives in the correct order

- a. A blue/ large sofa. => **a large blue sofa**
- b. A brown / warm coat =>
- c. a(n) wooden/ old/ beautiful desk =>
- d. a(n) amazing / silk/ short dress =>
- e. A new/ brilliant film =>
- f. Some cotton/ black/ fashionable shorts=>
- g. A glass/ shiny table. =>

Speaking - Clothes

Describe someone you know who dresses well.

You should say

- who they are
- how you know them
- what kind of clothes they wear

and say why you like the way they dress.

UNIT 2: WHAT'S FASHION? LESSON 3

1. What type of clothes do you like to wear?
2. What kind of clothes do people in your country usually wear?
3. How important is fashion to you?
4. What kind of clothes do you dislike?
5. Do you think people behave differently in different kinds of clothes?
6. What kind of clothes do people wear to work in your country?

Listening

Read this instruction. What does it tell you about the people? What does it tell you about their conversation?

You will hear a conversation between a boy, Sandy, and a girl, Megan, about their jobs.

Exam Advice

Read the instructions. They tell you who the speakers are and what they will talk about.

Listening



You will hear a conversation between a boy, Sandy, and a girl, Megan, about their jobs. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

	A YES	B NO
1 Megan thinks her new job is perfect.	<input type="checkbox"/>	<input type="checkbox"/>
2 Megan takes photographs of models.	<input type="checkbox"/>	<input type="checkbox"/>
3 Megan agrees that bookshops are depressing.	<input type="checkbox"/>	<input type="checkbox"/>

	A YES	B NO
4 Sandy is looking for a job in a different bookshop.	<input type="checkbox"/>	<input type="checkbox"/>
5 Sandy has studied photography.	<input type="checkbox"/>	<input type="checkbox"/>
6 Megan agrees to ask about a job for Sandy at the magazine.	<input type="checkbox"/>	<input type="checkbox"/>

Audio Script

Megan: Hi, Sandy. How are you? I haven't seen you for ages.

Sandy: OK, I suppose. Are you OK?

Megan: Oh, yes. I've got this great job, you see. I work on a fashion magazine. It's what I've always wanted to do. It's brilliant. And it's in the centre of town, near where I live.

Sandy: So what do you do exactly?

Megan: Well, at the moment I go along with the photographer when he takes the photos of the models for the magazine. They have lots of pages of the latest fashions.

Sandy: So you're a photographer now?

Megan: Well, not yet ... I'm doing a course. I help him to carry the equipment. What about you? I haven't seen you since we left art college. Are you working?

Sandy: Well, I am, but I want to be a photographer too, you know. And I've got a really awful job at the moment in a bookshop.

Megan: What's wrong with that? Why are you miserable about it? Bookshops are very interesting places.

Sandy: Not this one. It's an extremely depressing book shop - like all bookshops, in fact.

Megan: Well, you're wrong there. Why don't you try to get a job in that new bookshop, you know, in Spring Street? It opened last week. It looks interesting.

Sandy: Not interesting enough for me. I want to do something more exciting - that's why I want to become a photographer.

Megan: But photography is a very tiring job - busy all day. And no time to relax.

Sandy: It's not boring. And I've already done a photography course. I'm always out taking photographs.

Megan: Are you?

Sandy: Yes, so could you ask if I can have a job on your magazine.

Megan: I do. You see, the photographer only needs one assistant and that's my job.

Sandy: Oh. But could I come and watch one day.

Megan: Of course. People often come and watch. But don't talk to anyone - they're all too busy.



WISE

Sandy and Megan use these adjectives in their conversation. Put them into two groups : **LIKE** and **DISLIKE**

WISE

awful not interesting enough miserable
depressing interesting great brilliant
exciting boring

like

dislike

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

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

Read this question. What kind of things are you going to write about?

- This is part of a letter you receive from an English friend.

I'm really looking forward to hearing about your new flat. Did you find the furniture you wanted?

- Now write a letter to this friend.
- Write your **letter** in about 100 words.

WISE

Now read this answer. How many different things did the writer buy?

WISE

Dear Nicholas,

I went shopping this morning and I bought some things for my flat. I bought a lamp in that new shop near the station. Then I found some cushions to match with the sofa. They look nice. Then I bought a mirror, which I've put on my chest of drawers. It was cheap. I'd like to buy a bed but I can't afford it, so I bought a cover instead. The bed I've got is old. When I was coming home. I walked through the market and I saw some posters so I bought three.

All the best,

Dan

There aren't many adjectives in the letter. Add some of these adjectives to the letter to make it more interesting



modern	large	shiny	crazy
tiny	blue	plastic	big
comfortable	red	amazing	green
colourful	cotton	leather	small
soft	wooden	new	lovely

Dear Nicholas,

I went shopping this morning and I bought some things for my flat. I bought a lamp in that new shop near the station. Then I found some cushions to match with the sofa. They look nice. Then I bought a mirror, which I've put on my chest of drawers. It was cheap. I'd like to buy a bed but I can't afford it, so I bought a cover instead. The bed I've got is old. When I was coming home. I walked through the market and I saw some posters so I bought three.

All the best,
Dan

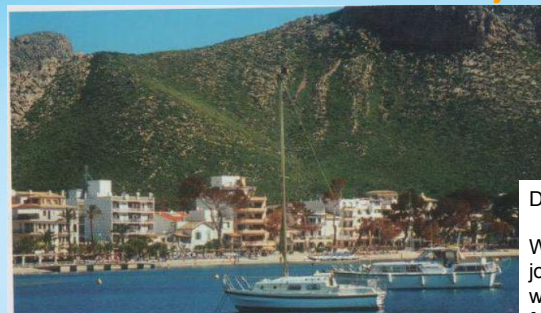
Read this question



You are on holiday at the seaside and you buy a postcard. Write the postcard to your English friend called Sarah. In your card, you should:

- Tell her about your journey
- Describe the place where you are staying
- Say what you like best

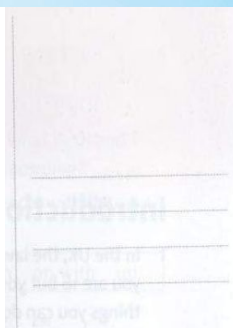
Here is an answer. Put a different adjective into each space.



Dear Sarah,

We had a very _____ journey here because the weather was _____, so the ferry was late. We are staying in a _____ town. We have a _____ room with a _____ view. I like the sea best. The water is _____

Love,
Rosie,



Do this question.



- This is part of a letter you receive from an English friend.
In your next letter, tell me what kind of clothes you like wearing. Tell me what you have bought recently.
- Now write a letter to this friend.
- Write your letter in about 100 words.

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 3: RISK

LESSON 1



In the UK, the law says you can do some things when you are 16 but you can't do others. Guess which things you can do in the UK when you are 16.



When you are 16 ...	UK	
you can buy a pet.	✓	
you can vote in elections.	x	
you can get a tattoo.		
you can work full-time.		
you can buy fireworks.		
you can buy lottery tickets.		
you can get a pilot's licence.		
you can ride a scooter.		
you can learn to drive a car.		
you can give blood.		
you can get married (if your parents agree).		

Discussion



Which things are different in your country from Britain?

Do you agree with the laws in your country about what you can do at age 16?

Which would you like to change?

Example: I think 16 is the right age to.../ is too young to... / isn't old enough to...

Listening



Read the sentences below before listening

- Ryan enjoyed skydiving.
- You have to be over a certain age to do the race.
- Martha thought that running on sand was the most difficult thing about the race.
- The runners have to share tents.
- The average daytime temperature is 40°.

Listening



Listen to Ryan talking to his friend Martha, who did the Marathon of the Sands last year. Say which sentence is True (T) / False (F)

- a. Ryan enjoyed skydiving.
- b. You have to be over a certain age to do the race.
- c. Martha thought that running on sand was the most difficult thing about the race.
- d. The runners have to share tents.
- e. The average daytime temperature is 40°.



Ryan: You know, Martha, I want to do something really exciting this summer. I went sky-diving last year and it was great. I'd really like to know more about the marathon you did in Morocco. How did you get on?
Martha: Well, I enjoyed it. It's not really dangerous if you behave sensibly, but it certainly tests your strength and personality. When I set off, I didn't know if I was strong enough to do it. You have to pass a medical examination before you go but apart from that anybody can do it. In fact the oldest competitor to finish was 76.
Ryan: I'm a bit younger than that so maybe I have a chance. So, what do you have to do? Why is it so hard?
Martha: Well, it's a 230-kilometre marathon across the desert and you have to finish the run in seven days.
Ryan: And I'm sure you need a lot of water as well.
Martha: You don't have to carry water for seven days because you're given water each day. You have to take a good water bottle with you. It's very important to drink enough. You can take other drinks to mix with the water if you like.

Audio script

Ryan: And where do you sleep?
Martha: In tents. You don't have to carry those. The organisers do that, but you have to bring your own sleeping bag. You fall asleep very quickly in the evening because you're so tired but you can't stay in your tent after sunrise in the morning. You have to get up quickly when the organisers call everyone. They do it very noisily because some people are amazingly heavy sleepers.
Ryan: So, do you have your own tent?
Martha: No, and you need to get on with the other people in your tent because you spend a lot of time with them.
Ryan: And what about the organisers?
Martha: They don't run with you, of course. And they live separately. The competitors can't go into their camps. They have much nicer food and are more comfortable.
Ryan: So, does it get boring running for hours at a time?

Martha: Not really, but you can take an MP3 player if you want. Just remember everything goes in your backpack and you carry it in the heat. It's normally about 40 degrees in the daytime and it sometimes gets hotter than that, but it's cold at night. When you first arrive, when you get off the plane, you can't believe how hot it is! Anyway, I have some work that I need to get on with. Why don't you look at the website - then you can decide. And I'll find my photographs to show you.
Ryan: Oh, thanks.



Language focus - Can/ Can't/ Have to/ Don't have to

Martha says these things about the competition. Listen again and put them into the correct column.

- a finish in seven days
- b carry your own food
- c carry water for seven days
- d take other drinks to mix with the water
- e carry your own tent
- f bring your own sleeping bag
- g stay in your tent after sunrise
- h go into the organisers' camp
- i take an MP3 player

You have to	You can't	You can	You don't have to
a			



Language focus - Can/ Can't/ Have to/ Don't have to

Grammar spot

Modal verbs: permission and obligation

Write *can, can't, have to* and *don't have to* in the spaces below next to the meanings.

It is a rule

If you want

We also use *must* and *mustn't* for rules.

Modal verbs									
Permission: <i>Can</i>					Obligation: <i>Have to</i>				
+	I She	can	vote.		+	You She	have to has to		take a tent.
-	You We	can't	vote.		-	You He	don't have to doesn't have to		take a tent.
?	Can	he they	vote?		?	Do Does	I she	have to	take a tent?



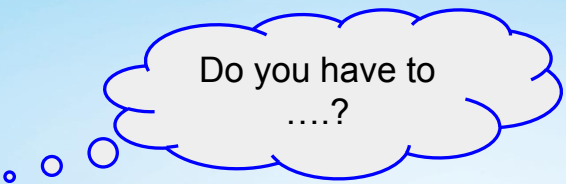
Language - Use modal verbs



Ask and answer using “Have to/ Don’t have to”



- a Our teacher is really strict and we *can't* give her our homework late.
- b What time (we) be at football practice?
- c In most places, it is possible to use a credit card so you carry lots of cash around with you.
- d You eat as much as you like as I've cooked lots.
- e You have a picnic here because it's private land.
- f I do the washing up three times a week or I don't get any pocket money.
- g How much (students) pay for a lost library card?
- h I live in the city centre so I wait for the bus because I walk to school.



Possible questions

- get up early?
- wear a uniform?
- work regular hours?
- travel around in a car?
- walk a lot?
- wear a costume?
- stand up most of the day?
- work in the evening?
- get dirty?
- talk a lot?
- write lots of emails?

Complete the sentences with the words in the box

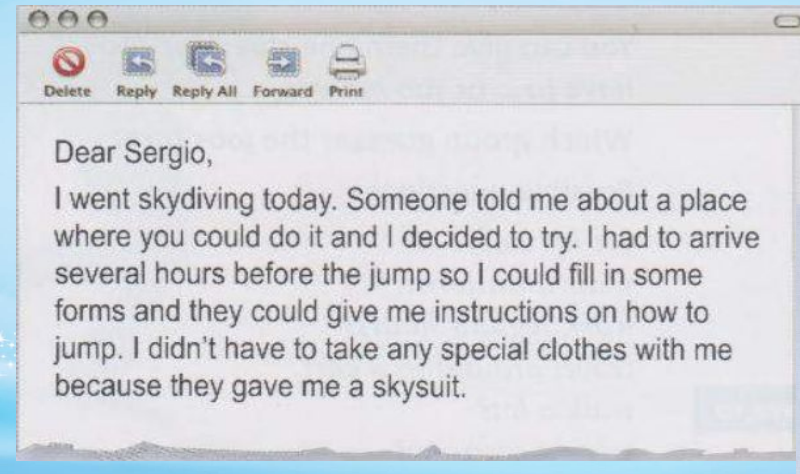


off ~~on~~ on with on with up

- a. How did you get
- b. You have to getquickly when the organisers call everyone.
- c. You need to getthe other people.
- d. When you get the plane you can't believe how hot it is.
- e. I have some work that I need to get

UNIT 3: RISK

LESSON 2



Look at some more photographs of people doing activities which might be risky.

Have you ever done any of the things in the photos?

Would you like to try?



+	I/you/we/ they/she/ he had to take a tent
-	I/you/we/ they/she/ he didn't have to take a tent.
?	Did I / you / we/ they/ he/ she/ they have to take a tent?

Your turn: Make 3 examples using 'had to/ didn't have to'

Complete the gaps in these sentences with the correct form of *have to*

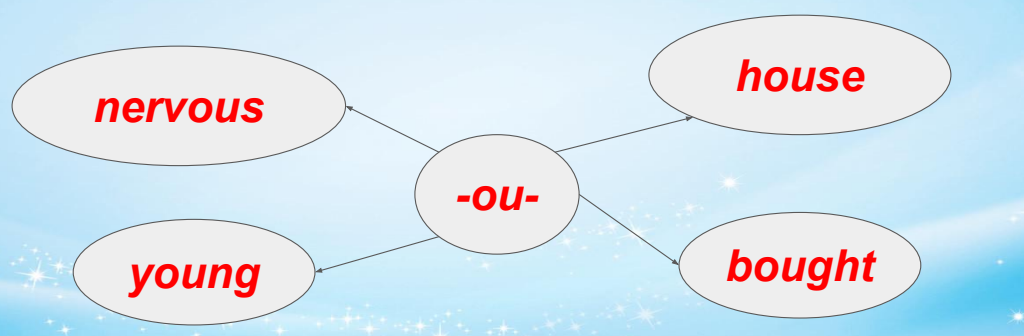
- a. My friend was scared, so I **had to** hold her hand.
- b. There weren't many people at the fair, so we **didn't have to** wait long to go on the ride.
- c. **Did you have to** (you) wear a helmet when you went skydiving?
- d. I have my own wetsuit so I **didn't have to** borrow one when I went into the cave.

Complete the gaps in these sentences with the correct form of *have to*

- e. The weather was bad so we **had to** come back the next day to go skydiving.
- f. A truck took us to the top of the mountain so I **didn't have to** walk there.
- g. **Did they have to** (they) wear special clothes for the bungee-jump?
- h. The cave was very dark so I **had to** shine my torch to see the way.

Pronunciation

Say these four words. They each contain the letters **ou**, but **ou** is pronounced differently in each word



Pronunciation

Put the words below into the correct column. Listen and check your answers.

Dangerous	thought	shout	enough
ought	out	touch	flavour
/ə/ nervous	/ʌ/ young	/ɔ:/ bought	/aʊ/ house

Pronunciation



Can you think of any other words to add to the columns?

/ə/ nervous	/ʌ/ young	/ɔ:/ bought	/aʊ/ house

Grammar - Adverbs



Martha gave Ryan some information about the Marathon of the Sands. Look at the sentences below. The underlined words are adverbs. Can you make adjectives from them?

- a. You have to behave sensibly.
- b. The organisers travel more comfortably.
- c. They wake everyone up very noisily.

Adverbs



Grammar spot

Making adverbs from adjectives

Complete the rules below.

Add (*perfect* → *perfectly*)

Change y to and add (*noisy* → *noisily*)

For adjectives ending in *le*, take off and add (*comfortable* → *comfortably*)

Some adjectives don't change when they become adverbs: *fast, early, hard, late*.

The adverb from *good* is *well*: He was a *good* instructor. He taught me *well*.

Adverbs



Anxious	<i>anxiously</i>
Cheerful	<i>cheerfully</i>
Heavy	<i>heavily</i>
Perfect	<i>perfectly</i>
Confident	<i>confidently</i>
Loud	<i>loudly</i>
Quick	<i>quickly</i>
Gentle	<i>gently</i>

Adverbs



Use the adverbs to fill in the gaps in the rest of Ryan's email below

I was joined by a special belt to an instructor. There were three of us who did the jump with our instructors. We sat in the plane waiting (a) _____ for our turn. The instructors chatted (b) _____ the whole time. When the plane got to the right height, my instructor turned to me shouted very (c) _____ 'Are you ready?'

anxiously
cheerfully
heavily
perfectly
confidently
loudly
quickly
gently

Adverbs



Use the adverbs to fill in the gaps in the rest of Ryan's email below

If you don't answer (d) _____, they don't allow you to jump. Then I jumped and it was brilliant. You fall very (e) _____ for about 40 seconds, then you pull the cord to open your parachute. And you float down very (f) _____. I landed (g) _____ on the ground with a bump but I didn't hurt myself. I was very pleased because I did everything (h) _____.

I'll write again soon.
All the best,
Ryan

anxiously
cheerfully
heavily
perfectly
confidently
loudly
quickly
gently

Spelling of the adverbs



Correct the spelling mistakes in these mistakes.

- a. I can understand my teacher easlly.
- b. Luckily, it was a sunny day so I was able to swim in the lake.
- c. My bedroom is completly white.

Spelling of the adverbs



Make these adjectives into adverbs

angry	quick	quiet	nervous
miserable	lazy	happy	secret
serious	loud	sleepy	excited

Use the adverbs to talk about your day in school

Listen to the video and discuss with your teacher



Do we need to
take risks?
Why / Why
not?



UNIT 3: RISK

LESSON 3

- Where is the sign?
- What does children under five mean?
- Which children can go on the ride without an adult?



Read the three possible explanations. Which explanation - A, B or C - means the same as the sign? Why are the other explanations wrong?

- Children less than five years cannot go on this ride alone.
- Children in groups of five or more must have an adult with them.
- Adults are not allowed on this ride.



Look at this sign and answer the questions

- Signs often have words missing to make them shorter.
- Where in the park is this sign?
- How many entrances are open before 11 am today?
- How many entrances are open after 11 am today?



Read the three possible explanation of the sign then answer the questions.



- A. There will only be one entrance to the park after today.
- B. This entrance cannot be used before 11 am today.
- C. The park opens at 11 am today.

- a. Does cannot be used mean the same as closed in the sign?
- b. Does until 11 am today mean the same as after today?
- c. Which is the correct explanation - A, B or C?
- d. Why are the other explanations wrong?



Read the three possible explanations of the sign and decide which is the correct explanation - A,B, or C. Why are the other explanations wrong?



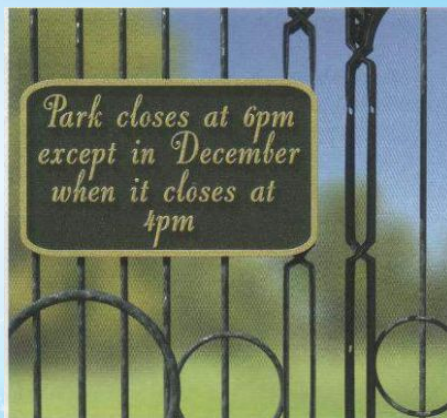
- A. The ride starts when all the seats are full.
- ☒ B. Do not stand up when the ride is moving.
- C. If the ride stops, wait until it begins again.



Look at this sign. What does it say? Which is the correct explanation - A, B or C?



- ☒ A. The park shuts earlier than 6 pm on some days.
- B. The park stays open later for one month of the year.
- C. The park is open all year except in December.



Look at this sign. What does it say? Which is the correct explanation - A, B or C?



- A. You can buy a hot meal in two different places.
- ☒ B. The restaurant near the lake serves hot food in the middle of the day.
- C. Sandwiches and drinks are only available at lunchtime.



Speaking



Discuss with your teacher about the extreme or adventure sports.

You might use these questions:

1. Do you think that climbing is an extreme sport?
2. Would your parents support you if you decided to play and engage in these sports?
3. Do you consider if it is expensive to engage in any extreme sport?
4. Did you try to practice in any extreme sport?
5. What are the advantages and disadvantages of adventure sport?

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

REVIEW UNIT 1 - 3

Work with your teacher. Look at these sentences. Say if each sentence is true for you and give your teacher some extra information

- a. I spend lots of money on shoes because I want to look really fashionable.
Yes, that's true. I go shopping every week and I buy lots of shoes. My favourite designers are....
- b. There aren't enough clubs for young people in this town.
- c. I used to live in the country.
- d. I'd never been to another country until last year,

Speaking

Work with your teacher. Look at these sentences. Say if each sentence is true for you and give your teacher some extra information

- e. It'll probably rain tomorrow.
- f. Everyone in this class likes frightening rides at funfairs.
- g. In this country, you can get married when you are fifteen.
- h. We have to take an exam at the end of this course.

Vocabulary

adventure coast entrance from
in instructions on rope square
tower tunnel

I saw an (a) adventure film last week. The story wasn't very easy to believe but it was quite exciting. It was about a man and a woman who were locked in a high (b) on a mountain and they had to reach the (c) where they had left a boat. So they made a (d) out of a shirt and climbed down from the window. They decided to walk through a (e) to the other side of the mountain. They didn't know where it went but (f) the way they found a coin from their country on the ground. Then they suddenly came out in a market (g) There was nobody (h) sight apart (i) one old man who was sitting in the (j) to a museum. He gave them (k) about how to reach their boat and in the end they were safe.

Vocabulary



This email contains sixteen mistakes which are often made by PET students. Can you find and correct all of them? The first one has been done for you.

Dear Hanna

How are you? I hop you're well.

I'm fine. I went shopping yesterday with my freind Emila becouse it was my birthday and I recived some money I saw a beautiful jacket in my favouri cloths shop. I tried it on an it was comfortable. But I thoug it was to expensive. Then Emilia showed me the ticket - it was half prize! I bought it, than we decided to go to a ristaurant which is near their. We had a very good day

love from
Miki

Vocabulary



Think about the meaning of these words. Mark the odd one out in each of these lists.

- a leather pattern plastic silk
- b roof sofa stairs wall
- c belt collar curtain sleeve
- d amazing awful dull horrible
- e boots gloves socks trainers
- f anxious nervous sensible worried
- g basin cooker shower toilet
- h break damage save smash

Discussion



Let's talk about your hobbies:

You might say:

What do you love doing in your free time?

What hobby would you like to take up in the future?

Can a hobby be expensive? Give one example.

Watch the video and answer the questions



1. What kind of sport is this?
2. What do you think about it?
3. Would you like to try doing this sort of sport?
4. What kind of sports do you like most?

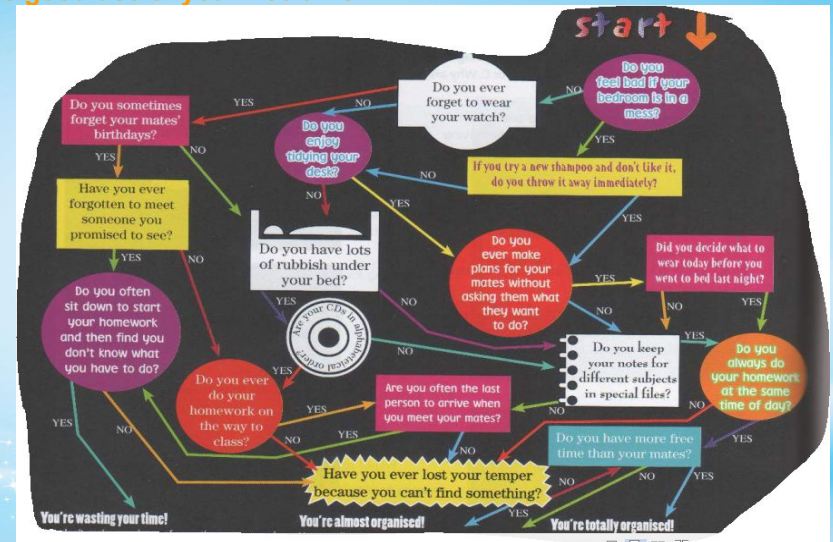


UNIT 4: FREE TIME

LESSON 1



Do you make good use of your free time?



Answer. Who you are?



1. You're wasting your time!: You don't make good use of your time, your room's a mess and you can't find anything! Your mates know you're always late and you never know what's happening. Try to make plans and follow them. You have more time than you realise, if you only use it sensibly!
2. You're almost organised! : You usually manage your time quite well and you're fairly tidy. You're good at preparing for important things but sometimes you're careless. You often have to finish things in a hurry. Plan your days carefully and you'll find you don't run out of time so often.
3. You're totally organised!: You're so organised and tidy that your mates sometimes worry about you. You're never late and you never lose anything. That's great, but remember we all need to relax sometimes and a little bit of mess won't hurt you. Your mates might like you better if you're not perfect!

Grammar



Which verb do we use with **homework**?

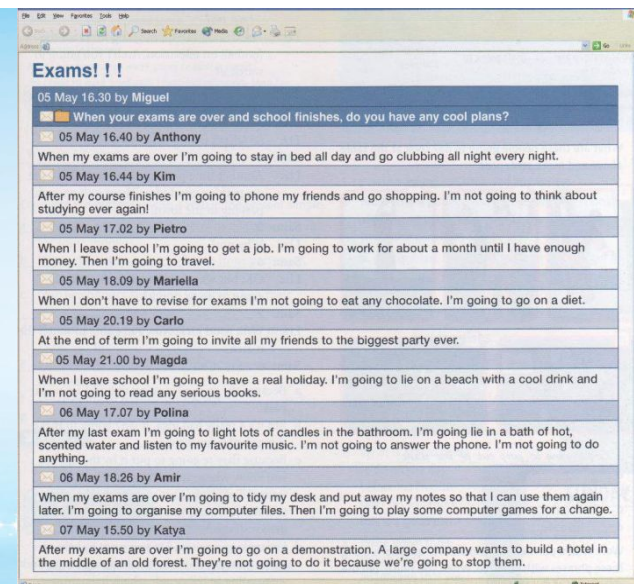
Complete these PET student's sentences.

- a. We... **did** some homework for an hour, then we went out.
- b. My room has a nice chair and a table where I **do** my homework.

Look at the pictures. These students have an English test tomorrow. What are they doing now? Are these good ways to use your time the day before an English test?



Look at the picture. Read this message board from a website. What is it about?



Work with a partner. Match these questions and answers

1. What is Anthony going to do all day when his exams are over? **- D**
2. When is Kim going to phone her friends?
3. How is Pietro going to get money?
4. Why isn't Mariella going to eat chocolate?

- A. After her course finishes
- C. She's going to go on a diet
- G. He's going to get a job
- D. He's going to stay in bed
- E. Read any serious books.

Work with a partner. Match these questions and answers

5. Where is Katya going to go?
6. What isn't Magda going to do?
7. Who is Carlo going to invite to his party?
8. Why is Amir going to tidy his desk and put away his notes?

- B. On a demonstration
- E. Read any serious books.
- H. All his friends.
- G. He's going to get a job
- D. He's going to stay in bed



Read again. And answer the question Who has the best idea? Who has the worst ?



05 May 16.30 by Miguel

When your exams are over and school finishes, do you have any cool plans?

05 May 16.40 by Anthony

When my exams are over I'm going to stay in bed all day and go clubbing all night every night.

05 May 16.44 by Kim

After my course finishes I'm going to phone my friends and go shopping. I'm not going to think about studying ever again!

05 May 17.02 by Pietro

When I leave school I'm going to get a job. I'm going to work for about a month until I have enough money. Then I'm going to travel.

05 May 18.09 by Mariella

When I don't have to revise for exams I'm not going to eat any chocolate. I'm going to go on a diet.

05 May 20.19 by Carlo

At the end of term I'm going to invite all my friends to the biggest party ever.

05 May 21.00 by Magda

When I leave school I'm going to have a real holiday. I'm going to lie on a beach with a cool drink and I'm not going to read any serious books.

06 May 17.07 by Polina

After my last exam I'm going to light lots of candles in the bathroom. I'm going lie in a bath of hot, scented water and listen to my favourite music. I'm not going to answer the phone. I'm not going to do anything.

06 May 18.26 by Amir

When my exams are over I'm going to tidy my desk and put away my notes so that I can use them again later. I'm going to organise my computer files. Then I'm going to play some computer games for a change.

07 May 15.50 by Katya

After my exams are over I'm going to go on a demonstration. A large company wants to build a hotel in the middle of an old forest. They're not going to do it because we're going to stop them.

SPEAKING

Talk about an activity you like doing.
You should say:

- What is it
- Who you do it with/ How you do it
- why you enjoy doing it

and explain why it is a good activity.



UNIT 4: FREE TIME

LESSON 2

Going to

We use *going to* for plans and when we can already see what is going to happen.

I am you/we/they are he/she/it is	(not) going to	go to the beach. fall over.
Am I Are you/we/they Is he/she/it	going to	go to the beach? fall over?



Look at the pictures and tell what they are doing to do

Example : a. She's going to jump out of the plane



Ask and answer questions using these phrases with *going to*.
When you finish, tell the class some of the things your partner is going to do.

A. after this lesson

A: What are you going to do after this lesson, Brigitte?

B: I'm going to have a coffee.

B. this evening

C. tomorrow morning d next weekend

E. when you finish this course

F. after you complete this exercise

Use the sentences from a - h to complete this conversation

Liz: Hi, Sam. What are you doing?

Sam: **I'm making a poster. Do you want to help me?**

Liz: I'm afraid I can't. I'm going to watch the football on television.

Aren't you going to watch it?

Sam: (2).....

Liz: Why?

Sam: (3).....

Liz: So what's wrong with that?

Sam: (4).....

Liz: Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: (5).....

Liz: Why not?

Sam: (6).....

Liz: OK, but what are you and your friends going to do to stop it?

Sam: (7).....

Liz: Well, good luck. Now I'm going to watch the match.

Sam: (8).....

a Because the council is going to build a new car park.

b But it's a really bad idea. It isn't going to make things better for teenagers.

c Because they're going to put it by the market, you know where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?

d I'm making a poster. Do you want to help me?

e We're going to stand in the shopping centre and we're going to tell people what's happening.

f Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.

g OK. You can tell me about it when I get home.

h No, not this time. I'm going to join a demonstration in the city centre.

Recording script

Liz: Hi, Sam. What are you doing?

Sam: I'm making a poster. Do you want to help me?

Liz: I'm afraid I can't. I'm going to watch the football on television. Aren't you going to watch it?

Sam: No, not this time. I'm going to join a demonstration in the city centre.

Liz: Why?

Sam: Because the council is going to build a new car park.

Liz: So what's wrong with that?

Sam: Because they're going to put it by the market, you know, where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?

Liz: Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: But it's a really bad idea. It isn't going to make things better for teenagers.

Liz: Why not?

Sam: Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.

Liz: OK, but what are you and your friends going to do to stop it?

Sam: We're going to stand in the shopping centre until we're going to tell people what's happening

Liz: Well, good luck. Now I'm going to watch the match

Sam: Ok. You can tell me about it when I get home

Present tense following **when, until, after**

Grammar spot

When, until, after + present tense

Read these sentences and complete the rule below using the words in the box.

After this course ends we're going to have a party.

I'm going to work hard until I have lots of money, then I'm going on holiday.

When I find my mobile, I'm going to phone home.

present future

When we talk about time, a tense follows the adverbs **when, until** and **after**.

Complete the sentences with a verb in the present simple.

A. When I see my brother, I'm going to ask him for some money.

B. When my sister **comes** home from university, we're going to have a party.

C. Our neighbours are going to move when their son **gets** a new job.

D. I'm not going to do any more work until you **pay** me.

E. I'm going to listen to some music after we **finish** this exercise.

F. We're going to play tennis until it **gets** dark.

G. I'm going to have a shower when I **get** home.

2. Listen to the recording . In column A below write down the times you hear, using figures



The time



The clock shows

We say

- a. 12.50
- b.
- c.
- d.
- e.
- f.

- a. Ten to one
- b.
- c.
- d.
- e.
- f.

Audioscript



- A.
Man: Excuse me, what's the time, please?
Woman: It's ten to one.
- B.
Man: Can you tell me the time, please?
Woman: It's twenty-five past three.
- C.
Man: What time does the bus leave?
Woman: At quarter to five.
- D.
Woman: What time is it now?
Man: It's half past seven.
- E.
Man: What's the time of the next performance?
Woman: It starts at twenty-five to nine.
- F.
Woman: Excuse me, can you tell me the time, please?
Man: Of course. It's exactly three minutes to twelve.

A. 12:50 B. 3:25 C. 4:45 D. 7:30
E. 8:35 F. 11:57

VOCABULARY



Vocabulary spot

Asking the time

How many ways of asking the time do you know? Complete this table using the words in the box.

it tell know what's

- Excuse me,
- a the time of the next train, please?
 - b can you me the time, please?
 - c do you the time of the next bus?
 - d what time is , please?

- a get up / last Friday What time did you get up last Friday? – At ten to seven.
- b be / now
- c get up / next Sunday
- d arrive / today
- e be / now in New York

Practice : Ask and answer questions about time, using these words

ACTIVITY Making plans



Listen to three short conversations between Marco and three of his friends. Look at his personal organiser and write his plans for Sunday then answer the questions

What is Marco going to do on the day before his English test? Do you think this is a good plan?



Audioscript



1.

George: Marco, would you like to see an English film on Sunday afternoon?

Marco: Oh yes. I'd really like that. What time?

George: It starts at twenty-five to three.

Marco: Fine. I can be at the cinema at half past two.

George Good. See you on Sunday.

Marco: Yeah. Bye.

2.

Oscar: Hi, Marco. Oscar here. You know we have an exam on Monday?

Marco: How can I forget?

Oscar: Well, Philippe and I are spending Sunday afternoon together.

We're going to study some English grammar. Would you like to join us?

Marco: I'm afraid I can't. Another time perhaps.

Oscar: Oh, OK.

Marco: Thanks for asking me, anyway.

3.

Peter: Marco? Do you want to come skateboarding this weekend? Sunday afternoon?

Marco: I'm sorry . I'm going to be busy then. What about Sunday morning?

Peter: Yes, but not too early!

Marco: OK. Let's meet at quarter to eleven. Peter: All right. See you then.

UNIT 4: FREE TIME

LESSON 3

1. Look at the instructions below. What can you learn about the recording?

- What kind of conversation is it?
- How many people do you hear?
- What is the conversation about?

You will hear a radio interview with a woman called Philippa about a trip she is going to make.
For each question, put a tick (✓) in the correct box.

2. Now read the options for each question in the exam task. Remember that the words you read in the questions are often different from the words you hear, although they have a similar meaning. Can you match the words from the questions (1-6) with the words which have a similar meaning (a-f)?

- some poetry
- with a group of tourists
- two weeks
- travelling by air
- crossing the States by bus
- an exhibition

- a show
- travelling by bus across the States
- a poem
- flying
- a tour organised by a travel agent
- a fortnight

3. Listen and complete this task



1. How did Philippa win her prize?

- by writing some poetry
- by writing a novel
- by describing a journey

2. Philippa is going to travel with

- a group of tourists.
- two friends.
- her brother.

3. When are they going to leave the UK?

- immediately
- in two weeks
- at the end of the year

4. Where are they going to stay first?

- Amsterdam
- New York
- California

5. Which part of the trip excited about?

- travelling by air
- visiting famous cities
- crossing the States by bus

6. When Philippa returns she is going to

- have an exhibition
- get a job
- study

Audioscript



Jim: Welcome to Travellers' Talk, our weekly programme about travel and holidays. I'm Jim Baker and my first guest this morning is Philippa Berry, who won first prize in last month's competition. Philippa, remind listeners how you won the competition.

Philippa: I wrote a poem called The Traveller. It tells the life story of a very old man.

Jim: And Philippa has won a thousand pounds to spend on a holiday. Philippa, congratulations.

Philippa: Thank you.

Jim: Now tell us about the journey you've planned.

Philippa: Well, first of all, I decided that I didn't want to alone because I haven't been abroad alone before. I asked my family and one or two friends to come with e. But I'm going to be away for six weeks and that's too long for most of them. My brother loves travelling, but he's got exams and my best friend says it's too expensive. So I'm joining a tour organised by a travel. We travel together but we don't have to stay together all the time, so that'll be just right for me.

Jim: And when are you leaving?

Philippa: Well, I have to use my ticket before the end of this year and these tours only go once a year so I had to *decide* immediately. In fact we set off two weeks from today.

Jim: And where are you going first?

Philippa: Well, we start by flying from London to Amsterdam, where we catch a plane for the United States. We spend three days in New York and then we travel by bus across the States to California.

Jim: I expect you're really excited about it.

Philippa: Yes, I am. But the part of the holiday I'm looking forward to most is the bus journey from one side of the States to the other. We're going to see all kinds of wonderful scenery and I'm hoping to take some good photographs of mountains and that kind of thing. It's my hobby. Of course, I'll be pleased to visit the big cities too.

Jim: And when your trip is over, what then?

Philippa: After I get home, I'm planning to have a show of the photographs I take. It's going to be in the city library, where I had a holiday job. They have space in the library for things like that and the librarian has very kindly said that I can use it for one week.

Jim: Well, that's great. Thank you, Philippa, for telling us about your plans. Now, we need to talk

Writing

1. Look at the two sentences below. Which word do you need to write in the space so that the second sentence means the same as the first? Below are three students' answers. Which one is correct?

1. We have a new swimming pool in our town. There a new swimming pool in our town.
A. have
B. has
C. is
2. The new pool opened two days ago
The new pool has been opendays
A. For two
B. Since two
C. After two

2. Now do these questions. Complete the second sentence so that it means the same as the first, using no more than three words

- 3 The old swimming pool wasn't as big as the new one.
The new swimming pool is the old one.
- 4 The new pool is closed on Monday mornings.
The new pool isn't on Monday mornings.
- 5 Young children are not allowed to go in the deep end.
Young children must in the deep end.
- 6 This is the first time I've been to the new pool.
I to the new pool before.
- 7 I went to the old pool every week.
I used to the old pool every week.
- 8 My old swimming costume isn't big enough for me.
My old swimming costume is too for me.
- 9 I borrowed a swimming costume from my friend.
My friend a swimming costume.
- 10 We stayed in the pool for three hours.
We three hours in the pool.

ACTIVITY Let's speak about your free time

- 1. What do you do in your free time in general?
- 2. What is your favorite free time activity?
- 3. What do you do in the mornings?
- 4. What do you do in the afternoon?
- 5. What do you do in the evening?
- 6. What do you do on weekend?



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class





UNIT 5: NEXT WEEK'S EPISODE

LESSON 1

1. Listen to the theme music of four TV programmes. Which kinds of programmes do the pieces of music introduce? Choose from the box.

Documentary News
Costume drama Sport
Children's programmes Game shows
Soap Game shows
Police drama

Look at this page from a TV guide. Label the columns using the words in the box. Which programmes would you choose to watch?

1 News	2	3	4	5	6	7	8
6.00 Early evening news BBC1	5.00 Playschool Art games and exciting things to make and do Channel 6	7.30 Choices Who makes your T-shirts and how much are they paid? Get the facts. ITV3	5.00 Wordplay Can you beat tonight's team at their own game? BBC2	8.30 Pamela Episode 2 Will Pamela escape from her wicked admirer in 18th century London? BBC4	7.30 The Man Can the new detective find the kidnappers before he loses his job? Last episode in the series. Starring Lee Young. Channel 8	5.00 Morning Square Charlene isn't pleased with Gary. Why? BBC3	9.30 Matchplay A look at the names and games that are going to be in the news next season. Channel 24
6.30 Local news and weather forecast BBC1	5.30 Kidscene What will Kim and Rob find in the old house? Channel 8		6.15 You're out! Which contestant is going to win the £1000 holiday? Presenter Joelle Patel Channel 20			7.30 My guys Another episode, another broken heart. Channel 20	11.30 Tennis Highlights from today's matches in Australia. Sports Channel
7.00 News Channel 4							
10.30 Newsnight BBC2							
	11.30 Coast Watch Sea levels will rise. What will happen to people in coastal regions? Channel 24						
				9.00 Love and Death The prizewinning serial of murder, money and love in the time of Napoleon. ITV1			

Listening

Cafe Europe is a radio soap. Look at the photographs and talk about the characters. Would you like to meet any of them? Who?



2. Look at what happened last week in Cafe Europe



Listen to the first part of this week's episode and answer these questions



LAST WEEK First, Mario had a quarrel with the chef and the chef left. Next, Claudia decided to sell her car and Karim wanted to buy it. Then, Adam, an old friend, arrived to share Karim's flat. Nathalie wanted to borrow Claudia's car. Claudia wasn't happy about the idea, but in the end she agreed.

What will happen this week? Look at these predictions.

- A. The chef will come back.
- B. Nathalie will get a job in the café.
- C. Adam will meet Nathalie. Do you think they are right?

Discuss your predictions. Write some down.



Audioscript

Nathalie: Hello, Mario, how are you?

Mario: Fine, Nathalie, but busy. My chef left last week. I have to do all the cooking myself and I'm so tired.

Nathalie: Perhaps I can help. I'm looking for a job. I need to earn some money.

Mario: But can you cook?

Nathalie: Cook? Oh, well, you know, yeah. I'm sure I'm the person you're looking for.

Mario: Well, actually, I saw a woman yesterday, but she 't sure. Can you start tomorrow?

Nathalie: Sure. The sooner the better.

Mario: Because this woman lives a long way away. She's phoning me this morning.

Come and see me later. If she doesn't want the job, you can have it.

Nathalie: Oh, thank you, Mario. Bye.



4. Listen to the second part of this week's episode and answer these questions



- a .Where are Karim and Adam? In Karim's flat
- b .What does Karim show Adam?
- c .What did Adam see yesterday?



Audioscript



Adam: Morning. Karim. Are you going to work already?

Karim: Hi, Adam. Yes, Mario hasn't got a chef and I'm going to help him. Anyway, I want to talk to Claudia. You know I'm going to buy her car?

Adam: Yeah? That'll be really useful.

Karim: And it's good value. It's almost new. Like this one in this magazine. see?

Adam: Oh, right. I saw one like that near Claudia's place yesterday. it was a different colour. There was a fair-haired girl in it, but it had -

Karim: Claudia's car is red.

Adam: Really?

Karim: Anyway, I must go. See you.

Adam: But Karim, that car I saw, that was red —

Karim: Bye, Adam.

Adam: — but its headlights were smashed. Oh, well. Perhaps it wasn't Claudia's car.

5. Listen to the rest of this week's episode. Check these facts. Write **true** or **false**, then compare your answers with another student



- a Karim is going to pay Claudia next week. false
- b Claudia believes her car is in good condition.
- c Claudia thinks Mario will offer Nathalie a job as a waitress.
- d Nathalie is a good cook.
- e Nathalie knows Adam well.
- f Adam knows something about Nathalie.

AUDIOSCRIPT



Karim: Hi, Claudia.

Claudia: Hi, Karim. Do you still want to buy my car?

Karim: Sure. I can give you the money tomorrow.

Claudia: Oh, Karim, that's great. I need the money this week. I have to pay my college fees for next year.

Karim: No problem. I know it's a good car. It's never been in an accident, has it?

Claudia: Oh, no. I've looked after it very carefully.

Nathalie: Hi, Claudia.

Claudia: Hey, Nathalie, what are you doing here? Oh, I forgot to ask you. Did you put some petrol in my car on Sunday? When you borrowed it?

Nathalie: Oh, er, yeah. Actually, I want to see Mario. I need to ask him something.

Claudia: Are you going to come and work as a waitress here with me, Nathalie? That'll be a good laugh. But I don't think we need another waitress. He wants a new chef. Go through to the kitchen.

Nathalie: Thanks, Claudia.

Karim: Perhaps .Nathalie'll be the new chef.

Claudia: I don't think so. She can't boil an egg! Look, Karim, before we get busy in here, I'm going to go and buy a magazine, OK?

UNIT 5: NEXT WEEK'S EPISODE

LESSON 2



LANGUAGE FOCUS - Will future



+		will	go.
-	I, you, we, they, he, she ,it	will not /won't	go.
?	Will	I, you, we, they, he, she, it	go?

Make examples using "**Will**" and "**Will not/ won't**"

LANGUAGE FOCUS - Will future



Complete the sentences about the future. Use **Will** with your own ideas.

- Next month, the weather will be colder.
- Next year, some of my friends _____.
- In the next century, the weather _____.
- Next week, our teacher _____.
- In 2018, I _____.

LANGUAGE FOCUS - Will future



Complete the sentences about the future. Use **Won't** with your own ideas.

- Next month, _____.
- Next year, _____.
- In the next century, _____.
- Next week, _____.
- In 2018, I _____.

LANGUAGE FOCUS



Talk about the future

Nathalie said



I'm going to be the new chef. She'll be really surprised when I tell her.

Complete this sentence with the tenses in the box.

will the present tense going to

Nathalie uses for a definite plan,
..... for a prediction and
after *when*.

LANGUAGE FOCUS



Work with your teacher. Complete these sentences

- I am going to buy (buy) some flowers for my mum. She will be (be) very happy when I give (give) them to her.
- My brother am going to leave (leave) college. My dad will get (get) very angry when he hears (hear) the news.

LANGUAGE FOCUS



Work with your teacher. Complete these sentences

- I am not going to join (not join) my friend's demonstration. They will be (be) disappointed when I tell (tell) them.
- Our teacher is going to give (give) us a test. We won't enjoy (not enjoy) it when she gives (give) it to us but it will help (help) us to check our progress.

LANGUAGE FOCUS



**Now write similar sentences using your own ideas.
Answer the questions :**

What are you going to do at the weekend/ next year?
What will your friends/ parents say?
What is your family/ your class going to do next summer/ next week? What will they / other people think about that?

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Look at the photograph of the people in the Café Europe and answer these questions:

- a. Who is looking at the camera?
- b. Who is wearing a hat?
- c. Is anyone wearing a tie?

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Fill in the spaces in this table with one of these words and choose the correct word in the sentence below:

anyone anyone anyone no one someone

+	-	?
Today, everyone wants coffee.	(a) wants tea.	Does (b) want a biscuit?
There is (c) in the room.	There isn't (d) in the room.	Is there (e) in the house?

We use a *singular* / *plural* verb with these words.

Note: *everybody, nobody, somebody* and *anybody* mean the same as *everyone, no one, someone* and *anyone*.

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Correct these PET student's sentences:

- a. There isn't nobody on the beach.
- b. We looked for my ring but anyone found it.
- c. I saw that everybody were dancing.

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Write some sentences like these but the people in your classroom:

Everyone is writing.
No one is shouting.
There isn't anyone who enjoys homework.

Now look at questions 2-5 below and make guesses about what you are going to read?

UNIT 5: NEXT WEEK'S EPISODE LESSON 3

2. Why is Parson's Place particularly important, in their opinion?
3. What will cause traffic jams?
4. Class 10 believe that ordinary people who live in the town will probably soon ?
5. Which of these posters has Class 10 made?

Now read the text . If you don't know the meaning of a word or phrase, don't stop. Read on to the end and try to understand the text as a whole

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

1. Why have the students written this letter?

- A. to persuade the government to build new houses
- B. to protest about a new motorway near the town to encourage more people in the town to use Parson's Place
- C. to inform other people about the builders' plans
- ☒ D. to inform other people about the builders' plans

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

2 Why is Parson's Place particularly important, in the students' opinion?

- A. because it is near the football ground
- B. because lots of people live near it
- ☒ C. because it is a place near the town where people can enjoy nature
- D. because local people can get there easily by car from the town centre

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

3 What will cause traffic jams?

- ☒ A. Building on Parson's Place
- B. Building near the railway station
- C. Tourists in the narrow streets
- D. People going to the shops and hotels

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

4. The students say that ordinary people who live in the town will probably soon

- A. Open new shops and hotels
- B. Choose to live near the station
- C. Be able to buy new homes
- ☐ D. Have less money

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

5. Which of these posters have the student made?

- A. SAVE OUR SPORTS GROUND
- ☒ B. SAY NO TO HOUSE PARSON'S PLACE
- C. WE NEED HOMES TO NOT HOTELS
- D. USE THE TRAIN NOT THE ROAD

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

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No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

ACTIVITY EVERYONE HAS SOMETHING

Look at the pictures. What are these things

1. Which of these things does everyone have in their bedroom?
2. Which does no one have ?



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 6: SHOOTING FILM

LESSON 1



INTRODUCTION

What kind of film is each one? Use the words in the box below and write them next to the films



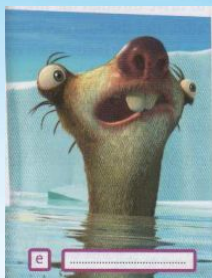
Action film Cartoon
Comedy Historical film
Horror film Love story
Musical
Science fiction film



What kind of film is each one? Use the words in the box below and write them next to the films



SPEAKING



Action film Cartoon
Comedy Historical film
Horror film Love story
Musical
Science fiction film

Do you know the names of any of the films?

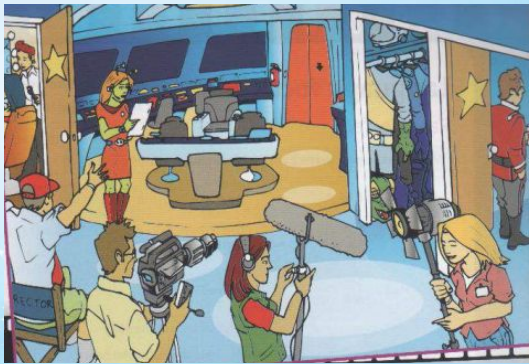
Tell the story of a film you saw recently
What kind of film do you like best? What is your favourite film star?



READING

Before a day's filming begins, what do the actors have to do? What do the film crew have to do? You can use these words below

- Actor
- Director
- Costumes
- Lighting
- Microphone
- Camera crew
- Dressing room
- Make up



2. Quickly read this newspaper article . How much of the film did they shoot during one day?

A Day's Work at the Seaside

Do you know how many hours' preparation are needed to make a very short piece of film? Our reporter went down to the beach to find out.

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. But there were plenty of people around. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

Another caravan was the dressing room and the actors went in dressed in ordinary jeans and T-shirts and came out in the clothes of the 1920s. They all looked very relaxed, sitting on picnic chairs on the beach, chatting and drinking coffee – they were obviously well prepared. The camera crew were very busy – they were moving the cameras into the right positions. The rest of the film crew were setting up the lights and checking microphones. I had a chat with a man called Ted – he was very keen to tell me about his job, which was to clear all the rubbish from the beach. The beach needed to be completely clean and he had to make sure there was nothing modern in sight because the film is about the 1920s. He even had to move some notices. The director told everyone what to do. I looked for the star of the film, Alexia Harris, but I couldn't see her anywhere. She finally arrived at about 10 o'clock and looked rather annoyed because she had to wait for a technician to check the microphones. I got the answer to my question – how long does it take to shoot a film? They shot only ten minutes of film in one whole day and the film crew were there for ten hours. I think I prefer my job – at least I don't usually have to get up at 5 am! But it was fun to be a visitor for a day.

2. Read the article again. What did the actors do? What did the film crew do?

A Day's Work at the Seaside

Do you know how many hours' preparation are needed to make a very short piece of film? Our reporter went down to the beach to find out.

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. But there were plenty of people around. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

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2. Read the article again. What did the actors do? What did the film crew do? Put a tick or a cross next to the following:

The actors	The film crew
Went to the make - up room	Set up the lights
Went to the dressing room	Moved the cameras
Read the scripts	Checked the microphones

4. Without reading the text again, say if these sentences are true or false



- a .It was too early for holidaymakers. **True**
- b. The actors slept in the caravans
- c. In her make-up, one of the actresses looked older than she really was
- d. The actors wore their normal clothes in the film.
- e. The star of the film was angry because other people were late.

5. Would you like to work for a film company? Which of these would you like to have - director,actor, make -up artist Which job is the most popular?



UNIT 6: SHOOTING FILM LESSON 2

PAST PERFECT : We form the past perfect with had + a past participle

+	I She	had	arrived
-	You It	hadn't / had not	arrived
?	Had	they she	arrived?

Example: When Alexia arrived at the beach, they had moved the cameras

Your turn: Make 3 examples using 'had + past participle'

1 Work with a partner. Look back at the article and complete the sentences below. Use the box above to help you

When Alexia arrived,....

- A. The actors had **changed their clothes** (change/clothes)
- B. the actors (visit /make -up artist)
- C. The rest of the film crew (set up/lights)
- D. a man called Ted..... (clear / rubbish)

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

Another caravan was the dressing room and the actors went in dressed in ordinary jeans and T-shirts and came out in the clothes of the 1920s. They all looked very relaxed, sitting on picnic chairs on the beach, chatting and drinking coffee – they were obviously well prepared. The camera crew were very busy – they were moving the cameras into the right positions. The rest of the film crew were setting up the lights and checking microphones. I had a chat with a man called Ted – he was very keen to tell me about his job, which was to clear all the rubbish from the beach. The beach needed to be completely clean and he had to make sure there was nothing modern in sight because the film is about the 1920s. He even had to move some notices. The director told everyone what to do. I looked for the star of the film, Alexia Harris, but I couldn't see her anywhere. She finally arrived at about 10 o'clock and looked rather annoyed because she had to wait for a technician to check the microphones. I got the answer to my question – how long does it take to shoot a film? They shot only ten minutes of film in one whole day and the film crew were there for ten hours. I think I prefer my job – at least I don't usually have to get up at 5 am! But it was fun to be a visitor for a day.

1 Work with a partner. Look back at the article and complete the sentences below. Use the box above to help you

- E. the director (tell/everyone what to do)
- F. The technician (not/check microphone)
- When the reporter left.....
- G. they (shoot/ten minutes of the film)
- H. the film crew..... (be /ten hours)

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

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2. Write down the age you first did these things. Guess if you can't remember. Put X if you haven't done something


travel abroad	move house or flat
fly in an aeroplane	start school
learn to read	see a film at the cinema
learn to swim	play a computer game

Then make two sentences like these.
By the time I was six, I'd started school but hadn't learnt to read.



Past perfect and past simple. Read and complete the Grammar spot



 **Grammar spot**

Past perfect and past simple
Write the correct tense in the gaps – *past perfect* or *past simple*.

When two things happen almost at the same time, we use the tense in both sentences.

When one event happens before another, we use the tense for the first event and the tense for the second event.

3. Put the past simple or the past perfect in these sentences



- a. When the actress came out of the make-up room, she waved (wave) to me
- b. When they stopped filming, they all (have) a drink.
- c. When Alexia arrived, they.....(not finish) checking the microphones
- d. When I got there, the director.....(welcome) me

3. Put the past simple or the past perfect in these sentences



- e. When I got there, the director..... (welcome) me
- f. When Alexia arrived, she..... (be) annoyed
- g. When the actor came out of the dressing room, he (change) his clothes
- h. When I saw the film star, I (not recognise) her

3. Complete this part of the story of film . The film company were shooting it on the beach . Use verbs from the box in the correct tense - past simple or past simple.

Decide live be take remind not know cover not see put
write start write Be meet dig read return

In 1921, a woman (a) returned to the town where she
(b) as a teenager. She was walking along the beach
when she (c) a friend who she (d)
for ten years. He (e) her that one day when they were
seventeen, they (f) a hole in the sand, they
(g) a bottle in it with some poems inside that they
(h) to each other and then they (i) it
up. They (j) to find the bottle. After an hour, they
(k) the place and they (l) to
dig. The bottle (m) still there.
They (n) it out of the hole and
(o) the letters they (p)
to each other ten years before. They (q)
very embarrassed and (r) what to say.



Pronunciation



Listen and read the words after the recording

Woman important holiday
camera letter appointment
Newspaper horror preparation
telephone actor answer

Here are some definitions. What are the words they define? Write them in the correct columns below

1. They pretend to be other people in a play or film
2. The opposite of *non-fiction*
3. The opposite of *same*.
4. A v..... is someone who comes to your house for a short time.
5. Someone aged between 13 and 19.
6. You get them in the post.

ending in <i>er(s)</i>	ending in <i>or(s)</i>	ending in <i>tion</i>	ending in <i>ant</i> or <i>ent</i>
	<i>actors</i>		

Here are some definitions. What are the words they define? Write them in the correct columns below

7. An adventure film has lots of ac
8. A shop helps you buy something
- 9 You ask this before you get an answer
10. He or she tells everyone what to do in a film
11. A violin is a musical.....
12. He or she teaches you.

ending in <i>er(s)</i>	ending in <i>or(s)</i>	ending in <i>tion</i>	ending in <i>ant</i> or <i>ent</i>
	<i>actors</i>		

Listen and repeat these words



Ending in er(s)	Ending in or(s)	Ending in tion	Ending in ant or ent
Teenagers Letter Teacher	Actors Visitor Director	Fiction Action Question	Different Assistant Instrument

UNIT 6: SHOOTING FILM LESSON 3



Listening

1. Look at this advertisement outside the Victoria cinema and complete the spaces with the correct words

Performances discounts a programme
Box office screens

VICTORIA CINEMA

Ask inside for (a)..... of films showing this week.

(b)..... open from 10.30 every day.

Four (c)..... every day.

Two (d).....

(e)..... for students and children.

2 Here are some sentences about a cinema. Complete the spaces with any suitable words

- a The film begins at
- b There is a late performance on
- c The cinema is next to the.....
- d The film won a prize for the best
- e The film is inwith subtitles.
- f The film is suitable for
- g The tickets cost
- h Phone..... for more information.



Look at the notes about the Victoria Cinema .Some information is missing. What kind of words will you listen for?



VICTORIA CINEMA
films showing from 7 July

One Summer Night – normally three performances but only one at 7.30 pm on (1)

Talk by the (2) of The Violinist on Wednesday.

Late-night film Dead Men's Shoes has won a prize for the (3)

On Saturday at 5 pm you can see the film A Dangerous Game in (4) with subtitles.

Children's film club:
at 10 am The Young (5)
at 11.30 am The Mad Professor

You can book tickets by phone between 10.30 am and (6) pm with a credit card.



Listen and fill the missing information about this film



VICTORIA CINEMA

films showing from 7 July

One Summer Night — normally three performances but *only one* at 730 pm on **(1)**

Talk by the **(2)**..... of The Violinist on Wednesday.

Late night film Dead Men's Shoes has on a prize for the **(3)**

On Saturday at 5 pm you *can see* the film A Dangerous Game **in (4)** with subtitles.

Children's film club:

at 10 am The Young **(5)**.....

at 11.30 am The Mad Professor

You can book tickets by phone between 10.30 am and (6)pm with a credit card



Recording script



You will hear a recorded message giving you information about films.

For each question, fill in the missing information in the numbered space.

Message: Welcome to the Victoria Cinema Information Line. Here is a list of films for the week starting July 7th. There are three performances each day of *One Summer Night* at 5 pm, 7.30 pm and 10 pm, except *austay*, when there is only one chance to see it at 7.30 and Sunday, when there is no performance.

Every afternoon there is a showing of *The Violinist* at 2.30 pm and after the performance on Wednesday, the director Mark Hawkins, will give a lecture about the film. This is included in the ticket price.

Our late-night film is *Dead Men's Shoes*, which is coming to the cinema for the second time. It is set in the Canadian mountains and stars the well-known actor Jim Harrison. It recently won a prize (or its photography).

Our foreign-language film this week is called *A Dangerous Game* and is showing on Saturday afternoon at 5 pm. Although the director is actually Swedish, the film is in Spanish with subtitles in English.

There are two films showing in our Saturday morning Film Club for children. The film at 10 am is suitable for children aged between 5 and 10 and is Called *The Young &um*. It is about the adventures of a young girl whose father becomes king of his country by mistake. At 11.30 we are showing *The Mad Professor*, which is a comedy.

All tickets are £4.50 except for children and senior citizens who pay £3.50.

The box office is open from 2 pm until 8.30 pm but our telephone booking line is open in the morning from 10.30 am and you can book tickets with a credit card until 930 pm if you ring 0987 34872. There is a charge of 50p for tickets bought by telephone.

Thank you for calling the Victoria Cinema Information Line.



Writing

1. Complete each of these three sentences with words from the box . How do you decide?

- 1. I'm arriving at the station at 3.15.....
- 2. I've done lots of shopping.....
- 3. I had a great time at the concert.....



2. Read the three questions below ,then discuss what verbs/tenses you will use in your answers. How do you decide?

1 You are spending the weekend at a friend's house. Write a postcard to your brother or sister. In your postcard, you should

- say what the house is like
- say what you have done this morning
- tell him/her your plans for the rest of the weekend

2 You are spending next weekend with some friends who live in the country. Write a postcard to them. In your postcard, you should

- say how you plan to get there
- ask about what you will all do
- tell them what time you will arrive

3 You spent last weekend at a friend's house. Write a postcard to your friend. In your postcard, you should

- say what you enjoyed most
- tell him/her about your journey home
- tell him/her your plans for next weekend



ACTIVITY

Describe your favorite film

You should say:

- *When and where you saw it*
- *What type of film it was*
- *What the film was about*
- *And explain why it is your favorite film*



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

REVIEW UNIT

4 - 6



Choose the correct word, A, B, or C for each space



1. My grandmother _____ use to wear jeans when she was young.
A. hasn't **B. didn't** C. wasn't
2. I _____ give my friend a lift because my brother had borrowed my car.
A. couldn't B. mustn't C. shouldn't
3. Will you come to my house after _____ your homework?
A. you'll finish B. you finished **C. you finish**

Choose the correct word, A, B, or C for each space



4. Do you _____ school on Saturdays?
A. have to going to **B. have to go to** C. have go to
5. The film begins at _____.
A. a fifteen to six **B. five past six** C. six and a half
6. That _____ be my handbag because I haven't got one.
A. needn't B. mustn't **C. can't**

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.

1. A. This is too big house for our family . ✗
B. This house is too big for our family. ✓
C. This house is too much big for our family. ✗
2. A. When the food had been ready, we ate it. ✗
B. When the food was ready, we ate it. ✓
C. When the food was ready, we had eaten it. ✗

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.

3. A. Excuse me, what time opens this shop? ✗
 B. Excuse me, what time does open this shop? ✗
 C. Excuse me, what time does the shop open? ✓
4. A. She has a beautiful big red car. ✓
 B. She has a read beautiful big car. ✗
 C. She has a big beautiful red car. ✗

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.

5. A. I used to like cartoons, but now I think they're boring. ✓
 B. I use to like cartoons, but now I think they're boring. ✗
 C. I used to liking cartoons, but now I think they're boring. ✗
6. A. Are you going to wait here until the rain stopped? ✗
 B. Are you going to wait here until the rain stops? ✓
 C. Are you going to wait here until the rain will stop? ✗

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.

can't could don't have to has to have to might
 mustn't need used to

- a. It's OK to park here if you work at the hotel. Hotel employees can park here.
 b. I'm not sure if that's my brother's DVD. That DVD _____ belong to my brother.
 c. Do not bring ice creams into this shop. You _____ bring ice cream into this shop.
 d. I've never learnt Portuguese. I _____ speak Portuguese.

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.

can't could don't have to has to have to might
 mustn't need used to

- e. I can finish this work without your help. You _____ help me finish this work.
 f. In the past, people walked more than they do now. People _____ walk more than they do now.
 g. Everyone helps tidy the club after parties. It's a rule. Everyone _____ help tidy the club after parties.
 h. The weather is hot, so a coat is not necessary. It's quite hot, so you _____ bring a coat.

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.



can't	could	don't have to	has to	have to	might
	mustn't		need	used to	

- i. In England all motorcyclists wear helmets because that's the law. You _____ wear a helmet on a motorcycle in England.
- j. Perhaps that's the letter about my new job. That _____ be the letter about my new job.
- k. If you want to visit Japan, it's necessary to get a visa. You _____ a visa if you want to visit Japan.

REVIEW UNIT 7 - 9



Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



1. Only a..... people were able to come to the concert.
A few **B** couple C lot D several
- 2 We..... that our house had once been a hotel.
A reported **B** invented C discovered D reminded
- 3 The journey to Bristol..... two hours longer than usual.
A spent **B** took C passed D made
- 4 This desk is narrower..... my old one and the computer doesn't fit very well on it.
A as **B** than C from D to
- 5 She..... to wear glasses — she really can't see well enough to drive.
A should **B** can C must D ought

Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



Let's talk



6. They..... off two hours earlier than usual to drive to Manchester because of the fog.
A got B took C set D put
- 7 While her brother was..... school Sarah used his computer.
A to B by C on D at
- 8 I..... walking when the weather is fine.
A agree B love C want D decide
- 9 Edson Arantes do Nascimento was..... as 'Tele' and is thought by many to be the greatest footballer ever.
A called B known C named D said
- 10 We don't need to book seats as there are..... plenty left.
A already B just C yet D still



A person who plays a guitar is a guitarist. What do we call people who play trumpet, the piano, the violin and the drums? Write them in the table below.



	-er	-or	-r	-ist
guitar				<i>guitarist</i>
trumpet				
piano				
violin				
drums				

Make some sentences using **SO** and **SUCH** to describe your house.



Examples:

My house looks **so** nice with beautiful rooms inside.

We have **such** warm armchairs to sit down in winter.

GRAMMAR



Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

1. *I didn't go swimming _____ I had a cold.*
2. *The bus didn't come _____ I walked to the city centre.*
3. *We wanted to go out _____ we would like to watch films about Christmas.*
4. *They always buy some bread _____ some spaghetti for breakfast.*
5. *I can _____ stay home with my parents
_____ go to the cinema with my friends.*

Listen and write the numbers



- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He _____ after every match.
b. He _____ twice a week.

GRAMMAR - Having something done

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a boots / clean



b car / wash



EWISE

- a. He has his boots cleaned after every match.
b. He has his car washed twice a week.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

EWISE

- c. He _____ before each match.
d. He _____ at the end of every season.
e. He _____ at the moment.

GRAMMAR - Having something done



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e autobiography / write

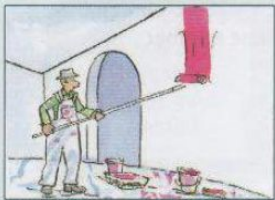
EWISE

- c. He has his hair styled before each match.
d. He has his contract checked at the end of every season.
e. He is having his mother writing his autobiography at the moment.

GRAMMAR - Having something done



Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,0000,000. What did she have done? Complete the sentences.



a every room / paint



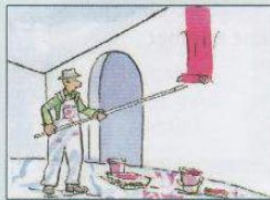
b indoor swimming pool / build

- a. She _____.
- b. She _____.

GRAMMAR - Having something done



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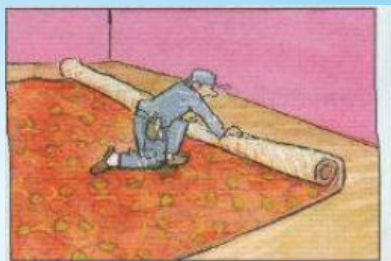
b indoor swimming pool / build

- a. She had every room painted.
- b. She had an indoor swimming pool built.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She _____.
- d. She _____.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She had the garden redesigned.
- d. She had all the carpets changed.

Reading - A different kind of false friend!



There are some English words which are also used in other languages, but in different ways.
Correct the mistakes in these PET students' sentences.
Replace the underlined words with the correct English forms.

- a. There are lots of campings that we like.
- b. There aren't any shoppings or cinemas here.
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- d. I'll see you in the cinema parking at half past eight.

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- d. I'll see you in the cinema **car park/ parking lot** at half past eight.

UNIT 9: KEEP IN TOUCH! LESSON 3

Student A: You are now Lucilla. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for the future?

Student B: You are now a journalist. You are going to interview Lucilla and write an article about her. You need to prepare the list of questions you will ask.

Mobile messages



Helen has a message on her mobile which plays when she doesn't answer. Listen and write it down.

Audioscript



Helen: Hi. Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!

Reading

You have to decide if the words in the question mean the same as the words in the text. Complete the words in the expressions on the right so they match the expressions on the left.

a. Our busiest day

b. Reduced

c. Up to six

d. Forbidden

e. Beyond the park

the most people

pay less

maximum of six

not a llowed

out side the park

Reading

Look at the article and read carefully then answer the questions in the next slide

THE SOUTH LAKES MALL

The South Lakes Mall offers 200 shops, a swimming pool, restaurants, a bowling alley and two nightclubs, as well as 30 acres of parkland with three lakes.

Opening hours

Shops	Mon-Fri	10 am-9 pm
	Sat	9 am-8 pm
	Sun	10 am-5 pm
Park		9 am-5 pm in winter
		9 am-8 pm in summer

We have thousands of visitors every day, our busiest day of the week being Friday. To avoid the crowds, come on a Monday or Tuesday.

Inside the mall

When you arrive, go to one of our information offices to get a map. There is one by the main bus stop and another at the bottom of the escalator which goes up to the cinema.

The shops are all on the ground floor and you will find everything from specialised furniture stores to clothes shops and department stores as well as restaurants, a bowling alley and a swimming pool. On the first floor above the pool you will find a 12-screen cinema and two nightclubs. If you wish, you can buy entrance tickets for any of these facilities except the nightclubs from the information centres. Before 5 pm, entrance tickets to all facilities are reduced for students and the over-sixties.

If you wish to stay overnight, the information centres can give you a list of accommodation in the area, ranging from grand hotels to Bed and Breakfast accommodation.

Outside the mall

Make time to visit the 30 acres of parkland which surround the mall. Boats for up to six people can be hired and taken out onto one of the lakes for £12 an hour.

Bicycles can be hired every day for £6 an hour. There are 4 kms of paths but you are not allowed to take hired bicycles beyond the park.

Travel

The mall is located one mile from the M49. Just follow the signs from Junction 13. There is free parking for 10,000 cars and there are six car parks. Car parking spaces are never more than five minutes' walk away from an entrance. Remember where your car is parked by looking at the coloured signs - no car park uses the same colour and each level in the car parks is numbered.

It is just as easy to visit the mall by train. There is a rail service every 15 minutes from Central London. When you reach Barnwell station, jump on a number 19 bus to the mall. It's a five-minute journey and there's a bus every 15 minutes.

Reading

Read the question and the part of the text carefully. Is each sentence correct or incorrect? If it is correct, write A. If it is not correct, write B

1 The park stays open later than the shops every day in summer. (B)

2 There are the most people at the mall on Fridays. (A)

3 There is an information centre on the same floor as the cinema. (B)

4 The nightclubs are next to the swimming pool. (B)

5 Students pay less for afternoon performances at the cinema than evening performances. (A)

6 The mall has its own hotel. (B)

7 The maximum number of people in a boat is six. (A)

8 It is forbidden to ride hired bicycles outside the park. (A)

9 Each level of a car park has different coloured signs. (B)

10 The bus journey from the railway station takes 15 minutes. (B)

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- b. There aren't any ***shopping centres / shops*** or cinemas here.
- c. I went quickly to the ***police station*** to tell them what happened.
- d. I'll see you in the cinema ***car park/ parking lot*** at half past eight.

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

Practise these telephone conversations. Work with your teacher

UNIT 9: KEEP IN TOUCH

LESSON 2

Student A: You want to buy a motorbike. Your friend knows a good motorbike shop. Phone him/ her and ask for the phone number.

Student B: You know someone who sells motorbikes. This is his business card.

Practise these telephone conversations. Work with your teacher



Student A: Phone the motorbike shop. Ask to speak to Steve Ellis. When you speak to him, explain why you are phoning him.

Student B: You are Steve's assistant. Answer the phone and pass the call to Steve.

GRAMMAR - Having something done

I, you, we, they, he, she, it	+ has/ have	+ something	done?
	+ am/ is/ are having		
	+ had		

Examples: Mrs Lee said I'm **having my office painted**.
Your turn to make some examples

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He _____ after every match.
b. He _____ twice a week.

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a boots / clean



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b. He has his car washed twice a week.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

EWISE

- c. He _____ before each match.
d. He _____ at the end of every season.
e. He _____ at the moment.

GRAMMAR - Having something done



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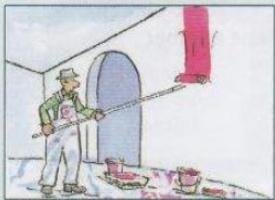
EWISE

- c. He has his hair styled before each match.
d. He has his contract checked at the end of every season.
e. He is having his mother writing his autobiography at the moment.

GRAMMAR - Having something done



Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,0000,000. What did she have done? Complete the sentences.



a every room / paint



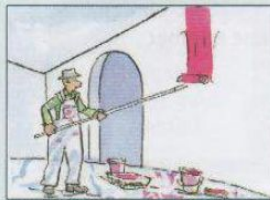
b indoor swimming pool / build

- a. She _____.
- b. She _____.

GRAMMAR - Having something done



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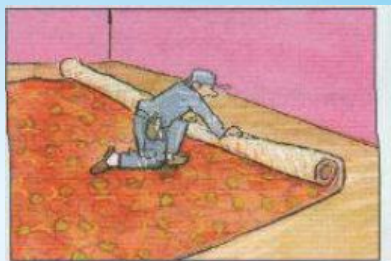
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GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She _____.
- d. She _____.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She had the garden redesigned.
- d. She had all the carpets changed.

GRAMMAR - Having something done



GRAMMAR - Reported commands and requests



But that wasn't all. Can you suggest two other things Lucilla had done to their house?



Possible answers:

- e. She had new furniture made for the living room.
- f. She had gold taps put on all the basins.

Ivan said: *Helen told me to contact you.*

Commands

Do it!	tell someone to do something
Don't do it!	tell someone not to do something

Ivan said: *The teacher's asked me to write about a journalist.*

Requests

Please* do it.	ask someone to do something
Please* don't do it.	ask someone not to do something

*Remember that *please* is an important word in English requests.

Your turn to make some examples using the structures

GRAMMAR - Reported commands and requests



GRAMMAR - Reported commands and requests



Alexi's team have just lost a match. He is phoning the manager. What does he want the manager to tell these people? Make sentences using **Tell +** the ideas in the box below

- a. The club owner - **Tell the club owner to buy some good players.**
- b. The coach - _____

don't go clubbing every night
learn the rules of the game
have his eyes tested
leave the club and don't come back
buy some good players



Alexi's team have just lost a match. He is phoning the manager. What does he want the manager to tell these people? Make sentences using **Tell +** the ideas in the box below

- c. The rest of the team - _____
- d. The goalkeeper - _____
- e. The referee (ref) - _____

don't go clubbing every night
learn the rules of the game
have his eyes tested
leave the club and don't come back
buy some good players



GRAMMAR - Possessive pronouns and adjectives



Corpus spot

Reported speech

Now look at these PET students' sentences. Do they report commands or requests? Write the words these people said.

- Peter asked me to read some of my poems.
- Rodrigo told us to go to the hospital immediately.
- I asked my friends to help me.
- He told me not to lose the stone.
- Shusha told them to call her at nine o'clock.

GRAMMAR - Possessive pronouns and adjectives



Report these requests and commands

- Please help me, Julie.
She asked Julie to help her.
- Don't forget your wallet, Michael.
He told _____.
- Please phone your dad from the airport, Angela.
Angela's mum _____.
- Please don't use my shampoo, Mandy.
She _____.
- Phone the doctor immediately, Ronnie!
He _____.

GRAMMAR - Possessive pronouns and adjectives



Report these requests and commands

- Please help me, Julie.
She asked Julie to help her.
- Don't forget your wallet, Michael.
He told Michael not to forget his wallet.
- Please phone your dad from the airport, Angela.
Angela's mum asked her/ Angela to phone her dad from the airport
- Please don't use my shampoo, Mandy.
She asked Mandy not to use her shampoo.
- Phone the doctor immediately, Ronnie!
He told Ronnie to phone the doctor immediately.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: *A friend of yours is a journalist.* This is another way of saying
One of your friends is a journalist.

Rewrite these sentences using **A _____ of _____.**

- One of my classmates is a dentist.
A classmate of mine is a dentist.
- One of Clara's aunts works in this office.
An aunt of Clara's works in this office.
- One of your classmates said you were ill.

GRAMMAR - Possessive pronouns and adjectives



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An aunt of Clara's works in this office.
- c. One of your classmates said you were ill.
A classmate of yours said you were ill.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: ***A friend of yours is a journalist.*** This is another way of saying ***One of your friends is a journalist.***

Rewrite these sentences using **A _____ of _____.**

- d. She saw one of her friends on TV last week.
- e. Kamran's lucky because one of his cousins owns a hotel in London.
- f. One of Pedro's colleagues lives in our road.

GRAMMAR - Possessive pronouns and adjectives



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Rewrite these sentences using **A _____ of _____.**

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She saw a friend of hers on TV last week.
- e. Kamran's lucky because one of his cousins owns a hotel in London.
Kamran's lucky because a cousin of his owns a hotel in London.
- f. One of Pedro's colleagues lives in our road.
A colleague of Pedro's lives in our road.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: ***A friend of yours is a journalist.*** This is another way of saying ***One of your friends is a journalist.***

Rewrite these sentences using **A _____ of _____.**

- g. I didn't realise that one of their friends played football for England.
- h. I heard that one of my students met the Prime Minister last week.
- i. I believe one of our neighbours has won the lottery.

GRAMMAR - Possessive pronouns and adjectives



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Rewrite these sentences using **A _____ of _____.**

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I didn't realise that a friend of theirs played football for England.

h. I heard that one of my students met the Prime Minister last week.

I heard that a student of mine met the Prime Minister last week.

i. I believe one of our neighbours has won the lottery.

I believe a neighbour of ours has won the lottery.

Tell me about your life



Student A: You are a journalist. You are going to interview Alexi and write a magazine article about him. You need to prepare the questionnaire you will ask.

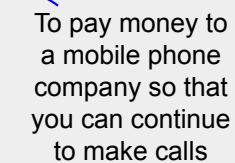
Student B: You are Alexi. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for your future?



Find expressions in the quiz which mean:

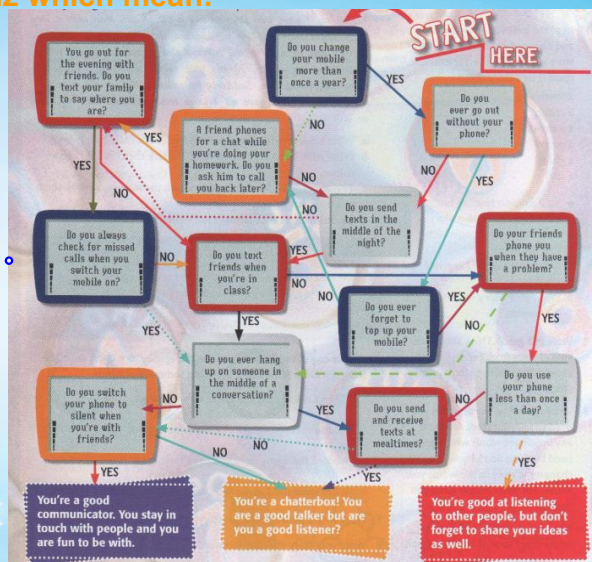


EWISE

[illegible]

Find expressions in the quiz which mean:

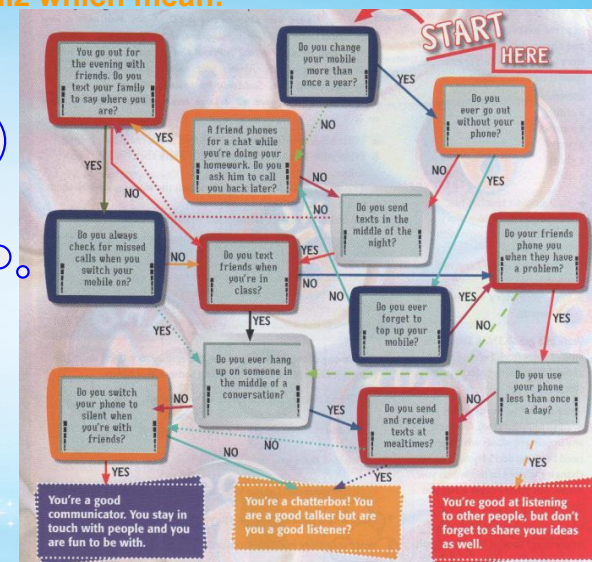
To turn on



Switch on

Find expressions in the quiz which mean:

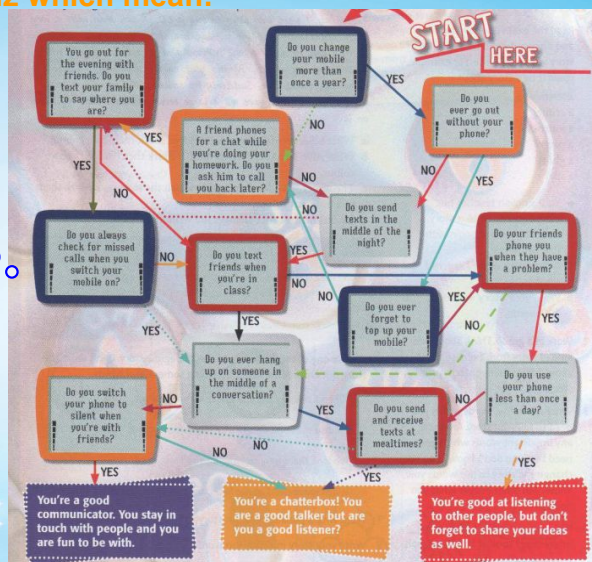
A phone call someone made to your mobile when it was off



A missed call

Find expressions in the quiz which mean:

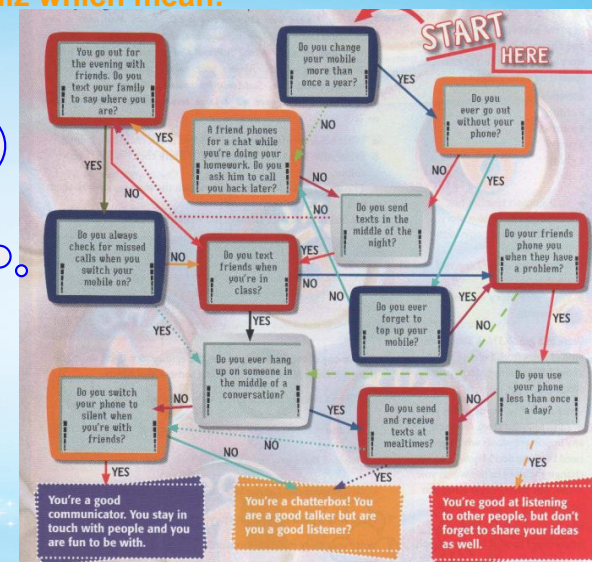
To end a phone call



Hang up

Find expressions in the quiz which mean:

To phone someone again



Call someone back

Speaking



LANGUAGE FOCUS



You are going to hear a student called Ivan make four phone calls. Which conversations are with a friend and which are with strangers?

Answer: Strangers: a,d

Friends: b, c

Put the conversations in the correct order

Answer: 1.b

2.a

3.d

4.c

Audioscript



LISTENING

Listen to the first three conversations again in the correct order. Here are some of the things the people talk about. Write down the words they use.

Conversation 1

- a Say who you are when you make a phone call.
- b Tell someone the reason why you are phoning.
- c Ask for another person's phone number.
- d Ask a friend to wait.

a This is Ivan.

Conversation 2

- a Ask to speak to someone.
- b Tell the caller that the person they want cannot speak to them.
- c Ask the caller to phone again at another time.

- a. **Secretary:** Amy Lee's office.
Ivan: Oh, er, hello. May I speak to Mrs Lee?
Secretary: I'm afraid Mrs Lee isn't available this afternoon. Can you call back tomorrow?
Ivan: Er, yes. Thank you.
Secretary: Goodbye.
Ivan: Goodbye
- b. **Helen:** Hello?
Ivan: Hi. This is Ivan.
Helen: Hi, Ivan.
Ivan: Helen. I'm ringing to ask for your help.
Helen: Oh, yeah?
Ivan: You told me to ring you. The teacher's asked me to write about a journalist.
Helen: Oh, yes.
Ivan: Well, you said a friend of yours is a freelance journalist. She can give me some advice.
Helen: She's a friend of my dad's, really. But she's very nice.
Helen: Oh, right, er, I've got it here somewhere. Hang on a minute. Mm., Yes. it's 307669. Ask for Mrs Lee. And say you're a friend of Helen Solomon's.

- c. **Helen:** Hi. Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!
Ivan: Oh. Helen. This is Ivan. I'm seeing Mrs Lee on Monday afternoon. Thanks for giving me her number. Would you like to meet me afterward? About four o'clock? I'd like to buy you a coffee or something to say thank you. Ring me if that's OK and say where.
- d. **Secretary:** Amy Lee's office.
Ivan: May I speak to Mrs Lee, please?
Secretary: Could I have your name?
Ivan: Oh yes. It's Ivan Finn. I'm a friend of Helen Solomon's.
Secretary: One moment, please.
Ivan: Er, I'm doing a project about journalism for my media studies course. Helen told me to contact you. Would it be possible for me to interview you one day this week?
Mrs Lee: I see. Well, this week's not good; I'm working to a deadline and I'm having my office painted. But what about Monday at, um, quarter past two?
Ivan: Oh, thanks very much. It's very kind of you to help me.
Mrs Lee: Not at all. I look forward to meeting you.

LISTENING



Listen to the first three conversations again in the correct order. Here are some of the things the people talk about. Write down the words they use.

Conversation 3

- a Ask for the caller's name.
- b Ask the caller to wait.
- c Ask the caller what he/she wants.

Pronunciation - Phone numbers



Listen to the end of Conversation 1 again. What is Mrs Lee's telephone number? How does Helen say it?



Pronunciation - Phone numbers



Say these telephone numbers, then write them in words.

- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

Pronunciation - Phone numbers



Listen and check your answers

- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

LANGUAGE FOCUS - Making phone calls



Complete the spaces in these telephone conversations with the expressions from the box

A friend	a friend of	ask for	I'm ringing	to ring you	may I speak
let me know	give me the number	hang on	one moment	how can I	
how about	this is	told me	meeting you	very kind of	would you like to

Conversation 1:

Harry: Hello?

Chloe: Hello, Harry. (a) **This is** Chloe.

Harry: Oh, hi, Chloe. How are you?

Chloe: Fine, thanks. (b) **I'm ringing** to ask for your advice.

Harry: Oh, really?

Chloe: You told me (c) **to ring you** if I have problems with my laptop.

Harry: Oh, of course.

Chloe: Well, can you (d) **give me the number** of that company you use?

Harry: Oh, yes. I've got it here somewhere. (e) **Hang on** a minute. Here it is. It's 474747. (f)

Ask for Gareth Holmes. And say you're (g) **a friend** of Harry's.

Chloe: OK. Thanks very much.

Harry: That's OK. (h) **Let me know** how you get on.

LANGUAGE FOCUS - Making phone calls



Complete the spaces in these telephone conversations with the expressions from the box

A friend	a friend of	ask for	I'm ringing	to ring you	may I speak
let me know	give me the number	hang on	one moment	how can I	
how about	this is	told me	meeting you	very kind of	would you like to

Conversation 2:

Secretary: PC Solutions.

Chloe: (i) **May I speak** to Gareth Holmes, please?

Secretary: May I have your name?

Chloe: Oh, yes. It's Chloe Parsons. I'm (j) **a friend of** Harry Black's.

Secretary: (k) **One moment**, please.

Gareth: Hello, Chloe? (l) **How can I** help you?

Chloe: I need to get my laptop mended. Harry (m) **told me** to contact you.

Gareth: Oh, right. (n) **Would you like to** bring it in today? (o) **How about** this afternoon at half past four?

Chloe: Oh, thanks very much. It's (p) **very kind of** you to help me.

Gareth: Not at all. I look forward to (q) **meeting you**

Let's play



Students can only play this game if they use **computer** or **ipad**. Otherwise, please ignore this slide.

With this interactive game, teachers give students the right to control the screen and play the game in the link below.

Firstly the teacher shares the screen. The teacher chooses Remote Control -> Give the Right to Control -> click the Student's name. Students need to click the screen. For **IPad**, students click the Blue Wifi Button -> use Mouse on the screen to play.

This memory games has audio, images and text which makes it possible to practice spelling, reading, listening and word recognition.

<https://www.gamestolearnenglish.com/questions/>

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or

a. We use _____ or _____
when we give a reason for something.

I didn't go swimming _____ I had a cold.

b. We use _____ to give the result of something.

The bus didn't come _____ I walked to the city centre.

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

a. We use **because** or **as** when we give a reason for something.

*I didn't go swimming **because/as** I had a cold.*

b. We use **so** to give the result of something.

The bus didn't come **so** I walked to the city centre.

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

c. We use _____ and _____ in the same sentence to give two different choices.

We can _____ stay at home _____ go for a walk.

d. We use _____ or _____ to contrast or compare two ideas.

The film was funny _____ it was too long.

_____ the film was funny, it was too long.

GRAMMAR

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

- c. We use **either** and **or** in the same sentence to give two different choices.
*We can **either** stay at home **or** go for a walk.*
- d. We use **although** or **but** to contrast or compare two ideas.
*The film was funny **but** it was too long.*
***Although** the film was funny, it was too long.*

SPEAKING - Music quiz - Ask and answer with your teacher

1. Where was Born?
2. What is’s real name?
3. Who sang.....?
4. Which country does come from?
5. How old is?
6. Which band has a musician called?
7. Which band sang?
8. What was’s first hit?

EXAM FOLDER

LISTENING
PART 1
Read the questions before listening

1 Where will they meet?

A ☐ B ☐ C ☐

2 What time will the boy catch the bus?

A ☐ B ☐ C ☐

3 Which band does Robert play in?

A ☐ B ☐ C ☐

4 Which is Lisa's new T-shirt?

A ☐ B ☐ C ☐

5 What will the weather be like tomorrow?

A ☐ B ☐ C ☐

EXAM FOLDER

LISTENING PART 1
For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

1 Where will they meet?

A ☐ B ☐ C ☐

2 What time will the boy catch the bus?

A ☐ B ☐ C ☐

3 Which band does Robert play in?

A ☐ B ☐ C ☐

4 Which is Lisa's new T-shirt?

A ☐ B ☐ C ☐

5 What will the weather be like tomorrow?

A ☐ B ☐ C ☐

Audioscript



1. Where will they meet?

Woman: Are you going to the city centre?

Man: Yes, do you want a lift?

Woman: Yes, please. Can you take me to the library? Then I need to go to the supermarket.

Man: OK. I'm going to the bank so I'll see you in the supermarket car park at four. Oh, can you take back these library books for me?

2. What time will the boy catch the bus?

Girl: Hi, Alex, this is Mandy. You know we agreed to meet at a quarter past six? Well, we'll have to meet an hour later at a quarter past seven because I have to look after my sister while my mum is out.

Boy: Mm... my bus only leaves once an hour so I can get the one at a quarter to six or at a quarter to seven.

Girl: Well, get the later one. That'll give me more time too.

Boy: OK. See you tonight then.

3. Which band does Robert play in?

Girl: Robert's just joined a band, you know.

Boy: Is he playing guitar in it?

Girl: They've already got a guitarist, so he's the singer. There's a keyboard player too. They used to have a drummer but he left.

Boy: We must go and see them play.

4. Which is Lisa's new T-shirt?

Girl 1: Have you seen Lisa's new T-shirt? It's amazing.

Girl 2: What's it like?

Girl 1: It's sleeveless with a high neck and it's got red and green stripes.

Girl 2: Ugh.

5. What will the weather be like tomorrow?

Man: And here is the weather forecast for today and tomorrow. The fine weather will continue today so enjoy it while it lasts because tomorrow we'll have cloudy skies again. There won't be any rain but it won't be any warm. I'm afraid.

WRITING FOLDER - Tell a story - Read the exam question and discuss with your teacher what kinds of story you could write



A story about:

- A visit?
- A crime?
- A journey?
- A party?
- A ghost?
- A spy?

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

WRITING FOLDER - Read the exam question and discuss with your teacher what kinds of story you could write



Tell your teacher what will happen in your story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

WRITING FOLDER - Read the exam question and discuss with your teacher what kinds of story you could write



Write down five words which you need to tell your story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

Read. Compare two paragraph below and answer the questions



A

I went into town to buy a CD. There was a man outside the shop. He was worried. He had a piece of paper. He asked my name. I told him. He smiled. He gave me a prize.

B

Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!', he announced, and gave me a large brown envelope with my name on it.

- a. What adjectives has the writer added in paragraph B? Mark them in colour.
- b. What adverbs has the writer added? Mark them in a different colour.

Read. Compare two paragraph below and answer the questions



A

I went into town to buy a CD. There was a man outside the shop. He was worried. He had a piece of paper. He asked my name. I told him. He smiled. He gave me a prize.

B

Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!', he announced, and gave me a large brown envelope with my name on it.

- c. The writer has added the words which the man said. Mark them in a different colour.
- d. Underline the other changes the write has made.

Choose one of the sentences below to begin a story. Don't write the story, but write some notes, including some useful words.



When I reached the station, the train had left.

I found the book on my way home from school.

We took the wrong turning off the main road.

When we arrived at the hotel, the owner looked very worried.



Teachers:

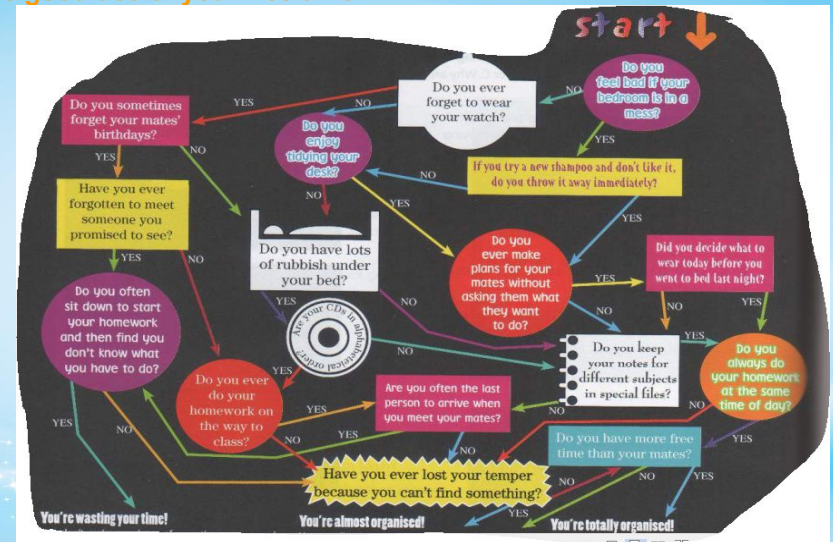
- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 4: FREE TIME

LESSON 1



Do you make good use of your free time?



Answer. Who you are?



1. You're wasting your time!: You don't make good use of your time, your room's a mess and you can't find anything! Your mates know you're always late and you never know what's happening. Try to make plans and follow them. You have more time than you realise, if you only use it sensibly!
2. You're almost organised! : You usually manage your time quite well and you're fairly tidy. You're good at preparing for important things but sometimes you're careless. You often have to finish things in a hurry. Plan your days carefully and you'll find you don't run out of time so often.
3. You're totally organised!: You're so organised and tidy that your mates sometimes worry about you. You're never late and you never lose anything. That's great, but remember we all need to relax sometimes and a little bit of mess won't hurt you. Your mates might like you better if you're not perfect!

Grammar



Which verb do we use with **homework**?

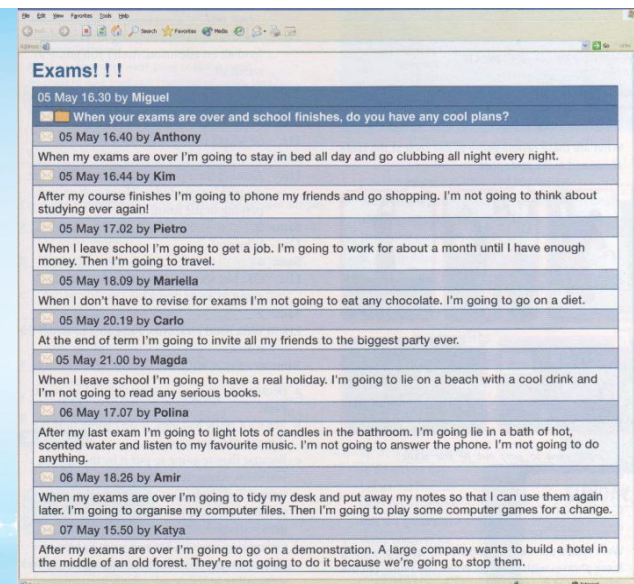
Complete these PET student's sentences.

- a. We... **did** some homework for an hour, then we went out.
- b. My room has a nice chair and a table where I **do** my homework.

Look at the pictures. These students have an English test tomorrow. What are they doing now? Are these good ways to use your time the day before an English test?



Look at the picture. Read this message board from a website. What is it about?



Work with a partner. Match these questions and answers

1. What is Anthony going to do all day when his exams are over? **- D**
2. When is Kim going to phone her friends?
3. How is Pietro going to get money?
4. Why isn't Mariella going to eat chocolate?

- A. After her course finishes
- C. She's going to go on a diet
- G. He's going to get a job
- D. He's going to stay in bed
- E. Read any serious books.

Work with a partner. Match these questions and answers

5. Where is Katya going to go?
6. What isn't Magda going to do?
7. Who is Carlo going to invite to his party?
8. Why is Amir going to tidy his desk and put away his notes?

- B. On a demonstration
- E. Read any serious books.
- H. All his friends.
- G. He's going to get a job
- D. He's going to stay in bed



Read again. And answer the question Who has the best idea? Who has the worst ?



Exams! !!

05 May 16.30 by Miguel
When your exams are over and school finishes, do you have any cool plans?

05 May 16.40 by Anthony
When my exams are over I'm going to stay in bed all day and go clubbing all night every night.

05 May 16.44 by Kim
After my course finishes I'm going to phone my friends and go shopping. I'm not going to think about studying ever again!

05 May 17.02 by Pietro
When I leave school I'm going to get a job. I'm going to work for about a month until I have enough money. Then I'm going to travel.

05 May 18.09 by Mariella
When I don't have to revise for exams I'm not going to eat any chocolate. I'm going to go on a diet.

05 May 20.19 by Carlo
At the end of term I'm going to invite all my friends to the biggest party ever.

05 May 21.00 by Magda
When I leave school I'm going to have a real holiday. I'm going to lie on a beach with a cool drink and I'm not going to read any serious books.

06 May 17.07 by Polina
After my last exam I'm going to light lots of candles in the bathroom. I'm going lie in a bath of hot, scented water and listen to my favourite music. I'm not going to answer the phone. I'm not going to do anything.

06 May 18.26 by Amir
When my exams are over I'm going to tidy my desk and put away my notes so that I can use them again later. I'm going to organise my computer files. Then I'm going to play some computer games for a change.

07 May 15.50 by Katya
After my exams are over I'm going to go on a demonstration. A large company wants to build a hotel in the middle of an old forest. They're not going to do it because we're going to stop them.



SPEAKING

Talk about an activity you like doing.
You should say:

- What is it
- Who you do it with/ How you do it
- why you enjoy doing it

and explain why it is a good activity.



UNIT 4: FREE TIME

LESSON 2

Going to

We use *going to* for plans and when we can already see what is going to happen.

I am you/we/they are he/she/it is	(not) going to	go to the beach. fall over.
Am I Are you/we/they Is he/she/it	going to	go to the beach? fall over?



Look at the pictures and tell what they are doing to do

Example : a. She's going to jump out of the plane



Ask and answer questions using these phrases with *going to*.
When you finish, tell the class some of the things your partner is going to do.

A. after this lesson

A: What are you going to do after this lesson, Brigitte?

B: I'm going to have a coffee.

B. this evening

C. tomorrow morning d next weekend

E. when you finish this course

F. after you complete this exercise

Use the sentences from a - h to complete this conversation

Liz: Hi, Sam. What are you doing?

Sam: **I'm making a poster. Do you want to help me?**

Liz: I'm afraid I can't. I'm going to watch the football on television.

Aren't you going to watch it?

Sam: (2).....

Liz: Why?

Sam: (3).....

Liz: So what's wrong with that?

Sam: (4).....

Liz: Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: (5).....

Liz: Why not?

Sam: (6).....

Liz: OK, but what are you and your friends going to do to stop it?

Sam: (7).....

Liz: Well, good luck. Now I'm going to watch the match.

Sam: (8).....

a Because the council is going to build a new car park.

b But it's a really bad idea. It isn't going to make things better for teenagers.

c Because they're going to put it by the market, you know where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?

d I'm making a poster. Do you want to help me?

e We're going to stand in the shopping centre and we're going to tell people what's happening.

f Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.

g OK. You can tell me about it when I get home.

h No, not this time. I'm going to join a demonstration in the city centre.

Recording script

Liz: Hi, Sam. What are you doing?

Sam: I'm making a poster. Do you want to help me?

Liz: I'm afraid I can't. I'm going to watch the football on television. Aren't you going to watch it?

Sam: No, not this time. I'm going to join a demonstration in the city centre.

Liz: Why?

Sam: Because the council is going to build a new car park.

Liz: So what's wrong with that?

Sam: Because they're going to put it by the market, you know, where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?

Liz: Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: But it's a really bad idea. It isn't going to make things better for teenagers.

Liz: Why not?

Sam: Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.

Liz: OK, but what are you and your friends going to do to stop it?

Sam: We're going to stand in the shopping centre until we're going to tell people what's happening

Liz: Well, good luck. Now I'm going to watch the match

Sam: Ok. You can tell me about it when I get home

Present tense following **when, until, after**

Grammar spot

When, until, after + present tense

Read these sentences and complete the rule below using the words in the box.

After this course ends we're going to have a party.

I'm going to work hard until I have lots of money, then I'm going on holiday.

When I find my mobile, I'm going to phone home.

present future

When we talk about time, a tense follows the adverbs **when, until** and **after**.

Complete the sentences with a verb in the present simple.

A. When I see my brother, I'm going to ask him for some money.

B. When my sister **comes** home from university, we're going to have a party.

C. Our neighbours are going to move when their son **gets** a new job.

D. I'm not going to do any more work until you **pay** me.

E. I'm going to listen to some music after we **finish** this exercise.

F. We're going to play tennis until it **gets** dark.

G. I'm going to have a shower when I **get** home.

2. Listen to the recording . In column A below write down the times you hear, using figures



The time



The clock shows

We say

- a. 12.50
- b.
- c.
- d.
- e.
- f.

- a. Ten to one
- b.
- c.
- d.
- e.
- f.

Audioscript



- A.
Man: Excuse me, what's the time, please?
Woman: It's ten to one.
- B.
Man: Can you tell me the time, please?
Woman: It's twenty-five past three.
- C.
Man: What time does the bus leave?
Woman: At quarter to five.
- D.
Woman: What time is it now?
Man: It's half past seven.
- E.
Man: What's the time of the next performance?
Woman: It starts at twenty-five to nine.
- F.
Woman: Excuse me, can you tell me the time, please?
Man: Of course. It's exactly three minutes to twelve.

A. 12:50 B. 3:25 C. 4:45 D. 7:30
E. 8:35 F. 11:57

VOCABULARY



Vocabulary spot

Asking the time

How many ways of asking the time do you know? Complete this table using the words in the box.

it tell know what's

- Excuse me,
- a the time of the next train, please?
 - b can you me the time, please?
 - c do you the time of the next bus?
 - d what time is , please?

- a get up / last Friday What time did you get up last Friday? – At ten to seven.
- b be / now
- c get up / next Sunday
- d arrive / today
- e be / now in New York

Practice : Ask and answer questions about time, using these words

ACTIVITY Making plans



Listen to three short conversations between Marco and three of his friends. Look at his personal organiser and write his plans for Sunday then answer the questions

What is Marco going to do on the day before his English test? Do you think this is a good plan?



Audioscript



1.

George: Marco, would you like to see an English film on Sunday afternoon?

Marco: Oh yes. I'd really like that. What time?

George: It starts at twenty-five to three.

Marco: Fine. I can be at the cinema at half past two.

George Good. See you on Sunday.

Marco: Yeah. Bye.

2.

Oscar: Hi, Marco. Oscar here. You know we have an exam on Monday?

Marco: How can I forget?

Oscar: Well, Philippe and I are spending Sunday afternoon together.

We're going to study some English grammar. Would you like to join us?

Marco: I'm afraid I can't. Another time perhaps.

Oscar: Oh, OK.

Marco: Thanks for asking me, anyway.

3.

Peter: Marco? Do you want to come skateboarding this weekend? Sunday afternoon?

Marco: I'm sorry . I'm going to be busy then. What about Sunday morning?

Peter: Yes, but not too early!

Marco: OK. Let's meet at quarter to eleven. Peter: All right. See you then.

UNIT 4: FREE TIME

LESSON 3

1. Look at the instructions below. What can you learn about the recording?

- What kind of conversation is it?
- How many people do you hear?
- What is the conversation about?

You will hear a radio interview with a woman called Philippa about a trip she is going to make.
For each question, put a tick (✓) in the correct box.

2. Now read the options for each question in the exam task. Remember that the words you read in the questions are often different from the words you hear, although they have a similar meaning. Can you match the words from the questions (1-6) with the words which have a similar meaning (a-f)?

- some poetry
- with a group of tourists
- two weeks
- travelling by air
- crossing the States by bus
- an exhibition

- a show
- travelling by bus across the States
- a poem
- flying
- a tour organised by a travel agent
- a fortnight

3. Listen and complete this task



1. How did Philippa win her prize?

- by writing some poetry
- by writing a novel
- by describing a journey

2. Philippa is going to travel with

- a group of tourists.
- two friends.
- her brother.

3. When are they going to leave the UK?

- immediately
- in two weeks
- at the end of the year

4. Where are they going to stay first?

- Amsterdam
- New York
- California

5. Which part of the trip excited about?

- travelling by air
- visiting famous cities
- crossing the States by bus

6. When Philippa returns she is going to

- have an exhibition
- get a job
- study

Audioscript



Jim: Welcome to Travellers' Talk, our weekly programme about travel and holidays. I'm Jim Baker and my first guest this morning is Philippa Berry, who won first prize in last month's competition. Philippa, remind listeners how you won the competition.

Philippa: I wrote a poem called The Traveller. It tells the life story of a very old man.

Jim: And Philippa has won a thousand pounds to spend on a holiday. Philippa, congratulations.

Philippa: Thank you.

Jim: Now tell us about the journey you've planned.

Philippa: Well, first of all, I decided that I didn't want to alone because I haven't been abroad alone before. I asked my family and one or two friends to come with e. But I'm going to be away for six weeks and that's too long for most of them. My brother loves travelling, but he's got exams and my best friend says it's too expensive. So I'm joining a tour organised by a travel. We travel together but we don't have to stay together all the time, so that'll be just right for me.

Jim: And when are you leaving?

Philippa: Well, I have to use my ticket before the end of this year and these tours only go once a year so I had to *decide* immediately. In fact we set off two weeks from today.

Jim: And where are you going first?

Philippa: Well, we start by flying from London to Amsterdam, where we catch a plane for the United States. We spend three days in New York and then we travel by bus across the States to California.

Jim: I expect you're really excited about it.

Philippa: Yes, I am. But the part of the holiday I'm looking forward to most is the bus journey from one side of the States to the other. We're going to see all kinds of wonderful scenery and I'm hoping to take some good photographs of mountains and that kind of thing. It's my hobby. Of course, I'll be pleased to visit the big cities too.

Jim: And when your trip is over, what then?

Philippa: After I get home, I'm planning to have a show of the photographs I take. It's going to be in the city library, where I had a holiday job. They have space in the library for things like that and the librarian has very kindly said that I can use it for one week.

Jim: Well, that's great. Thank you, Philippa, for telling us about your plans. Now, we need to talk

Writing

1. Look at the two sentences below. Which word do you need to write in the space so that the second sentence means the same as the first? Below are three students' answers. Which one is correct?

1. We have a new swimming pool in our town. There a new swimming pool in our town.
A. have
B. has
C. is
2. The new pool opened two days ago
The new pool has been opendays
A. For two
B. Since two
C. After two

2. Now do these questions. Complete the second sentence so that it means the same as the first, using no more than three words

- 3 The old swimming pool wasn't as big as the new one.
The new swimming pool is the old one.
- 4 The new pool is closed on Monday mornings.
The new pool isn't on Monday mornings.
- 5 Young children are not allowed to go in the deep end.
Young children must in the deep end.
- 6 This is the first time I've been to the new pool.
I to the new pool before.
- 7 I went to the old pool every week.
I used to the old pool every week.
- 8 My old swimming costume isn't big enough for me.
My old swimming costume is too for me.
- 9 I borrowed a swimming costume from my friend.
My friend a swimming costume.
- 10 We stayed in the pool for three hours.
We three hours in the pool.

ACTIVITY Let's speak about your free time

- 1. What do you do in your free time in general?
- 2. What is your favorite free time activity?
- 3. What do you do in the mornings?
- 4. What do you do in the afternoon?
- 5. What do you do in the evening?
- 6. What do you do on weekend?



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class





UNIT 5: NEXT WEEK'S EPISODE

LESSON 1

1. Listen to the theme music of four TV programmes. Which kinds of programmes do the pieces of music introduce? Choose from the box.

Documentary
Costume drama
Children's programmes
Soap
Police drama
News
Sport
Game shows

Look at this page from a TV guide. Label the columns using the words in the box. Which programmes would you choose to watch?

1 News	2	3	4	5	6	7	8
6.00 Early evening news BBC1	5.00 Playschool Art games and exciting things to make and do Channel 6	7.30 Choices Who makes your T-shirts and how much are they paid? Get the facts. ITV3	5.00 Wordplay Can you beat tonight's team at their own game? BBC2	8.30 Pamela Episode 2 Will Pamela escape from her wicked admirer in 18th century London? BBC4	7.30 The Man Can the new detective find the kidnappers before he loses his job? Last episode in the series. Starring Lee Young. Channel 8	5.00 Morning Square Charlene isn't pleased with Gary. Why? BBC3	9.30 Matchplay A look at the names and games that are going to be in the news next season. Channel 24
6.30 Local news and weather forecast BBC1	5.30 Kidscape What will Kim and Rob find in the old house? Channel 8		6.15 You're out! Which contestant is going to win the £1000 holiday? Presenter Joelle Patel Channel 20		7.30 My guys Another episode, another broken heart. Channel 20		11.30 Tennis Highlights from today's matches in Australia. Sports Channel
7.00 News Channel 4							
10.30 Newsnight BBC2							
	11.30 Coast Watch Sea levels will rise. What will happen to people in coastal regions? Channel 24			9.00 Love and Death The prizewinning serial of murder, money and love in the time of Napoleon. ITV1			

Listening

Cafe Europe is a radio soap. Look at the photographs and talk about the characters. Would you like to meet any of them? Who?



2. Look at what happened last week in Cafe Europe



Listen to the first part of this week's episode and answer these questions



LAST WEEK First, Mario had a quarrel with the chef and the chef left. Next, Claudia decided to sell her car and Karim wanted to buy it. Then, Adam, an old friend, arrived to share Karim's flat. Nathalie wanted to borrow Claudia's car. Claudia wasn't happy about the idea, but in the end she agreed.

What will happen this week? Look at these predictions.

- A. The chef will come back.
- B. Nathalie will get a job in the café.
- C. Adam will meet Nathalie. Do you think they are right?

Discuss your predictions. Write some down.



Audioscript



Nathalie: Hello, Mario, how are you?

Mario: Fine, Nathalie, but busy. My chef left last week. I have to do all the cooking myself and I'm so tired.

Nathalie: Perhaps I can help. I'm looking for a job. I need to earn some money.

Mario: But can you cook?

Nathalie: Cook? Oh, well, you know, yeah. I'm sure I'm the person you're looking for.

Mario: Well, actually, I saw a woman yesterday, but she 't sure. Can you start tomorrow?

Nathalie: Sure. The sooner the better.

Mario: Because this woman lives a long way away. She's phoning me this morning.

Come and see me later. If she doesn't want the job, you can have it.

Nathalie: Oh, thank you, Mario. Bye.



4. Listen to the second part of this week's episode and answer these questions



- a .Where are Karim and Adam? In Karim's flat
- b .What does Karim show Adam?
- c .What did Adam see yesterday?



Audioscript



Adam: Morning. Karim. Are you going to work already?

Karim: Hi, Adam. Yes, Mario hasn't got a chef and I'm going to help him. Anyway, I want to talk to Claudia. You know I'm going to buy her car?

Adam: Yeah? That'll be really useful.

Karim: And it's good value. It's almost new. Like this one in this magazine. see?

Adam: Oh, right. I saw one like that near Claudia's place yesterday. it was a different colour. There was a fair-haired girl in it, but it had -

Karim: Claudia's car is red.

Adam: Really?

Karim: Anyway, I must go. See you.

Adam: But Karim, that car I saw, that was red —

Karim: Bye, Adam.

Adam: — but its headlights were smashed. Oh, well. Perhaps it wasn't Claudia's car.

5. Listen to the rest of this week's episode. Check these facts. Write **true** or **false**, then compare your answers with another student



a Karim is going to pay Claudia next week. false

b Claudia believes her car is in good condition.

c Claudia thinks Mario will offer Nathalie a job as a waitress.

d Nathalie is a good cook.

e Nathalie knows Adam well.

f Adam knows something about Nathalie.

AUDIOSCRIPT



Karim: Hi, Claudia.

Claudia: Hi, Karim. Do you still want to buy my car?

Karim: Sure. I can give you the money tomorrow.

Claudia: Oh, Karim, that's great. I need the money this week. I have to pay my college fees for next year.

Karim: No problem. I know it's a good car. It's never been in an accident, has it?

Claudia: Oh, no. I've looked after it very carefully.

Nathalie: Hi, Claudia.

Claudia: Hey, Nathalie, what are you doing here? Oh, I forgot to ask you. Did you put some petrol in my car on Sunday? When you borrowed it?

Nathalie: Oh, er, yeah. Actually, I want to see Mario. I need to ask him something.

Claudia: Are you going to come and work as a waitress here with me, Nathalie? That'll be a good laugh. But I don't think we need another waitress. He wants a new chef. Go through to the kitchen.

Nathalie: Thanks, Claudia.

Karim: Perhaps Nathalie'll be the new chef.

Claudia: I don't think so. She can't boil an egg! Look, Karim, before we get busy in here, I'm going to go and buy a magazine, OK?

UNIT 5: NEXT WEEK'S EPISODE

LESSON 2



LANGUAGE FOCUS - *Will* future



+		will	go.
-	I, you, we, they, he, she ,it	will not /won't	go.
?	Will	I, you, we, they, he, she, it	go?

Make examples using "**Will**" and "**Will not/ won't**"

LANGUAGE FOCUS - *Will* future



Complete the sentences about the future. Use **Will** with your own ideas.

- Next month, the weather *will be colder.*
- Next year, some of my friends _____.
- In the next century, the weather _____.
- Next week, our teacher _____.
- In 2018, I _____.

LANGUAGE FOCUS - *Will* future



Complete the sentences about the future. Use **Won't** with your own ideas.

- Next month, _____.
- Next year, _____.
- In the next century, _____.
- Next week, _____.
- In 2018, I _____.

LANGUAGE FOCUS



Talk about the future

Nathalie said



I'm going to be the new chef. She'll be really surprised when I tell her.

Complete this sentence with the tenses in the box.

will the present tense going to

Nathalie uses for a definite plan,
..... for a prediction and
after *when*.

LANGUAGE FOCUS



Work with your teacher. Complete these sentences

- I am going to buy (buy) some flowers for my mum. She will be (be) very happy when I give (give) them to her.
- My brother am going to leave (leave) college. My dad will get (get) very angry when he hears (hear) the news.

LANGUAGE FOCUS



Work with your teacher. Complete these sentences

- I am not going to join (not join) my friend's demonstration. They will be (be) disappointed when I tell (tell) them.
- Our teacher is going to give (give) us a test. We won't enjoy (not enjoy) it when she gives (give) it to us but it will help (help) us to check our progress.

LANGUAGE FOCUS



**Now write similar sentences using your own ideas.
Answer the questions :**

What are you going to do at the weekend/ next year?
What will your friends/ parents say?
What is your family/ your class going to do next summer/ next week? What will they / other people think about that?

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Look at the photograph of the people in the Café Europe and answer these questions:

- a. Who is looking at the camera?
- b. Who is wearing a hat?
- c. Is anyone wearing a tie?

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Fill in the spaces in this table with one of these words and choose the correct word in the sentence below:

anyone anyone anyone no one someone

+	-	?
Today, everyone wants coffee.	(a) wants tea.	Does (b) want a biscuit?
There is (c) in the room.	There isn't (d) in the room.	Is there (e) in the house?

We use a *singular / plural* verb with these words.

Note: *everybody, nobody, somebody* and *anybody* mean the same as *everyone, no one, someone* and *anyone*.

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Correct these PET student's sentences:

- a. There isn't nobody on the beach.
- b. We looked for my ring but anyone found it.
- c. I saw that everybody were dancing.

EWISE

LANGUAGE FOCUS - *Everyone/ everybody, no one/ nobody, someone/ somebody, anyone/ anybody*

Write some sentences like these but the people in your classroom:

Everyone is writing.
No one is shouting.
There isn't anyone who enjoys homework.

Now look at questions 2-5 below and make guesses about what you are going to read?

UNIT 5: NEXT WEEK'S EPISODE LESSON 3

2. Why is Parson's Place particularly important, in their opinion?
3. What will cause traffic jams?
4. Class 10 believe that ordinary people who live in the town will probably soon ?
5. Which of these posters has Class 10 made?

Now read the text . If you don't know the meaning of a word or phrase, don't stop. Read on to the end and try to understand the text as a whole

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

1. Why have the students written this letter?

- A. to persuade the government to build new houses
- B. to protest about a new motorway near the town to encourage more people in the town to use Parson's Place
- C. to inform other people about the builders' plans
- ☒ D. to inform other people about the builders' plans

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

2 Why is Parson's Place particularly important, in the students' opinion?

- A. because it is near the football ground
- B. because lots of people live near it
- ☒ C. because it is a place near the town where people can enjoy nature
- D. because local people can get there easily by car from the town centre

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

3 What will cause traffic jams?

- ☒ A. Building on Parson's Place
- B. Building near the railway station
- C. Tourists in the narrow streets
- D. People going to the shops and hotels

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

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We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

Read the text and question below. For each question, circle the letter next to correct answer -A ,B,C or D

4. The students say that ordinary people who live in the town will probably soon

- A. Open new shops and hotels
- B. Choose to live near the station
- C. Be able to buy new homes
- ☐ D. Have less money

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

5. Which of these posters have the student made?

- A. SAVE OUR SPORTS GROUND
- ☒ B. SAY NO TO HOUSE PARSON'S PLACE
- C. WE NEED HOMES TO NOT HOTELS
- D. USE THE TRAIN NOT THE ROAD

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

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ACTIVITY EVERYONE HAS SOMETHING

Look at the pictures. What are these things

1. Which of these things does everyone have in their bedroom?
2. Which does no one have ?



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 6: SHOOTING FILM

LESSON 1

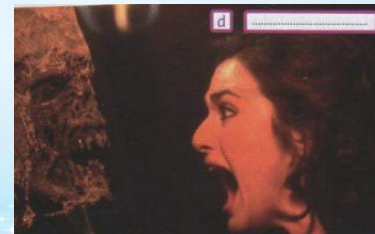


INTRODUCTION

What kind of film is each one? Use the words in the box below and write them next to the films



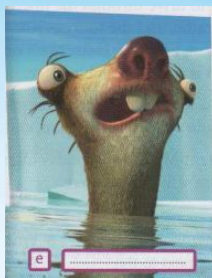
Action film Cartoon
Comedy Historical film
Horror film Love story
Musical
Science fiction film



What kind of film is each one? Use the words in the box below and write them next to the films



SPEAKING



Action film Cartoon
Comedy Historical film
Horror film Love story
Musical
Science fiction film

Do you know the names of any of the films?

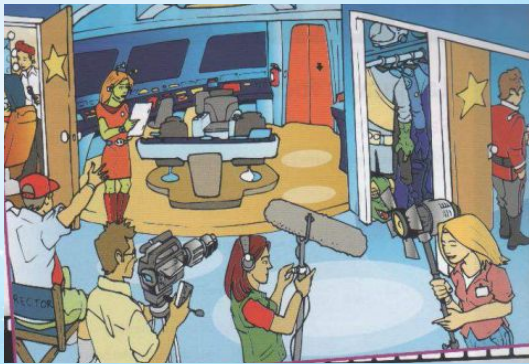
Tell the story of a film you saw recently
What kind of film do you like best? What is your favourite film star?



READING

Before a day's filming begins, what do the actors have to do? What do the film crew have to do? You can use these words below

- Actor
- Director
- Costumes
- Lighting
- Microphone
- Camera crew
- Dressing room
- Make up



2. Quickly read this newspaper article . How much of the film did they shoot during one day?

A Day's Work at the Seaside

Do you know how many hours' preparation are needed to make a very short piece of film? Our reporter went down to the beach to find out.

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. But there were plenty of people around. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

Another caravan was the dressing room and the actors went in dressed in ordinary jeans and T-shirts and came out in the clothes of the 1920s. They all looked very relaxed, sitting on picnic chairs on the beach, chatting and drinking coffee – they were obviously well prepared. The camera crew were very busy – they were moving the cameras into the right positions. The rest of the film crew were setting up the lights and checking microphones. I had a chat with a man called Ted – he was very keen to tell me about his job, which was to clear all the rubbish from the beach. The beach needed to be completely clean and he had to make sure there was nothing modern in sight because the film is about the 1920s. He even had to move some notices. The director told everyone what to do. I looked for the star of the film, Alexia Harris, but I couldn't see her anywhere. She finally arrived at about 10 o'clock and looked rather annoyed because she had to wait for a technician to check the microphones. I got the answer to my question – how long does it take to shoot a film? They shot only ten minutes of film in one whole day and the film crew were there for ten hours. I think I prefer my job – at least I don't usually have to get up at 5 am! But it was fun to be a visitor for a day.

2. Read the article again. What did the actors do? What did the film crew do?

A Day's Work at the Seaside

Do you know how many hours' preparation are needed to make a very short piece of film? Our reporter went down to the beach to find out.

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. But there were plenty of people around. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

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2. Read the article again. What did the actors do? What did the film crew do? Put a tick or a cross next to the following:

The actors	The film crew
Went to the make - up room	Set up the lights
Went to the dressing room	Moved the cameras
Read the scripts	Checked the microphones

4. Without reading the text again, say if these sentences are true or false



- a .It was too early for holidaymakers. **True**
- b. The actors slept in the caravans
- c. In her make-up, one of the actresses looked older than she really was
- d. The actors wore their normal clothes in the film.
- e. The star of the film was angry because other people were late.

5. Would you like to work for a film company? Which of these would you like to have - director,actor, make -up artist Which job is the most popular?



UNIT 6: SHOOTING FILM LESSON 2

PAST PERFECT : We form the past perfect with had + a past participle

+	I She	had	arrived
-	You It	hadn't / had not	arrived
?	Had	they she	arrived?

Example: When Alexia arrived at the beach, they had moved the cameras

Your turn: Make 3 examples using 'had + past participle'

1 Work with a partner. Look back at the article and complete the sentences below. Use the box above to help you

When Alexia arrived,....

- A. The actors had **changed their clothes** (change/clothes)
- B. the actors (visit /make -up artist)
- C. The rest of the film crew (set up/lights)
- D. a man called Ted..... (clear / rubbish)

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

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1 Work with a partner. Look back at the article and complete the sentences below. Use the box above to help you

- E. the director (tell/everyone what to do)
- F. The technician (not/check microphone)
- When the reporter left.....
- G. they (shoot/ten minutes of the film)
- H. the film crew..... (be /ten hours)

Five o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

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2. Write down the age you first did these things. Guess if you can't remember. Put X if you haven't done something


travel abroad	move house or flat
fly in an aeroplane	start school
learn to read	see a film at the cinema
learn to swim	play a computer game

Then make two sentences like these.
By the time I was six, I'd started school but hadn't learnt to read.



Past perfect and past simple. Read and complete the Grammar spot



 **Grammar spot**

Past perfect and past simple

Write the correct tense in the gaps – *past perfect* or *past simple*.

When two things happen almost at the same time, we use the tense in both sentences.

When one event happens before another, we use the tense for the first event and the tense for the second event.

3. Put the past simple or the past perfect in these sentences



- a. When the actress came out of the make-up room, she waved (wave) to me
- b. When they stopped filming, they all (have) a drink.
- c. When Alexia arrived, they.....(not finish) checking the microphones
- d. When I got there, the director.....(welcome) me

3. Put the past simple or the past perfect in these sentences



- e. When I got there, the director..... (welcome) me
- f. When Alexia arrived, she..... (be) annoyed
- g. When the actor came out of the dressing room, he (change) his clothes
- h. When I saw the film star, I (not recognise) her

3. Complete this part of the story of film . The film company were shooting it on the beach . Use verbs from the box in the correct tense - past simple or past simple.

Decide live be take remind not know cover not see put
write start write Be meet dig read return

In 1921, a woman (a) returned to the town where she
(b) as a teenager. She was walking along the beach
when she (c) a friend who she (d)
for ten years. He (e) her that one day when they were
seventeen, they (f) a hole in the sand, they
(g) a bottle in it with some poems inside that they
(h) to each other and then they (i) it
up. They (j) to find the bottle. After an hour, they
(k) the place and they (l) to
dig. The bottle (m) still there.
They (n) it out of the hole and
(o) the letters they (p)
to each other ten years before. They (q)
very embarrassed and (r) what to say.



Pronunciation



Listen and read the words after the recording

Woman important holiday
camera letter appointment
Newspaper horror preparation
telephone actor answer

Here are some definitions. What are the words they define? Write them in the correct columns below

1. They pretend to be other people in a play or film
2. The opposite of *non-fiction*
3. The opposite of *same*.
4. A v..... is someone who comes to your house for a short time.
5. Someone aged between 13 and 19.
6. You get them in the post.

ending in <i>er(s)</i>	ending in <i>or(s)</i>	ending in <i>tion</i>	ending in <i>ant</i> or <i>ent</i>
	<i>actors</i>		

Here are some definitions. What are the words they define? Write them in the correct columns below

7. An adventure film has lots of ac
8. A shop helps you buy something
- 9 You ask this before you get an answer
10. He or she tells everyone what to do in a film
11. A violin is a musical.....
12. He or she teaches you.

ending in <i>er(s)</i>	ending in <i>or(s)</i>	ending in <i>tion</i>	ending in <i>ant</i> or <i>ent</i>
	<i>actors</i>		

Listen and repeat these words



Ending in er(s)	Ending in or(s)	Ending in tion	Ending in ant or ent
Teenagers Letter Teacher	Actors Visitor Director	Fiction Action Question	Different Assistant Instrument

UNIT 6: SHOOTING FILM LESSON 3



Listening

1. Look at this advertisement outside the Victoria cinema and complete the spaces with the correct words

Performances discounts a programme
Box office screens

VICTORIA CINEMA

Ask inside for (a)..... of films showing this week.

(b)..... open from 10.30 every day.

Four (c)..... every day.

Two (d).....

(e)..... for students and children.

2 Here are some sentences about a cinema. Complete the spaces with any suitable words

- a The film begins at
- b There is a late performance on
- c The cinema is next to the.....
- d The film won a prize for the best
- e The film is inwith subtitles.
- f The film is suitable for
- g The tickets cost
- h Phone..... for more information.



Look at the notes about the Victoria Cinema .Some information is missing. What kind of words will you listen for?



VICTORIA CINEMA
films showing from 7 July

One Summer Night – normally three performances but only one at 7.30 pm on (1)

Talk by the (2) of The Violinist on Wednesday.

Late-night film Dead Men's Shoes has won a prize for the (3)

On Saturday at 5 pm you can see the film A Dangerous Game in (4) with subtitles.

Children's film club:
at 10 am The Young (5)
at 11.30 am The Mad Professor

You can book tickets by phone between 10.30 am and (6) pm with a credit card.



Listen and fill the missing information about this film



VICTORIA CINEMA

films showing from 7 July

One Summer Night — normally three performances but *only one* at 730 pm on **(1)**

Talk by the **(2)**..... of The Violinist on Wednesday.

Late night film Dead Men's Shoes has on a prize for the **(3)**

On Saturday at 5 pm you *can see* the film A Dangerous Game **in (4)** with subtitles.

Children's film club:

at 10 am The Young **(5)**.....

at 11.30 am The Mad Professor

You can book tickets by phone between 10.30 am and (6)pm with a credit card



Recording script



You will hear a recorded message giving you information about films.

For each question, fill in the missing information in the numbered space.

Message: Welcome to the Victoria Cinema Information Line. Here is a list of films for the week starting July 7th. There are three performances each day of *One Summer Night* at 5 pm, 7.30 pm and 10 pm, except *austay*, when there is only one chance to see it at 7.30 and Sunday, when there is no performance.

Every afternoon there is a showing of *The Violinist* at 2.30 pm and after the performance on Wednesday, the director Mark Hawkins, will give a lecture about the film. This is included in the ticket price.

Our late-night film is *Dead Men's Shoes*, which is coming to the cinema for the second time. It is set in the Canadian mountains and stars the well-known actor Jim Harrison. It recently won a prize (or its photography).

Our foreign-language film this week is called *A Dangerous Game* and is showing on Saturday afternoon at 5 pm. Although the director is actually Swedish, the film is in Spanish with subtitles in English.

There are two films showing in our Saturday morning Film Club for children. The film at 10 am is suitable for children aged between 5 and 10 and is Called *The Young &um*. It is about the adventures of a young girl whose father becomes king of his country by mistake. At 11.30 we are showing *The Mad Professor*, which is a comedy.

All tickets are £4.50 except for children and senior citizens who pay £3.50.

The box office is open from 2 pm until 8.30 pm but our telephone booking line is open in the morning from 10.30 am and you can book tickets with a credit card until 930 pm if you ring 0987 34872. There is a charge of 50p for tickets bought by telephone.

Thank you for calling the Victoria Cinema Information Line.



Writing

1. Complete each of these three sentences with words from the box . How do you decide?

- 1. I'm arriving at the station at 3.15.....
- 2. I've done lots of shopping.....
- 3. I had a great time at the concert.....



2. Read the three questions below ,then discuss what verbs/tenses you will use in your answers. How do you decide?

1 You are spending the weekend at a friend's house. Write a postcard to your brother or sister. In your postcard, you should

- say what the house is like
- say what you have done this morning
- tell him/her your plans for the rest of the weekend

2 You are spending next weekend with some friends who live in the country. Write a postcard to them. In your postcard, you should

- say how you plan to get there
- ask about what you will all do
- tell them what time you will arrive

3 You spent last weekend at a friend's house. Write a postcard to your friend. In your postcard, you should

- say what you enjoyed most
- tell him/her about your journey home
- tell him/her your plans for next weekend



ACTIVITY



Describe your favorite film

You should say:

- *When and where you saw it*
- *What type of film it was*
- *What the film was about*
- *And explain why it is your favorite film*



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class



REVIEW UNIT

4 - 6



Choose the correct word, A, B, or C for each space



1. My grandmother _____ use to wear jeans when she was young.
A. hasn't **B. didn't** C. wasn't
2. I _____ give my friend a lift because my brother had borrowed my car.
A. couldn't B. mustn't C. shouldn't
3. Will you come to my house after _____ your homework?
A. you'll finish B. you finished **C. you finish**

Choose the correct word, A, B, or C for each space



4. Do you _____ school on Saturdays?
A. have to going to **B. have to go to** C. have go to
5. The film begins at _____.
A. a fifteen to six **B. five past six** C. six and a half
6. That _____ be my handbag because I haven't got one.
A. needn't B. mustn't **C. can't**

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.



1. A. This is too big house for our family . ✗
B. This house is too big for our family. ✓
C. This house is too much big for our family. ✗
2. A. When the food had been ready, we ate it. ✗
B. When the food was ready, we ate it. ✓
C. When the food was ready, we had eaten it. ✗

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.

3. A. Excuse me, what time opens this shop? ✗
 B. Excuse me, what time does open this shop? ✗
 C. Excuse me, what time does the shop open? ✓
4. A. She has a beautiful big red car. ✓
 B. She has a read beautiful big car. ✗
 C. She has a big beautiful red car. ✗

In each group of three sentences, only one is correct. Tick (✓) the correct sentence and put a cross (✗) by the incorrect ones.

5. A. I used to like cartoons, but now I think they're boring. ✓
 B. I use to like cartoons, but now I think they're boring. ✗
 C. I used to liking cartoons, but now I think they're boring. ✗
6. A. Are you going to wait here until the rain stopped? ✗
 B. Are you going to wait here until the rain stops? ✓
 C. Are you going to wait here until the rain will stop? ✗

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.

can't could don't have to has to have to might
 mustn't need used to

- a. It's OK to park here if you work at the hotel. Hotel employees can park here.
- b. I'm not sure if that's my brother's DVD. That DVD _____ belong to my brother.
- c. Do not bring ice creams into this shop. You _____ bring ice cream into this shop.
- d. I've never learnt Portuguese. I _____ speak Portuguese.

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.

can't could don't have to has to have to might
 mustn't need used to

- e. I can finish this work without your help. You _____ help me finish this work.
- f. In the past, people walked more than they do now. People _____ walk more than they do now.
- g. Everyone helps tidy the club after parties. It's a rule. Everyone _____ help tidy the club after parties.
- h. The weather is hot, so a coat is not necessary. It's quite hot, so you _____ bring a coat.

Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.

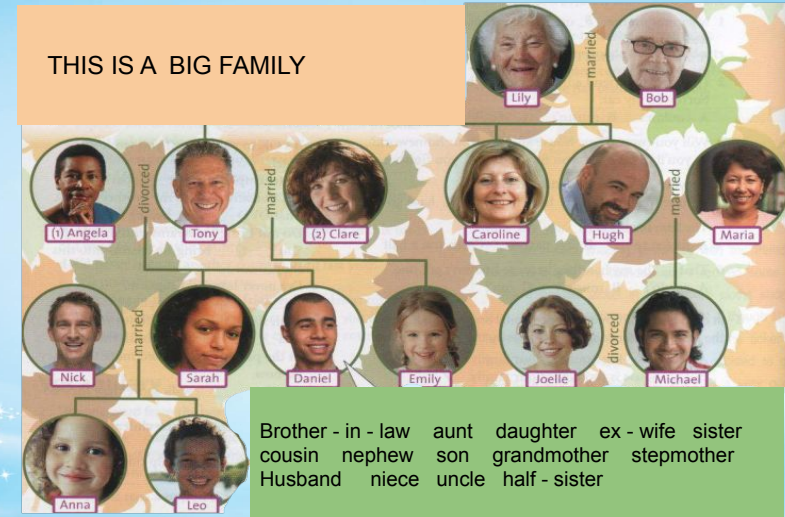


can't	could	don't have to	has to	have to	might
	mustn't		need	used to	

- i. In England all motorcyclists wear helmets because that's the law. You _____ wear a helmet on a motorcycle in England.
- j. Perhaps that's the letter about my new job. That _____ be the letter about my new job.
- k. If you want to visit Japan, it's necessary to get a visa. You _____ a visa if you want to visit Japan.

UNIT 7: HAPPY FAMILIES

LESSON 1



Use the words in the box to fill in the blank

brother-in-law aunt daughter
ex-wife sister cousin nephew
son grandmother stepmother
husband niece uncle half-sister

I've moved away from the town where I grew up. When I go back it's quite easy for me to visit all my relatives because most of them live in the same part of town. In fact my (a) Lily, lives next door to her (b) Caroline. My (c) Hugh lives in the next street to my grandma and my father lives about ten minutes away, so my grandma has all her children near her. That's good because her (d) Bob, died a few years ago, so she's alone now in the house. My parents got divorced about ten years ago and my father remarried. My (e) Sarah and I weren't sure about our new (f) , Clare, at first but now we like her a lot. She and my father have one child, so I have a (g) She's called Emily. Emily is only six and I have a (h) , Leo, who is the same age. I also have a (i) called Anna. I get on really well with my (j) Nick. Sarah, Nick, Leo and Anna live in Scotland and I often visit them. I have one (k) called Michael. We used to play together a lot when we were small. Michael married young and he's divorced now but we still see his (l) , Joelle, because she's my sister's best friend.

- Work with your teacher.
- Tell your teacher about your family or another family.
- Your teacher draws the family tree for you.
- Now do the same for your teacher's family.

Listening

Listen to four people speaking. What position are they in their families?

Speaker	Position in family	Disadvantage
Rebecca		
George		
Charlotte		
Peter		



Reading

Read these descriptions. Write Rebecca, George, Charlotte and Peter against the correct heading. Add your name to one of the headings.

Oldest children

- ★ expect to do well
- ★ are good at looking after other people
- ★ need to keep everything tidy
- ★ like keeping rules

Youngest children

- ★ love taking risks
- ★ have a good sense of humour
- ★ often refuse to do what other people tell them
- ★ are interested in studying artistic subjects

Middle children

- ★ are good at solving arguments
- ★ enjoy being with other people
- ★ are good managers and leaders
- ★ don't mind changing their plans

Only children

- ★ prefer being with adults
- ★ are quite serious
- ★ are afraid of failing
- ★ are hard-working



Speaking

Talk with your teacher using the questions below:

1. What do you often do with your parents?
2. Do you tell your secrets to your mother?
3. What can you help your parents at home?



Watching the video below and share your ideas about it



UNIT 7: HAPPY FAMILIES

LESSON 2

Expect be good at need like
enjoy don't mind love refuse
be interested in be afraid of

Verbs and expressions followed by <i>to</i>	Verbs and expressions followed by <i>-ing</i>
expect	Be good at

Look at these word and answer which words followed by *to* or by *-ing* and you can make sentences

Look forward to be fed up with
would like begin start stop

Make sentence:

For example: I would like to drink some orange juice?

Look at these two sentences. What is unusual about *make* and *let*?

Rebecca says *My parents did not make me look after my little brother*
George says *They never let you grow up*



Write down one thing your parents let you do when you were five years old and one thing they made you do. What about when you were ten?

Correct these mistakes made by PET students.

- a Don't forget write to me.
- b I am enjoying to be here on holiday.
- c I am looking forward to hear from you soon.
- d We decided catch the train back.
- e My parents didn't let me to stay in the hotel alone.
- f When we finished to eat, I went to my house.
- g I would like to met you and your family.
- h I am interested in to join this club.



5. Read these letters on a problem page in a magazine. Write the correct form of the verb in brackets. Use either *to* or *-ing*



Dear Anna,

I'm 17 and my sister is 14 and she's really annoying. When my friends come round to my house and we want (a) to go (go) to my room and be on our own, she expects (b) (be) with us and she refuses (c)..... (go) away when I ask her. She always promises (d) (sit) quietly but she loves (e)..... (be) the centre of attention. She always spoils everything. Why doesn't she understand that I prefer (f)..... (be) with my friends without her?
David

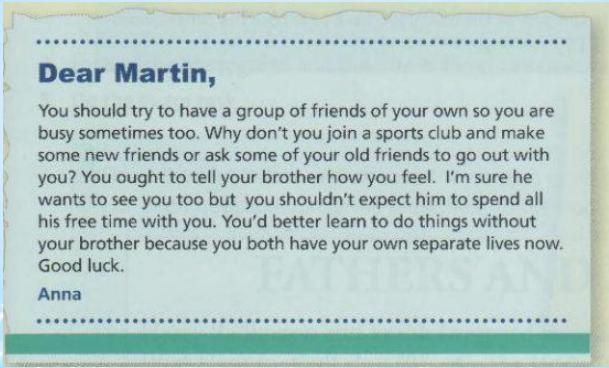
Dear Anna,

My brother and I are twins. We always got on very well until we left school last year. We enjoyed (g)(do) the same kinds of things -- music, sport, and we had the same friends. But my brother's now at university and lives in a hall of residence and I have continued (h)..... (live) at home. I really look forward to (i)..... (see) him at weekends when we arrange (j)..... (meet). But he often decides (k)..... (do) something with his new friends and isn't interested in (l)(see) me. What shall I do? I'm not very good at (m).....(say) how I feel about things so he probably doesn't know.

Martin

Giving advice

1. Read the magazine's answer to one of the problems . Do you agree with it?Underline five expression used to give advice in Anna's letter



Pronunciation



1. Listen and repeat these words . Which two are the odd ones out?

this the think there then mother thing
father other

Listen to these sentences and repeat them



- a They're both thirsty on Thursdays.
- b I think his birthday is on the fourth Thursday of the month.
- c The weather is better in the north these days.
- d This thing is worth one thousand and thirteen pounds.
- e Their mother had healthy teeth then.



ACTIVITY

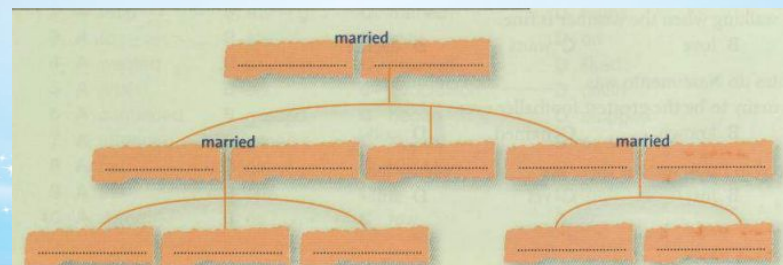
FAMILIES



Look at this family tree. All the names are missing . You are a member of the family . Your teacher will give you a card telling you who you are. Ask other students who they are and write the names in the correct place on the family tree.

FILL IN THESE NAMES ON THE FAMILY TREE

Female:	Julia	Emma	Rosa	Jane	
Male:	Simon	Tom	Sam	Robert	John
	Ben	Paul	Jack		



UNIT 7: HAPPY FAMILIES LESSON 3



Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



1. Only a..... people were able to come to the concert.
A few **B couple** C lot D several
- 2 We..... that our house had once been a hotel.
A reported **B invented** C discovered D reminded
- 3 The journey to Bristol..... two hours longer than usual.
A spent **B took** C passed D made
- 4 This desk is narrower..... my old one and the computer doesn't fit very well on it.
A as **B than** C from D to
- 5 She..... to wear glasses — she really can't see well enough to drive.
A should **B can** C must D ought

Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



The title : Father and sons



6. They..... off two hours earlier than usual to drive to Manchester because of the fog.

A got B took C set D put

7 While her brother was..... school Sarah used his computer.

A to B by C on D at

8 I..... walking when the weather is fine.

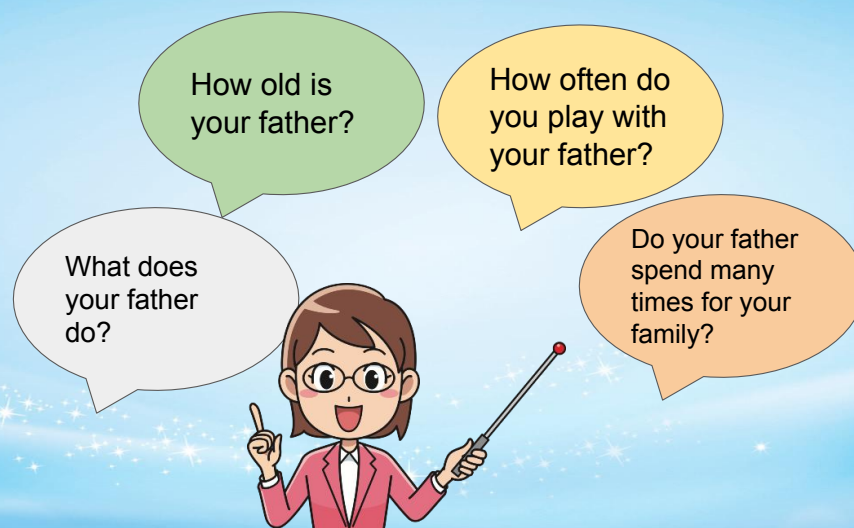
A agree B love C want D decide

9 Edson Arantes do Nascimento was..... as 'Tele' and is thought by many to be the greatest footballer ever.

A called B known C named D said

10 We don't need to book seats as there are..... plenty left.

A already B just C yet D still



Read the text below and choose the correct word for each space



Harry Redknapp and Frank Lampard played football together for West Ham football club (0)..... the 1960s. They were best friends and married two sisters, so their sons, Frank Lampard junior and Jamie Redknapp, are (1)..... Their fathers used to take them to the football field after school and make them (2)..... . All the hard work meant that they were soon very good (3)..... football and they both (4)..... to be professional footballers. In the (5)... they both played for England like their fathers. Harry and Frank (6)..... playing football for West Ham in the 1980s. Later, Harry became the manager of West Ham and Frank senior took the job of assistant manager. Frank junior (7)..... them and played for West Ham and then Chelsea in London (8)..... Jamie went to the other side of the country and played for Liverpool for eleven years. Jamie and Frank aren't married to two sisters like their fathers. Jamie's wife is (9)..... singer who hasn't got (10).....

- | | | | |
|--------------|--------------|-----------------------|-----------|
| 0 A. during | B. on | C. by | D. for |
| 1 A. cousins | B. nephews | C. brothers - in- law | D. uncles |
| 2 A. train | B. training | C. trained | D. trains |
| 3 A. to | B. at | C. with | D. on |
| 4 A. wanted | B. preferred | C. enjoyed | D. liked |
| 5 A. final | B. end | C. conclusion | D. finish |

Read the text below and choose the correct word for each space



Harry Redknapp and Frank Lampard played football together for West Ham football club (0)..... the 1960s. They were best friends and married two sisters, so their sons, Frank Lampard junior and Jamie Redknapp, are (1)..... Their fathers used to take them to the football field after school and make them (2)..... . All the hard work meant that they were soon very good (3)..... football and they both (4)..... to be professional footballers. In the (5)... they both played for England like their fathers. Harry and Frank (6)..... playing football for West Ham in the 1980s. Later, Harry became the manager of West Ham and Frank senior took the job of assistant manager. Frank junior (7)..... them and played for West Ham and then Chelsea in London (8)..... Jamie went to the other side of the country and played for Liverpool for eleven years. Jamie and Frank aren't married to two sisters like their fathers. Jamie's wife is (9)..... singer who hasn't got (10).....

- | | | | |
|----------------|-----------|------------|------------|
| 6 A. continued | B. missed | C. began | D. stopped |
| 7 A. attended | B. joined | C. shared | D. added |
| 8 A. but | B. so | C. because | D. also |
| 9 A. the | B. one | C. a | D. that |
| 10 A. some | B. no | C. few | D. any |

Let's play



Students can only play this game if they use **computer** or **Ipad**. Otherwise, please ignore this slide.

With this interactive game, teachers give students the right to control the screen and play the game in the link below.

Firstly the teacher shares the screen. The teacher chooses Remote Control -> Give the Right to Control -> click the Student's name. Students need to click the screen. For **IPad**, students click the Blue Wifi Button -> use Mouse on the screen to play.

This memory games has audio, images and text which makes it possible to practice spelling, reading, listening and word recognition.

<https://www.gamestolearnenglish.com/food/>

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class



UNIT 8: SO YOU THINK YOU'RE TALENT? LESSON 1



Listen to six different musical instruments and say what they are



keyboard trumpet drum violin flute guitar

a. _____
d. _____

b. _____
e. _____

c. _____
f. _____



Listen to six different musical instruments and say what they are



keyboard trumpet drum violin flute guitar

a. **drum** b. **flute** c. **electric guitar**
d. **keyboard/electronic piano** e. **trumpet** f. **violin**

Let's talk



Listen to the different musical instruments again and compare them. You can use the following words:

fast/slow	loud/quiet	happy, cheerful/ sad
beautiful		boring, dull/ exciting, crazy

Example: The trumpet was the loudest.
The violin sounded sadder than the drums.

Let's talk

Which instruments might you hear in a jazz concert?

Which instruments might you hear in a classical concert?

Which instruments might you hear in a rock concert?

Talk about yourself

What kind of music do you like?

Do you love listening to music?

A person who plays a guitar is a guitarist. What do we call people who play trumpet, the piano, the violin and the drums? Write them in the table below.

	-er	-or	-r	-ist
guitar				<i>guitarist</i>
trumpet				
piano				
violin				
drums				


Add **-er, -or, -r or -ist** to these words to make the names of jobs. Write the jobs in the correct column of the table.

- | | |
|---------------|------------|
| 1. Act | 8. Journal |
| 2. Employ | 9. Teach |
| 3. Photograph | 10. Direct |
| 4. Art | 11. Manage |
| 5. Farm | 12. Dive |
| 6. Report | 13. Novel |
| 7. Dance | |

Add **-er, -or, -r or -ist** to these words to make the names of jobs. Write the jobs in the correct column of the table.

- | | |
|-----------------|---------------|
| 1. Actor | 8. Journalist |
| 2. Employer | 9. Teacher |
| 3. Photographer | 10. Director |
| 4. Artist | 11. Manager |
| 5. Farmer | 12. Diver |
| 6. Reporter | 13. Novelist |
| 7. Dancer | |

A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.



Patrick McLaurie

Texas Team
The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was - the drums and the guitarist were very loud.


Eastside
Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

Third Avenue
The guitarist, Jason, played much better than the other guitarists. He's the best young guitarist I've heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good. The drummer played much more quietly than the other drummers but she did very well.



A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.



Maurice Moreno

Texas Team
Mara sang more confidently than the other singers but she wasn't always in tune.


Third Avenue
The singer didn't look very happy. That was a shame because he's got a good voice.

Eastside
The singers didn't sing as well as the singers in the other bands.

The Storm
The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.



A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.



Clara Howlett

Texas Team
They danced less professionally than the other bands but they made a lot of effort.

Third Avenue
They didn't dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.



Eastside

The Storm

A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.



Texas Team

Third Avenue

LANGUAGE FOCUS - Comparison of adverbs

Read the judges' notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

Third Avenue
The guitarist, Jason, played much better than the other guitarists. He's the best young guitarist I've heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good. The drummer played much more quietly than the other drummers but she did very well.

(Patrick McLaurie)

Texas Team
Mara sang more confidently than the other singers but she wasn't always in tune.

Third Avenue
The singer didn't look very happy. That was a shame because he's got a good voice.

Eastside
The singers didn't sing as well as the singers in the other bands.

The Storm
The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.

(Maurice Moreno)

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Third Avenue
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(Patrick McLaurie)

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(Maurice Moreno)

Texas Team
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Third Avenue
They didn't dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

a. Which drummer played loudly?

b. Which drummer played badly?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.

Third Avenue
The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good.The drummer played much more quietly than the other drummers but she did very well.

(Patrick McLaurie)

Texas Team
Mara sang more confidently than the other singers but she wasn’t always in tune.

Third Avenue
The singer didn’t look very happy. That was a shame because he’s got a good voice.

Eastside
The singers didn’t sing as well as the singers in the other bands.

The Storm
The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.

(Maurice Moreno)

Texas Team
They danced less professionally than the other bands but they made a lot of effort.

Third Avenue
They didn’t dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

c. Which violinist played more quietly than the others in the band?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.

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The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good.The drummer played much more quietly than the other drummers but she did very well.

(Patrick McLaurie)

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The Storm
The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.

(Maurice Moreno)

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Third Avenue
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Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

d. Which band sang the most beautifully?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.

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The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

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(Maurice Moreno)

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They danced less professionally than the other bands but they made a lot of effort.

Third Avenue
They didn’t dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

e. Which band danced the best?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.

Third Avenue
The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good.The drummer played much more quietly than the other drummers but she did very well.

(Patrick McLaurie)

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The singers didn’t sing as well as the singers in the other bands.

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The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.

(Maurice Moreno)

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They danced less professionally than the other bands but they made a lot of effort.

Third Avenue
They didn’t dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

f. Which band danced the worst?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.
Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.
Third Avenue
The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.
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(Patrick McLaurie)

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The singers didn’t sing as well as the singers in the other bands.
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(Maurice Moreno)

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They danced less professionally than the other bands but they made a lot of effort.
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They didn’t dance as well as the other bands.
Eastside
They are excellent dancers, especially Sadie. Every step was perfect.
The Storm
The dancing was quite good.

(Clara Howlett)

g. Which band played better than all the others?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.
Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.
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The guitarist, Jason, played much better than the other guitarists. He’s the best young guitarist I’ve heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.
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The two guitarists sounded very good.The drummer played much more quietly than the other drummers but she did very well.

(Patrick McLaurie)

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The singers didn’t sing as well as the singers in the other bands.
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(Maurice Moreno)

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Third Avenue
They didn’t dance as well as the other bands.
Eastside
They are excellent dancers, especially Sadie. Every step was perfect.
The Storm
The dancing was quite good.

(Clara Howlett)

1. How did Mara sing?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.
Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.
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(Patrick McLaurie)

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(Maurice Moreno)

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They danced less professionally than the other bands but they made a lot of effort.
Third Avenue
They didn’t dance as well as the other bands.
Eastside
They are excellent dancers, especially Sadie. Every step was perfect.
The Storm
The dancing was quite good.

(Clara Howlett)

2. How did Texas Team dance?

LANGUAGE FOCUS - Comparison of adverbs



Read the judges’ notes again and answer these questions, choosing one of the bands:

Texas Team
The violinist didn’t play as loudly as the other musicians so I couldn’t tell how good he was - the drums and the guitarist were very loud.
Eastside
Their music wasn’t as good as their dancing. The guitarist played too loudly and they didn’t have a bass guitar or any drums. I couldn’t hear the keyboard player.
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They didn’t dance as well as the other bands.
Eastside
They are excellent dancers, especially Sadie. Every step was perfect.
The Storm
The dancing was quite good.

(Clara Howlett)

3. How did the violinist in Texas Team play?

LANGUAGE FOCUS - Comparison of adverbs

Write your answers in two different ways:

Texas Team
The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

Third Avenue
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Third Avenue
They didn't dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

a. Texas Team danced less professionally _____
Texas Team didn't _____



LANGUAGE FOCUS - Comparison of adverbs

Write your answers in two different ways:

Texas Team
The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was - the drums and the guitarist were very loud.

Eastside
Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

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They didn't dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

(Clara Howlett)

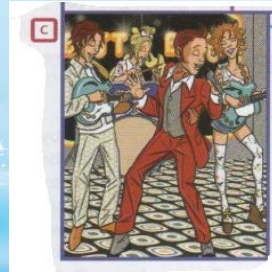
b. The other bands danced _____



UNIT 8: SO YOU THINK YOU'RE TALENT? LESSON 2



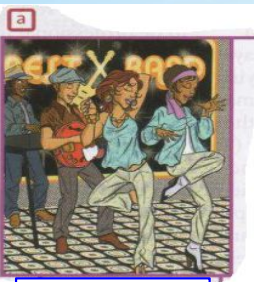
Which bands do you think came first, second, third and fourth?



GRAMMAR: **SO - SUCH**



The judges announce the winner to go through to the final. Listen to their decision. Who came first, second, third and fourth?



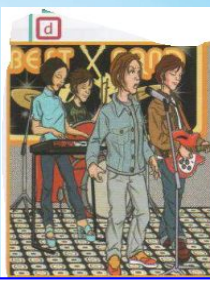
Eastside



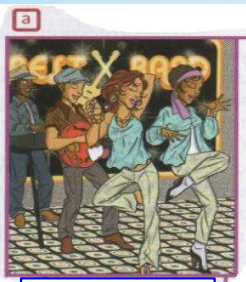
Texas Team



The Storm



Third Avenue



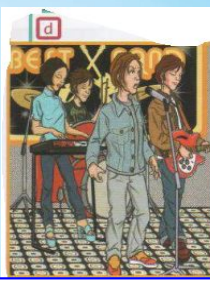
The 3rd
Eastside



The 4th -
Texas Team



The 1st -
The Storm



The 2nd -
Third Avenue

GRAMMAR: **SO - SUCH**



The judges announce the winner to go through to the final. Listen to their decision. Who came first, second, third and fourth?



Audioscript



Judge: Thank you all the competitors. I won't say much because I know you're all anxious to hear the results - it was a very difficult decision and I'll start with the band which came fourth. That's Texas Team, who are the youngest group here today. Unfortunately, the violinist played so quietly that we couldn't hear him. So **bad luck** to Texas Team. Third was Eastside. They are such good dancers they should enter for a dance competition. And with a bit more practice on the music they'll do very well. In second place is Third Avenue, They did well, especially their young guitarist, but the singer looked so unhappy we thought maybe he didn't want to win! **Never mind** - you nearly won, so **better luck next time**. **Congratulations** to The Storm who are our winners today. The singer had such a great voice that we had to give them first place. **Well done**.

Listen again to the judge's speech and complete the spaces in these sentences.



- The violinist played _____ that we couldn't hear him.
- They are _____ they should enter for a dance competition.
- The singer looked _____ we thought maybe he didn't want to win!
- The singer had _____ that we had to give them first place.

Listen again to the judge's speech and complete the spaces in these sentences.



- The violinist played **so quietly** that we couldn't hear him.
- They are **such good dancers** they should enter for a dance competition.
- The singer looked **so unhappy** we thought maybe he didn't want to win!
- The singer had **such a great voice** that we had to give them first place.

GRAMMAR - SO, SUCH AND SUCH A

Complete the rules using these words.

an adjective

an adverb

an adjective + noun

So is used before _____ or _____

Such is used before _____ or a noun.

Put these words in the correct column

good dancers

great voice

loud drums

nice food

difficult decision

Such + (adjective) + plural or uncountable noun

Such a + (adjective) + singular noun

good dancers

GRAMMAR: **SO** AND **SUCH**



- a. She is so kind woman.
- b. My grandparents are always such happy together.
- c. She has a so pretty face.

Make six sentences from this table



a. The fans were so	well	(that)	we couldn't afford to go.
b. They danced so	excited		I wanted to watch them for
c. The concert was in such	good seats		ever.
d. The seats were so	a small room		we couldn't hear the band.
e. The fans made such	expensive		there wasn't space for
f. We had such	a terrible noise		everyone.
			we could see very well.
			they were jumping up and
			down.

CONGRATULATING AND CHOOSING



Look at the recording script. What does the judge say to the people who won and to the people who didn't win? Write the expressions he uses here.

Expressions to use when someone has won: _____

Expressions to use when someone has lost: _____

CONGRATULATING AND CHOOSING



The winner goes through to the final with two other bands. Listen to the bands who play in the final. Decide who is first, second and third. Write some notes. Have a vote. Use these expressions:



I prefer to.....

My favourite is

I like best.

I don't like

The worst band is

PRONUNCIATION



Listen to some words and write them down. If you can think of more than one way to spell the word, write them both down .

PRONUNCIATION



Write the words you heard in these pairs of sentences.

- a. The best band _____ the competition.
Only _____ group can win.
- b. _____ do the winning band come from?
What shall I _____ tonight?
- c. Come _____.
I can't _____ the violinist.
- d. I really like _____ music.
The winning band is over _____.

PRONUNCIATION



Write the words you heard in these pairs of sentences.

- e. I swam in the _____
Can you _____ that boat over there?
- f. They _____ like to win.
My desk is made of _____.
- g. Their _____ is called Harry.
The _____ is shining.
- h. _____ mother is 50 tomorrow.
The bus comes once an _____.

CONNECTIVES



Here's an interview with a band who recently won the 'New Band on the Block' competition. Read it through quickly. Then complete the script with the words in the box.

- although

as soon as

but

or
- as

because

either

so
- so

How did you feel when you knew you'd won?

Mark: We were really surprised. We'd heard all the groups (a) so we knew they were brilliant.

Michelle: I cried. I'd really hoped to win (b) I still couldn't believe it.


Do you all get on well?

Anika: Yes. (c) we have arguments like any band, we like doing the same things and we care about each other. We've been together for two years now

(d) we know each other really well.

Tanya: I hope we'll be together forever.

Michelle: Yes, we go out together in the evenings (e) we like doing the same things.



What are you all going to do now?

Jamie: Well, (f) we've won the competition, we're going to appear on the Pop in the Park programme on Saturday.

Anika: And then we're going to record a CD (g) we can.

Mark: After this interview, I'm (h) going to go out dancing

(i) lie on the sofa. I can't decide.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you do in your spare time?

Jamie: I play football a lot. I won't have much time to do that in future.

Jamie: I play football a lot *but* I won't have much time to do that in future.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you do in your spare time?

Michelle: I try to go to the gym three times a week. I like to keep fit.

Michelle: _____.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you do in your spare time?

Michelle: I try to go to the gym three times a week. I like to keep fit.

Michelle: I try to go to the gym three times a week *because* I like to keep fit.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you do in your spare time?

Anika: I go shopping. I go swimming.

Anika: _____.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you
do in your
spare time?

Anika: I go shopping. I go swimming.

Anika: I go shopping **or** I go swimming.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you
do in your
spare time?

Mark: I go racing on my motorbike. I'm not very good at it.

Mark: _____.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you
do in your
spare time?

Mark: I go racing on my motorbike. I'm not very good at it.

Mark: I go racing on my motorbike **although** I'm not very good at it.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you
do in your
spare time?

Tanya: I'm busy writing songs for the band. I don't have much spare time at the moment.

Tanya: _____.

CONNECTIVES



The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because ~~but~~ although or so

What do you
do in your
spare time?

Tanya: I'm busy writing songs for the band. I don't
have much spare time at the moment.

Tanya: I'm busy writing songs for the band **so** I don't
have much spare time at the moment.

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or

a. We use _____ or _____
when we give a reason for something.

I didn't go swimming _____ I had a cold.

b. We use _____ to give the result of something.

The bus didn't come _____ I walked to the city centre.

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

a. We use **because** or **as** when we give a reason for something.

*I didn't go swimming **because/as** I had a cold.*

b. We use **so** to give the result of something.

The bus didn't come **so** I walked to the city centre.

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

c. We use _____ and _____ in the same sentence to give two different choices.

We can _____ stay at home _____ go for a walk.

d. We use _____ or _____ to contrast or compare two ideas.

The film was funny _____ it was too long.

_____ the film was funny, it was too long.

GRAMMAR

Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

- c. We use **either** and **or** in the same sentence to give two different choices.
*We can **either** stay at home **or** go for a walk.*
- d. We use **although** or **but** to contrast or compare two ideas.
*The film was funny **but** it was too long.*
***Although** the film was funny, it was too long.*


SPEAKING - Music quiz - Ask and answer with your teacher

1. Where was Born?
2. What is’s real name?
3. Who sang.....?
4. Which country does come from?
5. How old is?
6. Which band has a musician called?
7. Which band sang?
8. What was’s first hit?

EXAM FOLDER


LISTENING PART 1
Read the questions before listening

1 Where will they meet?




A ☐ B ☐ C ☐

2 What time will the boy catch the bus?




A ☐ B ☐ C ☐

3 Which band does Robert play in?




A ☐ B ☐ C ☐

4 Which is Lisa's new T-shirt?



A ☐ B ☐ C ☐

5 What will the weather be like tomorrow?




A ☐ B ☐ C ☐

EXAM FOLDER


LISTENING PART 1
For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

1 Where will they meet?




A ☐ B ☐ C ☐

2 What time will the boy catch the bus?




A ☐ B ☐ C ☐

3 Which band does Robert play in?




A ☐ B ☐ C ☐

4 Which is Lisa's new T-shirt?



A ☐ B ☐ C ☐

5 What will the weather be like tomorrow?



A ☐ B ☐ C ☐

Audioscript



1. Where will they meet?

Woman: Are you going to the city centre?

Man: Yes, do you want a lift?

Woman: Yes, please. Can you take me to the library? Then I need to go to the supermarket.

Man: OK. I'm going to the bank so I'll see you in the supermarket car park at four. Oh, can you take back these library books for me?

2. What time will the boy catch the bus?

Girl: Hi, Alex, this is Mandy. You know we agreed to meet at a quarter past six? Well, we'll have to meet an hour later at a quarter past seven because I have to look after my sister while my mum is out.

Boy: Mm... my bus only leaves once an hour so I can get the one at a quarter to six or at a quarter to seven.

Girl: Well, get the later one. That'll give me more time too.

Boy: OK. See you tonight then.

3. Which band does Robert play in?

Girl: Robert's just joined a band, you know.

Boy: Is he playing guitar in it?

Girl: They've already got a guitarist, so he's the singer. There's a keyboard player too. They used to have a drummer but he left.

Boy: We must go and see them play.

4. Which is Lisa's new T-shirt?

Girl 1: Have you seen Lisa's new T-shirt? It's amazing.

Girl 2: What's it like?

Girl 1: It's sleeveless with a high neck and it's got red and green stripes.

Girl 2: Ugh.

5. What will the weather be like tomorrow?

Man: And here is the weather forecast for today and tomorrow. The fine weather will continue today so enjoy it while it lasts because tomorrow we'll have cloudy skies again. There won't be any rain but it won't be any warm. I'm afraid.

WRITING FOLDER - Tell a story - Read the exam question and discuss with your teacher what kinds of story you could write



A story about:

- A visit?
- A crime?
- A journey?
- A party?
- A ghost?
- A spy?

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

WRITING FOLDER - Read the exam question and discuss with your teacher what kinds of story you could write



Tell your teacher what will happen in your story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

WRITING FOLDER - Read the exam question and discuss with your teacher what kinds of story you could write



Write down five words which you need to tell your story.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence: ***"It was dark when I entered the house."***
- Write your **story** in about 100 words.

Read. Compare two paragraph below and answer the questions



A

I went into town to buy a CD. There was a man outside the shop. He was worried. He had a piece of paper. He asked my name. I told him. He smiled. He gave me a prize.

B

Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!', he announced, and gave me a large brown envelope with my name on it.

- a. What adjectives has the writer added in paragraph B? Mark them in colour.
- b. What adverbs has the writer added? Mark them in a different colour.

Read. Compare two paragraph below and answer the questions



A

I went into town to buy a CD. There was a man outside the shop. He was worried. He had a piece of paper. He asked my name. I told him. He smiled. He gave me a prize.

B

Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!', he announced, and gave me a large brown envelope with my name on it.

- c. The writer has added the words which the man said. Mark them in a different colour.
- d. Underline the other changes the write has made.

Choose one of the sentences below to begin a story. Don't write the story, but write some notes, including some useful words.



When I reached the station, the train had left.

I found the book on my way home from school.

We took the wrong turning off the main road.

When we arrived at the hotel, the owner looked very worried.



Teachers:

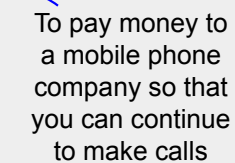
- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class



Find expressions in the quiz which mean:



EWISE



START HERE

1. You go out for the evening with friends. Do you text your family to say where you are?

YES → 2. Do you always check for missed calls when you switch your mobile on?

NO → 3. Do you switch your phone to silent when you're with friends?

YES → 4. You're a good communicator. You stay in touch with people and you are fun to be with.

NO → 5. Do you ever go out without your phone?

YES → 6. Do you ever forget to top up your mobile?

NO → 7. Do you send and receive texts at mealtimes?

YES → 8. You're a chatterbox! You are a good talker but are you a good listener?

NO → 9. Do you use your phone less than once a day?

YES → 10. You're good at listening to other people, but don't forget to share your ideas as well.

1. You go out for the evening with friends. Do you text your family to say where you are?

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2. Do you always check for missed calls when you switch your mobile on?

YES → 3. Do you switch your phone to silent when you're with friends?

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5. Do you ever go out without your phone?

YES → 6. Do you ever forget to top up your mobile?

NO → 7. Do you send and receive texts at mealtimes?

6. Do you ever forget to top up your mobile?

YES → 8. You're a chatterbox! You are a good talker but are you a good listener?

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8. You're a chatterbox! You are a good talker but are you a good listener?

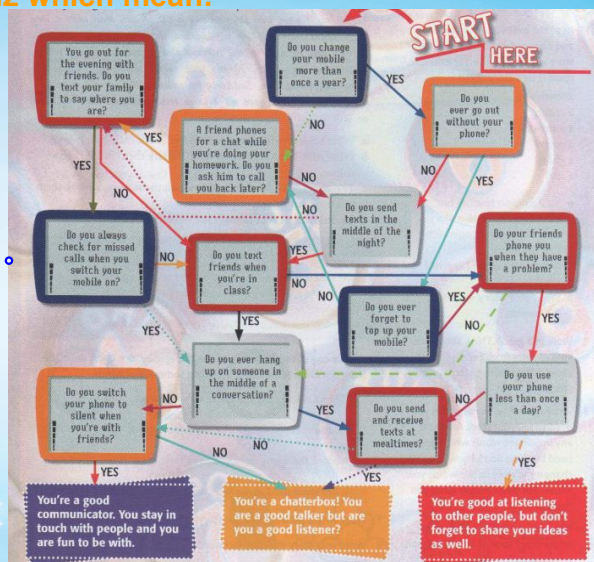
9. Do you use your phone less than once a day?

YES → 10. You're good at listening to other people, but don't forget to share your ideas as well.

NO → 10. You're good at listening to other people, but don't forget to share your ideas as well.

Find expressions in the quiz which mean:

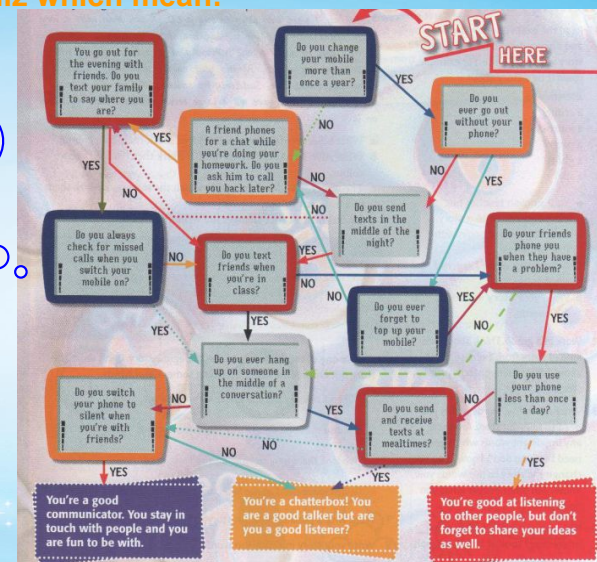
To turn on



Switch on

Find expressions in the quiz which mean:

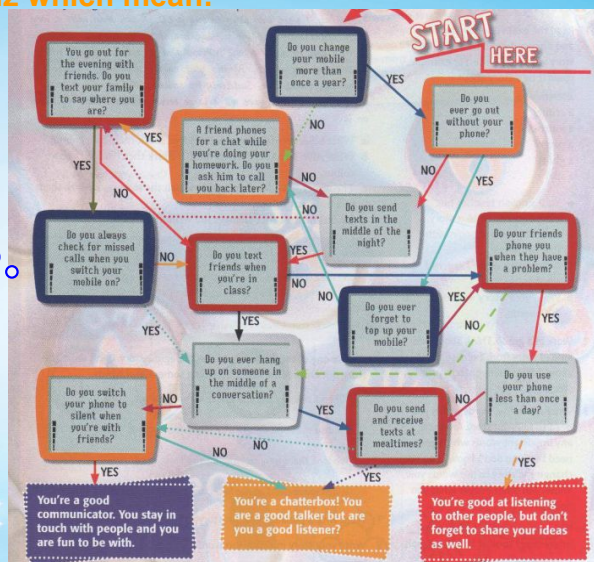
A phone call someone made to your mobile when it was off



A missed call

Find expressions in the quiz which mean:

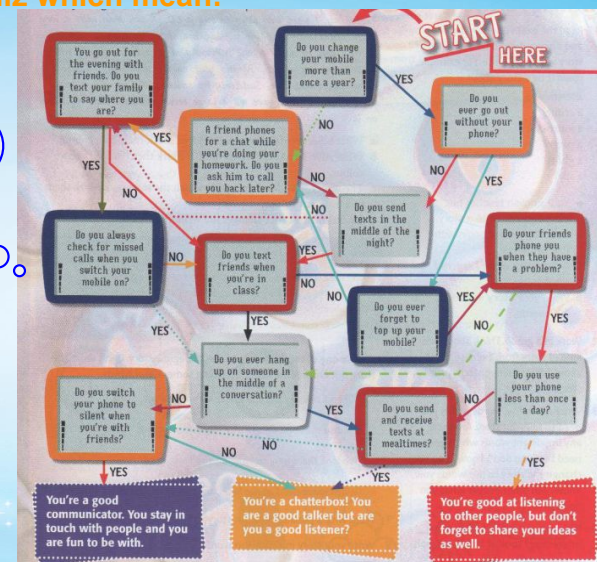
To end a phone call



Hang up

Find expressions in the quiz which mean:

To phone someone again



Call someone back

Speaking



LANGUAGE FOCUS



You are going to hear a student called Ivan make four phone calls. Which conversations are with a friend and which are with strangers?

Answer: Strangers: a,d

Friends: b, c

Put the conversations in the correct order

Answer: 1.b

2.a

3.d

4.c

Audioscript



LISTENING

Listen to the first three conversations again in the correct order. Here are some of the things the people talk about. Write down the words they use.

Conversation 1

- a Say who you are when you make a phone call.
- b Tell someone the reason why you are phoning.
- c Ask for another person's phone number.
- d Ask a friend to wait.

a This is Ivan.

Conversation 2

- a Ask to speak to someone.
- b Tell the caller that the person they want cannot speak to them.
- c Ask the caller to phone again at another time.

- a. **Secretary:** Amy Lee's office.
Ivan: Oh, er, hello. May I speak to Mrs Lee?
Secretary: I'm afraid Mrs Lee isn't available this afternoon. Can you call back tomorrow?
Ivan: Er, yes. Thank you.
Secretary: Goodbye.
Ivan: Goodbye
- b. **Helen:** Hello?
Ivan: Hi. This is Ivan.
Helen: Hi, Ivan.
Ivan: Helen. I'm ringing to ask for your help.
Helen: Oh, yeah?
Ivan: You told me to ring you. The teacher's asked me to write about a journalist.
Helen: Oh, yes.
Ivan: Well, you said a friend of yours is a freelance journalist. She can give me some advice.
Helen: She's a friend of my dad's, really. But she's very nice.
Helen: Oh, right, er, I've got it here somewhere. Hang on a minute. Mm., Yes. it's 307669. Ask for Mrs Lee. And say you're a friend of Helen Solomon's.

- c. **Helen:** Hi. Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!
Ivan: Oh. Helen. This is Ivan. I'm seeing Mrs Lee on Monday afternoon. Thanks for giving me her number. Would you like to meet me afterward? About four o'clock? I'd like to buy you a coffee or something to say thank you. Ring me if that's OK and say where.
- d. **Secretary:** Amy Lee's office.
Ivan: May I speak to Mrs Lee, please?
Secretary: Could I have your name?
Ivan: Oh yes. It's Ivan Finn. I'm a friend of Helen Solomon's.
Secretary: One moment, please.
Ivan: Er, I'm doing a project about journalism for my media studies course. Helen told me to contact you. Would it be possible for me to interview you one day this week?
Mrs Lee: I see. Well, this week's not good; I'm working to a deadline and I'm having my office painted. But what about Monday at, um, quarter past two?
Ivan: Oh, thanks very much. It's very kind of you to help me.
Mrs Lee: Not at all. I look forward to meeting you.

LISTENING



Listen to the first three conversations again in the correct order. Here are some of the things the people talk about. Write down the words they use.

Conversation 3

- a Ask for the caller's name.
- b Ask the caller to wait.
- c Ask the caller what he/she wants.

Pronunciation - Phone numbers



Listen to the end of Conversation 1 again. What is Mrs Lee's telephone number? How does Helen say it?



Pronunciation - Phone numbers



Say these telephone numbers, then write them in words.

- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

Pronunciation - Phone numbers



Listen and check your answers

- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

LANGUAGE FOCUS - Making phone calls



Complete the spaces in these telephone conversations with the expressions from the box

A friend	a friend of	ask for	I'm ringing	to ring you	may I speak
let me know	give me the number	hang on	one moment	how can I	
how about	this is	told me	meeting you	very kind of	would you like to

Conversation 1:

Harry: Hello?

Chloe: Hello, Harry. (a) **This is** Chloe.

Harry: Oh, hi, Chloe. How are you?

Chloe: Fine, thanks. (b) **I'm ringing** to ask for your advice.

Harry: Oh, really?

Chloe: You told me (c) **to ring you** if I have problems with my laptop.

Harry: Oh, of course.

Chloe: Well, can you (d) **give me the number** of that company you use?

Harry: Oh, yes. I've got it here somewhere. (e) **Hang on** a minute. Here it is. It's 474747. (f)

Ask for Gareth Holmes. And say you're (g) **a friend** of Harry's.

Chloe: OK. Thanks very much.

Harry: That's OK. (h) **Let me know** how you get on.

LANGUAGE FOCUS - Making phone calls



Complete the spaces in these telephone conversations with the expressions from the box

A friend	a friend of	ask for	I'm ringing	to ring you	may I speak
let me know	give me the number	hang on	one moment	how can I	
how about	this is	told me	meeting you	very kind of	would you like to

Conversation 2:

Secretary: PC Solutions.

Chloe: (i) **May I speak** to Gareth Holmes, please?

Secretary: May I have your name?

Chloe: Oh, yes. It's Chloe Parsons. I'm (j) **a friend of** Harry Black's.

Secretary: (k) **One moment**, please.

Gareth: Hello, Chloe? (l) **How can I** help you?

Chloe: I need to get my laptop mended. Harry (m) **told me** to contact you.

Gareth: Oh, right. (n) **Would you like to** bring it in today? (o) **How about** this afternoon at half past four?

Chloe: Oh, thanks very much. It's (p) **very kind of** you to help me.

Gareth: Not at all. I look forward to (q) **meeting you**

Let's play



Students can only play this game if they use **computer** or **ipad**. Otherwise, please ignore this slide.

With this interactive game, teachers give students the right to control the screen and play the game in the link below.

Firstly the teacher shares the screen. The teacher chooses Remote Control -> Give the Right to Control -> click the Student's name. Students need to click the screen. For **IPad**, students click the Blue Wifi Button -> use Mouse on the screen to play.

This memory games has audio, images and text which makes it possible to practice spelling, reading, listening and word recognition.

<https://www.gamestolearnenglish.com/questions/>

Practise these telephone conversations. Work with your teacher

UNIT 9: KEEP IN TOUCH

LESSON 2

Student A: You want to buy a motorbike. Your friend knows a good motorbike shop. Phone him/ her and ask for the phone number.

Student B: You know someone who sells motorbikes. This is his business card.

Practise these telephone conversations. Work with your teacher



Student A: Phone the motorbike shop. Ask to speak to Steve Ellis. When you speak to him, explain why you are phoning him.

Student B: You are Steve's assistant. Answer the phone and pass the call to Steve.

GRAMMAR - Having something done

I, you, we, they, he, she, it	+ has/ have	+ something	done?
	+ am/ is/ are having		
	+ had		

Examples: Mrs Lee said I'm **having my office painted**.
Your turn to make some examples

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He _____ after every match.
b. He _____ twice a week.

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He has his boots cleaned after every match.
b. He has his car washed twice a week.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

EWISE

- c. He _____ before each match.
d. He _____ at the end of every season.
e. He _____ at the moment.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

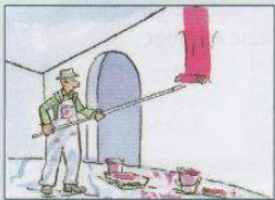
EWISE

- c. He has his hair styled before each match.
d. He has his contract checked at the end of every season.
e. He is having his mother writing his autobiography at the moment.

GRAMMAR - Having something done



Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,0000,000. What did she have done? Complete the sentences.



a every room / paint



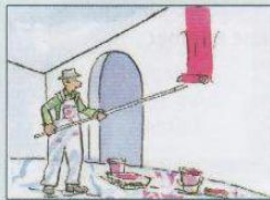
b indoor swimming pool / build

- a. She _____.
- b. She _____.

GRAMMAR - Having something done



Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,0000,000. What did she have done? Complete the sentences.



a every room / paint



b indoor swimming pool / build

- a. She had every room painted.
- b. She had an indoor swimming pool built.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She _____.
- d. She _____.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She had the garden redesigned.
- d. She had all the carpets changed.

GRAMMAR - Having something done



GRAMMAR - Reported commands and requests



But that wasn't all. Can you suggest two other things Lucilla had done to their house?



Possible answers:

- e. She had new furniture made for the living room.
- f. She had gold taps put on all the basins.

Ivan said: *Helen told me to contact you.*

Commands

Do it!	tell someone to do something
Don't do it!	tell someone not to do something

Ivan said: *The teacher's asked me to write about a journalist.*

Requests

Please* do it.	ask someone to do something
Please* don't do it.	ask someone not to do something

*Remember that *please* is an important word in English requests.

Your turn to make some examples using the structures

GRAMMAR - Reported commands and requests



GRAMMAR - Reported commands and requests



Alexi's team have just lost a match. He is phoning the manager. What does he want the manager to tell these people? Make sentences using **Tell +** the ideas in the box below

- a. The club owner - **Tell the club owner to buy some good players.**
- b. The coach - _____

don't go clubbing every night
learn the rules of the game
have his eyes tested
leave the club and don't come back
buy some good players



Alexi's team have just lost a match. He is phoning the manager. What does he want the manager to tell these people? Make sentences using **Tell +** the ideas in the box below

- c. The rest of the team - _____
- d. The goalkeeper - _____
- e. The referee (ref) - _____

don't go clubbing every night
learn the rules of the game
have his eyes tested
leave the club and don't come back
buy some good players



GRAMMAR - Possessive pronouns and adjectives



Corpus spot

Reported speech

Now look at these PET students' sentences. Do they report commands or requests? Write the words these people said.

- Peter asked me to read some of my poems.
- Rodrigo told us to go to the hospital immediately.
- I asked my friends to help me.
- He told me not to lose the stone.
- Shusha told them to call her at nine o'clock.

GRAMMAR - Possessive pronouns and adjectives



Report these requests and commands

- Please help me, Julie.
She asked Julie to help her.
- Don't forget your wallet, Michael.
He told _____.
- Please phone your dad from the airport, Angela.
Angela's mum _____.
- Please don't use my shampoo, Mandy.
She _____.
- Phone the doctor immediately, Ronnie!
He _____.

GRAMMAR - Possessive pronouns and adjectives



Report these requests and commands

- Please help me, Julie.
She asked Julie to help her.
- Don't forget your wallet, Michael.
He told Michael not to forget his wallet.
- Please phone your dad from the airport, Angela.
Angela's mum asked her/ Angela to phone her dad from the airport
- Please don't use my shampoo, Mandy.
She asked Mandy not to use her shampoo.
- Phone the doctor immediately, Ronnie!
He told Ronnie to phone the doctor immediately.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: *A friend of yours is a journalist.* This is another way of saying *One of your friends is a journalist.*

Rewrite these sentences using **A _____ of _____.**

- One of my classmates is a dentist.
A classmate of mine is a dentist.
- One of Clara's aunts works in this office.
An aunt of Clara's works in this office.
- One of your classmates said you were ill.

GRAMMAR - Possessive pronouns and adjectives



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Rewrite these sentences using **A _____ of _____**.

- a. One of my classmates is a dentist.
A classmate of mine is a dentist.
- b. One of Clara's aunts works in this office.
An aunt of Clara's works in this office.
- c. One of your classmates said you were ill.
A classmate of yours said you were ill.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: ***A friend of yours is a journalist.*** This is another way of saying ***One of your friends is a journalist.***

Rewrite these sentences using **A _____ of _____**.

- d. She saw one of her friends on TV last week.
- e. Kamran's lucky because one of his cousins owns a hotel in London.
- f. One of Pedro's colleagues lives in our road.

GRAMMAR - Possessive pronouns and adjectives



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She saw a friend of hers on TV last week.
- e. Kamran's lucky because one of his cousins owns a hotel in London.
Kamran's lucky because a cousin of his owns a hotel in London.
- f. One of Pedro's colleagues lives in our road.
A colleague of Pedro's lives in our road.

GRAMMAR - Possessive pronouns and adjectives



Ivan said to Helen: ***A friend of yours is a journalist.*** This is another way of saying ***One of your friends is a journalist.***

Rewrite these sentences using **A _____ of _____**.

- g. I didn't realise that one of their friends played football for England.
- h. I heard that one of my students met the Prime Minister last week.
- i. I believe one of our neighbours has won the lottery.

GRAMMAR - Possessive pronouns and adjectives



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I didn't realise that a friend of theirs played football for England.

h. I heard that one of my students met the Prime Minister last week.

I heard that a student of mine met the Prime Minister last week.

i. I believe one of our neighbours has won the lottery.

I believe a neighbour of ours has won the lottery.

Tell me about your life



Student A: You are a journalist. You are going to interview Alexi and write a magazine article about him. You need to prepare the questionnaire you will ask.

Student B: You are Alexi. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for your future?

UNIT 9: KEEP IN TOUCH! LESSON 3

Student A: You are now Lucilla. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for the future?

Student B: You are now a journalist. You are going to interview Lucilla and write an article about her. You need to prepare the list of questions you will ask.

Mobile messages



Helen has a message on her mobile which plays when she doesn't answer. Listen and write it down.

Audioscript



Helen: Hi. Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!

Reading

You have to decide if the words in the question mean the same as the words in the text. Complete the words in the expressions on the right so they match the expressions on the left.

a. Our busiest day

b. Reduced

c. Up to six

d. Forbidden

e. Beyond the park

the most people

pay less

maximum of six

not a llowed

out side the park

Reading

Look at the article and read carefully then answer the questions in the next slide

THE SOUTH LAKES MALL

The South Lakes Mall offers 200 shops, a swimming pool, restaurants, a bowling alley and two nightclubs, as well as 30 acres of parkland with three lakes.

Opening hours

Shops	Mon-Fri	10 am-9 pm
	Sat	9 am-8 pm
	Sun	10 am-5 pm
Park		9 am-5 pm in winter
		9 am-8 pm in summer

We have thousands of visitors every day, our busiest day of the week being Friday. To avoid the crowds, come on a Monday or Tuesday.

Inside the mall

When you arrive, go to one of our information offices to get a map. There is one by the main bus stop and another at the bottom of the escalator which goes up to the cinema.

The shops are all on the ground floor and you will find everything from specialised furniture stores to clothes shops and department stores as well as restaurants, a bowling alley and a swimming pool. On the first floor above the pool you will find a 12-screen cinema and two nightclubs. If you wish, you can buy entrance tickets for any of these facilities except the nightclubs from the information centres. Before 5 pm, entrance tickets to all facilities are reduced for students and the over-sixties.

If you wish to stay overnight, the information centres can give you a list of accommodation in the area, ranging from grand hotels to Bed and Breakfast accommodation.

Outside the mall

Make time to visit the 30 acres of parkland which surround the mall. Boats for up to six people can be hired and taken out onto one of the lakes for £12 an hour.

Bicycles can be hired every day for £6 an hour. There are 4 kms of paths but you are not allowed to take hired bicycles beyond the park.

Travel

The mall is located one mile from the M49. Just follow the signs from Junction 13. There is free parking for 10,000 cars and there are six car parks. Car parking spaces are never more than five minutes' walk away from an entrance. Remember where your car is parked by looking at the coloured signs - no car park uses the same colour and each level in the car parks is numbered.

It is just as easy to visit the mall by train. There is a rail service every 15 minutes from Central London. When you reach Barnwell station, jump on a number 19 bus to the mall. It's a five-minute journey and there's a bus every 15 minutes.

Reading

Read the question and the part of the text carefully. Is each sentence correct or incorrect? If it is correct, write A. If it is not correct, write B

1 The park stays open later than the shops every day in summer. (B)

2 There are the most people at the mall on Fridays. (A)

3 There is an information centre on the same floor as the cinema. (B)

4 The nightclubs are next to the swimming pool. (B)

5 Students pay less for afternoon performances at the cinema than evening performances. (A)

6 The mall has its own hotel. (B)

7 The maximum number of people in a boat is six. (A)

8 It is forbidden to ride hired bicycles outside the park. (A)

9 Each level of a car park has different coloured signs. (B)

10 The bus journey from the railway station takes 15 minutes. (B)

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If you wish to stay overnight, the information centres can give you a list of accommodation in the area, ranging from grand hotels to Bed and Breakfast accommodation.

Outside the mall

Make time to visit the 30 acres of parkland which surround the mall. Boats for up to six people can be hired and taken out onto one of the lakes for £12 an hour.

Bicycles can be hired every day for £6 an hour. There are 4 kms of paths but you are not allowed to take hired bicycles beyond the park.

Travel

The mall is located one mile from the M49. Just follow the signs from Junction 13. There is free parking for 10,000 cars and there are six car parks. Car parking spaces are never more than five minutes' walk away from an entrance. Remember where your car is parked by looking at the coloured signs - no car park uses the same colour and each level in the car parks is numbered.

It is just as easy to visit the mall by train. There is a rail service every 15 minutes from Central London. When you reach Barnwell station, jump on a number 19 bus to the mall. It's a five-minute journey and there's a bus every 15 minutes.

Reading - A different kind of false friend!

There are some English words which are also used in other languages, but in different ways. Correct the mistakes in these PET students' sentences. Replace the underlined words with the correct English forms.

- a. There are lots of campings that we like.
- b. There aren't any shoppings or cinemas here.
- c. I went quickly to the police office to tell them what happened.
- d. I'll see you in the cinema parking at half past eight.

Reading - A different kind of false friend!



There are some English words which are also used in other languages, but in different ways.

Correct the mistakes in these PET students' sentences. Replace the underlined words with the correct English forms.

- a. There are lots of ***campsite*** that we like.
- b. There aren't any ***shopping centres / shops*** or cinemas here.
- c. I went quickly to the ***police station*** to tell them what happened.
- d. I'll see you in the cinema ***car park/ parking lot*** at half past eight.

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

REVIEW UNIT 7 - 9



Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



1. Only a..... people were able to come to the concert.
A few **B** couple C lot D several
- 2 We..... that our house had once been a hotel.
A reported **B** invented C discovered D reminded
- 3 The journey to Bristol..... two hours longer than usual.
A spent **B** took C passed D made
- 4 This desk is narrower..... my old one and the computer doesn't fit very well on it.
A as **B** than C from D to
- 5 She..... to wear glasses — she really can't see well enough to drive.
A should **B** can C must D ought

Here are some words which are often tested in this part of the exam. Choose the correct answer A,B,C or D



Let's talk



6. They..... off two hours earlier than usual to drive to Manchester because of the fog.
A got B took C set D put
- 7 While her brother was..... school Sarah used his computer.
A to B by C on D at
- 8 I..... walking when the weather is fine.
A agree B love C want D decide
- 9 Edson Arantes do Nascimento was..... as 'Tele' and is thought by many to be the greatest footballer ever.
A called B known C named D said
- 10 We don't need to book seats as there are..... plenty left.
A already B just C yet D still



A person who plays a guitar is a guitarist. What do we call people who play trumpet, the piano, the violin and the drums? Write them in the table below.



	-er	-or	-r	-ist
guitar				<i>guitarist</i>
trumpet				
piano				
violin				
drums				

Make some sentences using **SO** and **SUCH** to describe your house.



Examples:

My house looks **so** nice with beautiful rooms inside.

We have **such** warm armchairs to sit down in winter.

GRAMMAR



Use the words in the box to complete the rules and the examples

although
as
because
but
either
or so

1. *I didn't go swimming _____ I had a cold.*
2. *The bus didn't come _____ I walked to the city centre.*
3. *We wanted to go out _____ we would like to watch films about Christmas.*
4. *They always buy some bread _____ some spaghetti for breakfast.*
5. *I can _____ stay home with my parents
_____ go to the cinema with my friends.*

Listen and write the numbers



- a. 357798
- b. 01223 277203
- c. 020 7584 3304
- d. 44 1273 509672

three five double seven nine eight

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He _____ after every match.
b. He _____ twice a week.

GRAMMAR - Having something done

Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people.

Complete the sentences below to show what he has done



a boots / clean



b car / wash



EWISE

- a. He has his boots cleaned after every match.
b. He has his car washed twice a week.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

EWISE

- c. He _____ before each match.
d. He _____ at the end of every season.
e. He _____ at the moment.

GRAMMAR - Having something done



c hair / style



d contract / check



e autobiography / write

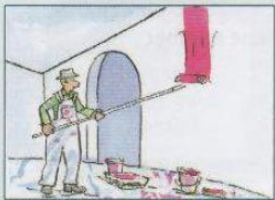
EWISE

- c. He has his hair styled before each match.
d. He has his contract checked at the end of every season.
e. He is having his mother writing his autobiography at the moment.

GRAMMAR - Having something done



Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,0000,000. What did she have done? Complete the sentences.



a every room / paint



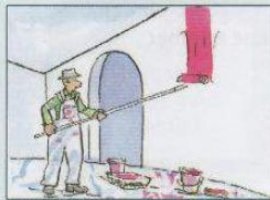
b indoor swimming pool / build

- a. She _____.
- b. She _____.

GRAMMAR - Having something done



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a every room / paint



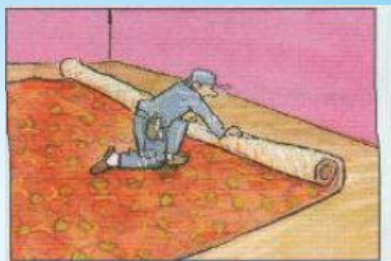
b indoor swimming pool / build

- a. She had every room painted.
- b. She had an indoor swimming pool built.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She _____.
- d. She _____.

GRAMMAR - Having something done



c garden / redesign



d all the carpets / change

- c. She had the garden redesigned.
- d. She had all the carpets changed.

Reading - A different kind of false friend!



There are some English words which are also used in other languages, but in different ways.
Correct the mistakes in these PET students' sentences.
Replace the underlined words with the correct English forms.

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- d. I'll see you in the cinema **car park/ parking lot** at half past eight.

UNIT 10: STRANGE BUT TRUE?

LESSON 1

Look at the photographs. Discuss what you think they could be. Which ones show real things? Which ones show tricks, in your opinion?

Use words like these:

It could be
 It might be.....
 It can't be
 It must be
 I think someone made it.
 I don't think it's real.
 It's a trick photograph/ a computer-generated picture.



Look at the photographs. Discuss what you think they could be. Which ones show real things? Which ones show tricks, in your opinion?

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I think someone made it.
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It's a trick photograph/ a computer-generated picture.



Look at the photographs. Discuss what you think they could be. Which ones show real things? Which ones show tricks, in your opinion?



Have you ever seen anything strange like this? Do you know anyone who has?
Why do you think science fiction and UFO stories are so popular?



Read the article and answer the questions

What did they say?!

Mac Brazel had a farm in New Mexico, USA. One day in 1947, he found some strange silvery pieces of material in a field. Not far away a man called Grady Barnett found a large disc-shaped object which had crashed to the ground. They also found some bodies. Barnett and Brazel said that the bodies looked like humans but they were not humans. The US army has a base at Roswell near Brazel's farm. Soldiers arrived at the farm. They ordered everyone to go away. They collected everything the people had seen. Later they announced that a weather balloon had crashed there. They showed journalists some material. They said it was part of a weather balloon. Mac Brazel said that he had seen a different kind of material. He told the journalists that he would never believe the soldiers.

In early 1968, the Brazilian ship *Almirante Saldanha* was in the South Atlantic near Trinidad Island. Many of the crew said that on 16th January they had seen a strange UFO above the island. They said that it had had a ring around it like the planet Saturn. Although it moved away very quickly, a photographer on the ship had time to take a picture of it.



Canadian Stephan Michalak described what happened to him in 1967. He said he had gone to search for gold in a lake. Suddenly he saw two UFOs in the sky. He told people one of them had landed near him and he explained that he had approached it. Although it was very hot, he touched it. His shirt caught fire. Three weeks later he said he was still feeling ill, with strange burns on his chest and stomach.

Read the article and answer the questions



- 1. Look at the black and white photographs above. What do they show?
- 2. Read the reports in the magazine above. Which ones match the photographs?

What did they say?!

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LANGUAGE FOCUS - Reported speech



Look at the sentences in the direct speech column. Write the names of the speakers

Who?	Direct speech	Reported speech
a <i>Barnett and Brazel</i>	The bodies look like humans.	<u>They said that</u> the bodies <u>looked</u> like humans.
b	A weather balloon crashed here.	<u>Later they announced that</u> a weather balloon <u>had crashed there</u> .
c	It's part of a weather balloon.	They said it part of a weather balloon.
d	I saw a different kind of material.	Brazel said that he a different kind of material.
e	I will never believe the soldiers.	He told the journalists that he ...
f	On 16th January we saw a strange UFO.	Many of the crew said that on 16th January ...
g	It had a ring around it.	They said that it ...
h	I went to search for gold in a lake.	He said ...
i	One of them landed near me.	He told people ...
j	I approached it.	He explained that ...
k	I'm still feeling ill.	He said ...

LANGUAGE FOCUS - Reported speech



Underline anything in the reported speech column which is different from the direct speech column

Who?	Direct speech	Reported speech
a <i>Barnett and Brazel</i>	The bodies look like humans.	<u>They said that</u> the bodies <u>looked</u> like humans.
b	A weather balloon crashed here.	<u>Later they announced that</u> a weather balloon <u>had crashed there</u> .
c	It's part of a weather balloon.	They said it part of a weather balloon.
d	I saw a different kind of material.	Brazel said that he a different kind of material.
e	I will never believe the soldiers.	He told the journalists that he ...
f	On 16th January we saw a strange UFO.	Many of the crew said that on 16th January ...
g	It had a ring around it.	They said that it ...
h	I went to search for gold in a lake.	He said ...
i	One of them landed near me.	He told people ...
j	I approached it.	He explained that ...
k	I'm still feeling ill.	He said ...

GRAMMAR SPOT - Reported speech

UNIT 10: STRANGE BUT TRUE? LESSON 2

Complete this table with the names of the tenses

What people say →	Reporting what people said
(a) I see aliens quite often.	Past simple She said she saw aliens quite often.
Present continuous → I'm feeling ill.	(b) She said she was feeling ill.
(c) We'll meet you later.	would + verb They said they'd (would) meet us later.
(d) I've seen lots of aliens here.	Past perfect She said she'd (had) seen lots of aliens there.
Past simple → I saw some aliens last week.	(e) She said she'd (had) seen some aliens last week.

GRAMMAR SPOT - Reported speech

Look at this report from the magazine. Write the sentences which report what people said on the right and the words they actually said on the left, as in the example below. Then underline the differences.

Aliens kidnapped me.	Franks Fontaine <u>told a lot people that</u> aliens <u>had kidnapped</u> him.
----------------------	--


Franck Fontaine told a lot of people that aliens had kidnapped him. Two of his friends said that on 6th November 1979, at Cergy-Pontoise in France, they had seen a light all round Franck's car and then Franck had disappeared. Franck said aliens had taken him to their spacecraft and he had woken up a week later in the middle of a field. He said the aliens would return in August 1980 and he was meeting them in the field. Two hundred people said they believed him and went to meet the aliens but they did not arrive.

GRAMMAR SPOT - Reported speech


Discuss the four stories from the magazine. Do you believe them? Can you explain any of them?

What did they say!?

Mac Brazel had a farm in New Mexico, USA. One day in 1947, he found some strange silvery pieces of material in a field. Not far away a man called Gentry Barnett found a large disc-shaped object which had crashed to the ground. They also found some bodies. Barnett and Brazel said that the bodies looked like humans but they were not humans. The US army has a base at Roswell near Brazel's farm. Soldiers arrived at the farm. They ordered everyone to go away. They collected everything the people had seen. Later they announced that a weather balloon had crashed there. They showed journalists some material. They said it was part of a weather balloon. Mac Brazel said that he had seen a different kind of material. He told the journalists that he would never believe the soldiers.



In early 1958, the Brazilian ship *Almirante Saldanha* was in the South Atlantic near Trinidad Island. Many of the crew said that on 16th January they had seen a strange UFO above the island. They said that it had had a ring around it like the planet Saturn. Although it moved away very quickly, a photographer on the ship had time to take a picture of it.



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GRAMMAR SPOT - Reported speech

Work with your teacher. Tell each other what these people said. Use the present simple or the past simple. Write your answers in the spaces when you finish.

a He said he knew Lily Allen.

I know Lily Allen.

b She said she worked in London.

c They told us they lived in New York.

d We explained that we didn't have any money.

e He told me he had visited Paris last year.

GRAMMAR SPOT - Reported speech

Work with your teacher. Tell each other what these people said. Use the present simple or the past simple. Write your answers in the spaces when you finish.

a I explained that I'd already had lunch.

I've already had lunch.

b They told her they had lost the keys and didn't know what to do.

c He said he hadn't seen a UFO yet but he hoped to see one soon.

d She told me she had already met some aliens and that they spoke good English.

e I told him I'd never eaten Martian food before.

GRAMMAR SPOT - Reported speech

Report what these people said. Write your answers

a. I enjoy films about space travel.
He said he enjoyed films about space travel.

b. I don't enjoy cartoon.
She said she enjoyed films about space travel.

c. We're both fans of Manchester United.
They said they were both fans of Manchester United

d. My mum is making me a great birthday cake.
He said his mum was making him a great birthday cake.

e. I haven't seen my brother for three weeks.
She said she hadn't seen her brother for three weeks.

f. My friend didn't invite me to her party.
She said her friend hadn't invite her to her party.

PRONUNCIATION

Cross out the consonants which are silent in these words. Practise saying the words

comb	when	honest
------	------	--------

Work with your partner. How many words with a silent consonant can you find in each sentence? Mark each word.

a. Do you know what the answer is? -> **Three**

b. The knives might be in the high cupboard.

c. I've broken my wrist, my thumb, my knee and my foot.

PRONUNCIATION



Work with your partner. How many words with a silent consonant can you find in each sentence? Mark each word.

- d. That foreigner could be a scientist.
- e. You need a bright light to write the receipt.
- f. Let's meet in half an hour.

PRONUNCIATION



Choose the correct verb in these PET students' sentences.

- a. My girlfriend **said/ told** me that she had found a new flat.
- b. She **said/ told** that there would be a great party the next weekend.

PRONUNCIATION



Choose the correct verb in these PET students' sentences.

- c. Someone **said/ told** me that it was a good place to spend the day.
- d. Anabel **said/ told** that she was fifteen years old.
- e. Yesterday you **said/ told** me that you wanted to come to the cinema.

UFO Survey



Work with your partner. Find out what other people think about UFOs. Which of these statements is true for you?

- 1. I believe in UFOs.
I'm not sure about UFOs.
I don't believe in UFOs.
- 2. I believe there's life on other planets.
I think life on other planets is a possibility.
I'm sure that there is no life on other planets.

UFO Survey



Work with your partner. Find out what other people think about UFOs. Which of these statements is true for you?

- 3. I enjoy science fiction films.
I like reading science fiction novels.
I don't science fiction.
- 4. I've seen a UFO.
I've never seen a UFO.
I'm hoping to see a UFO soon.

UFO Survey



Work with your partner. Find out what other people think about UFOs. Which of these statements is true for you?

- 5. I've met an alien.
I've never met an alien.
I'll meet an alien one day.
- 6. I know someone who has seen a UFO.
I don't know anyone who has seen a UFO.
- 7. I know someone who has met an alien.
I don't know anyone who has met an alien.

UNIT 10: STRANGE BUT TRUE?

LESSON 3

GRAMMAR

In this part of the exam, the speakers usually express opinions, beliefs and feelings. Look at the words in the box. Can you fit them into the sentence below?

anxious	astonished	certain	cheerful
cross	embarrassed	grateful	unsure

- Are you absolutely certain where Rebecca lives? You've never visited her before.
- We're rather anxious about our car. We haven't seen him for two days.
- Lennox was astonished when he saw me at school. He thought I was away on holiday.

GRAMMAR

In this part of the exam, the speakers usually express opinions, beliefs and feelings. Look at the words in the box. Can you fit them into the sentence below?

anxious	astonished	certain	cheerful
cross	embarrassed	grateful	unsure

- They wanted to give her a present, but were unsure what to buy.
- How do you stay so cheerful when everyone else is sad?
- Giles was embarrassed when he met his boss at the football match. He had told her he was ill.

GRAMMAR

In this part of the exam, the speakers usually express opinions, beliefs and feelings. Look at the words in the box. Can you fit them into the sentence below?

anxious	astonished	certain	cheerful
cross	embarrassed	grateful	unsure

- I'm very grateful for all your help. You've been very kind.
- I'm very cross with my brother because he borrowed my new CD without asking.

GRAMMAR

Can you match each statement on the left with the one on the right which means the same?

- | | |
|-----------------------------------|--|
| a. I approve of that. | 1. I'm not sure that it will happen. |
| b. I respect you. | 2. I have a good opinion of you. |
| c. I disagree with you. | 3. I like this better than that. |
| d. I doubt whether it will happen | 4. I don't like that. |
| e. I expect something to happen | 5. That's a good idea. |
| f. I dislike that. | 6. I don't agree with your idea. |
| g. I intend to do that. | 7. I think something will probably happen. |
| h. I prefer one thing to another. | 8. I plan to do that. |

GRAMMAR

Before you listen, look at the instructions for the exam task. What you learn about the people and their conversation?

You will hear a conversation between a girl, Dina, and a boy, Jason, about Dina's sister, Jessica.

1. Jason is surprised to see Dina near his work.
2. Dina is going on holiday soon.
3. Jason respects Jessica's attitude to work.
4. Dina feels sorry for Jessica.
5. Dina believes Jessica saw a ghost.
6. Jason intends to visit Jessica soon.

LISTENING

You will hear a conversation between a girl, Dina, and a boy, Jason, about Dina's sister, Jessica. Decide if each sentence is correct or incorrect. If it is correct, put a tick ✓ in the box under A for Yes. If it is incorrect, put a tick ✓ in the box under B for No.

1. Jason is surprised to see Dina near his work.
2. Dina is going on holiday soon.
3. Jason respects Jessica's attitude to work.
4. Dina feels sorry for Jessica.
5. Dina believes Jessica saw a ghost.
6. Jason intends to visit Jessica soon

A YES	B NO
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Audioscript

Dina: Hi Jason. How are you?

Jason: Hey. Dina. It's good to see you. I've got a job just near here. But what are you doing in this part of town? I thought you worked in the city centre.

Dina: Yes I do. And it's really hard work.

Jason: Yeah?

Dina: Yeah. It's a hotel and we're in the middle of the holiday season, so I'm always off today. I'm going to see Jessica. You know she has a flat just up the road from here?

Jason: Your sister? What's she doing these days? Is she still sitting at home waiting for the perfect job?

Dina: Well - that's not quite fair.

Jason: Why's that, then?

Dina: She studied really hard at school.

Jason: We all did, in my opinion.

Dina: She's been very unlucky. She has to ask my parents for money, but she hates doing it.

Jason: Perhaps.

Dina: Yeah, it's true. Anyway, she told me something strange on the phone

Jason: What?

Dina: Well, she said she'd seen a ghost in the road near her flat.

Jason: And you think she did?

Dina: She saw it three times. It was a woman in a long skirt. She walked along the road about seven o'clock and then disappeared near the park gates. I hope I'm going to see her too. I think it's exciting.

Jason: Well, I think you're both mad. Seven o'clock? That's exactly when it begins to get dark at this time of year.

Dina: So?

Jason: You can't see clearly. It's probably someone going home from work in a long coat.

Dina: No, she said she was quite sure it wasn't a real person. What about coming to Jessica's place with me? Then we can all watch.

Jason: Thanks for asking me, but actually, I prefer watching TV to waiting for ghosts.

Dina: OK

Jason: Let's meet next week. We can go to a film or something. We can have a laugh about your ghost.

Dina: OK, let's meet. But you'll be embarrassed when I tell you I've seen the ghost.

Jason: I doubt it. See you next week. Say hello to Jessica from me.

Dina: Yeah. See you.

Jason: Bye.

WRITING

Here are some sentences about going to a cinema. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

1. The Regent Cinema is near my house. => The Regent Cinema is not _____ my house.
2. The cinema has seven screens. => There _____ seven screens in the cinema.
3. I go there every Saturday with my friend. => I go there _____ Saturdays with my friend.
4. We pay \$7 each for the tickets. => The tickets _____ \$7 each.
5. Last week my brother said he wanted to come with us. => Last week my brother said, 'I _____ to come with you'
6. My sister is too young to come with us. => My sister isn't _____ to come with us.

WRITING

Here are some sentences about going to a cinema. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

7. The film was so long that I fell asleep. => It was such _____ that I fell asleep.
8. I found the film boring. => I was _____ by the film.
9. The title of the film was **The Last Man**. => The film was _____ **The Last Man**.
10. My brother said it was the worst film he'd ever seen. => My brother said, '_____ the worst film I've ever seen.'
11. 'We're all going to the cinema,' they said. => They said they _____ to the cinema.
12. 'I won't go with you,' she said. => She said she _____ with them.

Let's watch

Watch the video and answer the question:
Do you believe in the stories about UFOs?



Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 11: BEST FRIENDS?

LESSON 1

Is it important for you to make friends?

Do you have lots of best friends?



What can a friend do for you?



Look at the list. Which of these are important to you? Mark this list from 1-10 (1 is the most important, 10 is the least important)

A best friend should:

- ☐ Be honest
- ☐ Be fun to be with.
- ☐ Like the same music as me.
- ☐ Like my other friends.
- ☐ Live near me.

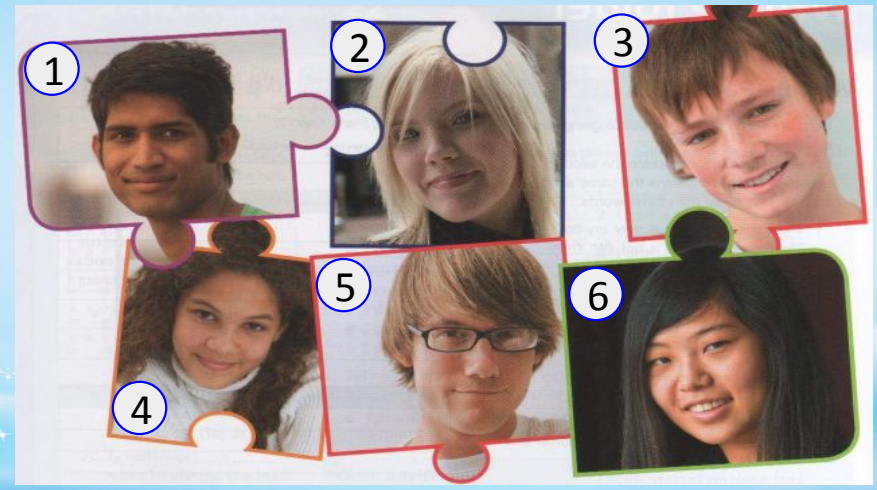
Look at the list. Which of these are important to you? Mark this list from 1-10 (1 is the most important, 10 is the least important)

A best friend should:

- ☐ Have lots of money.
- ☐ Share my sense of humour.
- ☐ Be kind when i'm unhappy.
- ☐ Support the same football team as me.
- ☐ Like doing the same things as me.

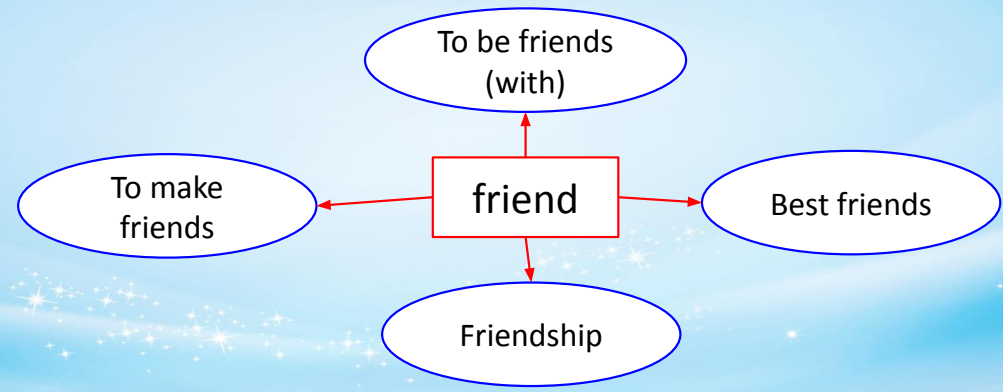


Look at the photographs of people on this page. Which person would you like to make friends with? Think about why.



VOCABULARY

We use some words in several different expressions. To help you learn them, write the expressions with the same word like this.




VOCABULARY - Meet and Make



- a. In the first lesson I knew a girl from Valencia and now she's my best friend.
- b. I did many new friends but I missed my old ones.
- c. The film begins at seven, so join me at ten to seven outside the cinema.

LISTENING

Listen to three conversations between people who have just met. Look at these questions and choose pair 1, pair 2 or pair 3. Put a  in the correct box.

Which pair do you think:	1	2	3
will probably become friends?			
might become friends?			
won't get on with each other?			

LISTENING

Listen again. Decide if these statements are true or false.

Pair 1 (Monica and Alex)

- a. Alex has been to parties at the college before.
- b. Monica and Alex agree about the music at the party.
- c. Alex apologises for what he says about the people at the party.
- d. In the end, Monica gets tired of talking to Alex.

Pair 2 (Francis and Neil)

- e. Francis finds the work in the restaurant easier than on the building site.
- f. Francis and Neil have similar interests to the other waiters.
- g. Francis and Neil support the same football team.
- h. Francis and Neil arrange to go to the match together.

LISTENING

Listen again. Decide if these statements are true or false.

Pair 3 (Carla and Kate)

- i. Peter told Carla about Kate's flat.
- j. There will be three people living in the flat.
- k. Carla plays more than one musical instrument.
- l. Kate and Carla agree that they are both untidy.

LISTENING

How does Peter introduce Kate to Carla? Fill the gaps.

Peter: Carla, _____ Kate. Kate, _____ Carla.

Carla: Hi, Kate.

LISTENING

Here is another way of introducing someone:

Peter: Carla, I'd like to introduce you to Kate.

Carla: Pleased to meet you.



Conversation 1

Samantha: Alex, I'd like you to meet Monica. Alex, meet **Monica**. Monica loves rock climbing like you. I'm sure you're going to get on really well.

Monica: Hi, Alex. You don't go to this college, do you?

Alex: No, I don't - Samantha's my cousin. She often invites me to parties here. But actually I'm not very keen on the music. In fact, they usually play the kind of music that I hate.

Monica: Oh, I love this music. I'll never get tired of listening to it. Anyway, even if you don't like the music you can talk to people.

Alex: I've never met anyone here who I'm really interested in talking to.

Monica: What about that girl I saw you with just now?

Alex: She's not my type.

Monica: But this room is full of interesting people. Come on, I'll introduce you to some people that you'll like.

Alex: I'd rather not.

Monica: OK. Have a good evening then. I'm going to enjoy myself.

Alex: Wait a minute. I'm sorry I was rude about everyone here. You see - the truth is, I'm just a bit nervous people I don't know.

Monica: I see. Why didn't you say that? Well, let's go over there where it's less crowded. We can have a chat about climbing. Where do you usually go?

Conversation 2

Neil: Hi, I'm Neil. This is my first day here.

Francis: Hi, I'm Francis. I've been here for a week. It's not a bad place to work, this restaurant.

Neil: Yeah?

Francis: It's very different from the job I had last summer on a building site. That was really heavy work. At least here we only have to carry a few plates.

Neil: Is everybody friendly here?

Francis: Well, the older waiters aren't really interested in the same kind of things as students doing a holiday job like us.

Neil: Oh.

Francis: But they'll chat to you when they have time. That waiter over there used to play football for Arsenal when he was young.

Neil: Did he?

Francis: Well, he played for them for a few times. He's got a friend who sometimes gets free tickets. I'm an Arsenal supporter.

Neil: Really? Me too. There's a match on Wednesday evening which will be really good. I'm quite excited about it because I haven't been to a match this season yet.

Francis: They're playing Chelsea, aren't they?

Neil: That's right.

Francis: I'm not sure if I can go. What time does it start? Oh there are some customers over there who are waiting for a table. Come on, we'd better start work.

Audioscript



Conversation 3

Peter: Ah, there you are, Kate. Carla wants to meet you. Carla, this is Kate. Kate, this is Carla.

Carla: Hi, Kate.

Kate: Hi, Kate.

Carla: Peter says you're looking for someone to share your flat with.

Kate: That's right. I am actually.

Carla: Well, I'm going to come to university here and it's too far for me to travel to my parents' house every day. Anyway I'm fed up with living there. So could I share your flat?

Kate: Why not?

Carla: Oh, that's great. Does anyone else live there or will it be just the two of us?

Kate: There's one other person who is studying biology.

Carla: Great. It'll be really good to live with people my own age. I want to find a place where I can have parties and my friends can come and stay. My parents don't like me making any noise, but you won't mind, will you?

Kate: What kind of noise? Music is fine. I always have a CD on when I'm in the flat.

Carla: Good, because I play in a band. I play the guitar and I also play the violin, but not in the band.

Kate: Oh, well I do need to study.

Carla: Oh, don't worry. I play an electric guitar which has a volume control and I'm quite good at it.

Kate: That's good news!

Carla: I saw a flat which is very near the university. But it was so tidy I decided I couldn't there. My parents are always getting angry with me because I'm untidy but I don't expect you're tidy either, are you?

Kate: Well, I do prefer to keep the flat tidy....

Carla: Oh, we're going to be such good friends. Thank you for inviting me to live with you.

LANGUAGE FOCUS Relative clauses



Look at these pairs of sentences. Join each pair using **who** or **which** to make one new sentence.

a. He's got a friend. He sometimes gets free tickets.

He's got a friend who sometimes gets free tickets.

b. There's a match on Wednesday evening. It'll be really good.

There's a match on Wednesday evening which will be really good.

c. There are some customers over there. They're waiting for a table.

LANGUAGE FOCUS Relative clauses



Look at these pairs of sentences. Join each pair using **who** or **which** to make one new sentence.

d. There's one other person. He's studying biology.

e. I play an electric guitar. It has a volume control.

f. I saw a flat. It's very near the university.

LANGUAGE FOCUS Relative clauses



Now choose **who** or **which** for each of these sentences.

- a. They usually play the kind of music **who / which** I hate.
- b. What about that girl **who / which** I saw you with just now?
- c. I'll introduce you to some people **who / which** you'll like.
- d. I'm just a bit nervous of people **who / which** I don't know.
- e. It's very different from the job **who / which** I had last summer.

LANGUAGE FOCUS Relative clauses



Now choose **who** or **which** for each of these sentences.

- a. They usually play the kind of music **who / which** I hate.
- b. What about that girl **who / which** I saw you with just now?
- c. I'll introduce you to some people **who / which** you'll like.
- d. I'm just a bit nervous of people **who / which** I don't know.
- e. It's very different from the job **who / which** I had last summer.

LANGUAGE FOCUS Relative clauses



When do we use **where** and **whose** to join two sentences? Put where or whose in these sentences?

Example:

Let's go over there. It's less crowded. => *Let's go over there where it's less crowded.*

I have a friend. Her hobby is rock climbing. => *I have a friend whose hobby is rock climbing.*

LANGUAGE FOCUS Relative clauses



When do we use **where** and **whose** to join two sentences? Put where or whose in these sentences?

- a. I want to find a place _____ I can have parties.
- b. I know a café _____ you can get really good ice cream.
- c. I work in a restaurant _____ owner is Italian.
- d. That's the shop _____ I lost my wallet.
- e. I met a girl _____ mother used to be my teacher.

LANGUAGE FOCUS Relative clauses



When do we use **where** and **whose** to join two sentences? Put where or whose in these sentences?

- a. I want to find a place **where** I can have parties.
- b. I know a café **where** you can get really good ice cream.
- c. I work in a restaurant **whose** owner is Italian.
- d. That's the shop **where** I lost my wallet.
- e. I met a girl **whose** mother used to be my teacher.

UNIT 11: BEST FRIENDS?

LESSON 2

GRAMMAR - RELATIVE CLAUSES

Grammar spot Relative clauses

Look at the words in *italics* and choose the correct one.

Subject relative clauses

a I saw a flat. *It* is very near the university.
I saw a flat *who / which* is very near the university.

b There are some customers. *They* are waiting.
There are some customers *who / which* are waiting.

Object relative clauses

c I saw a flat. I liked *it*.
I saw a flat *who / which* I liked. OR I saw a flat I liked.

d We met a girl. We knew *her*.
We met a girl *who / which* we knew. OR We met a girl we knew.

Relative clauses with *where* and *whose*

e I've found a flat. We can live *there*.
I've found a flat *where / whose* we can live.

f Kate is the person. I share *her* flat.
Kate is the person *where / whose* flat I share.

GRAMMAR - RELATIVE CLAUSES

Answer:

Subject relative clauses

a. Which

b. Who

Object relative clauses

c. Which

d. Who

Relative clauses with *where* and *whose*

e. Where

f. Whose

Read this poem. It was written by a girl. Answer the questions below

1. What is this poem about?
2. Do you think she is writing about another girl or a boy?
3. Has this ever happened to you?

In a sea of sadness
Lost in my thoughts
A joke misunderstood
Is all it takes
And suddenly you're alone
In a world of fears
In a world of tears

You've been too bossy
Said too much
You say it will never happen again
And you know
That you'll do anything
To stop it
From happening again.

Other people wrote to the website to give their opinions about the poem. Complete the sentences with '**who, which**' or **whose**'

- a. I had a friend _____ did this to me but I forgave him.
- b. I often say things _____ I think are a joke but my friend doesn't.
- c. I have a friend _____ jokes always upset me.
- d. I don't think before I speak, so I often say things _____ upset my friends.

Other people wrote to the website to give their opinions about the poem. Complete the sentences with '**who, which**' or **whose**'

- a. I had a friend **who** did this to me but I forgave him.
- b. I often say things **which** I think are a joke but my friend doesn't.
- c. I have a friend **who** jokes always upset me.
- d. I don't think before I speak, so I often say things **which** upset my friends.

Other people wrote to the website to give their opinions about the poem. Complete the sentences with '**who, which**' or **whose**'

- e. This poem was written by someone _____ friend is angry.
- f. I have a friend _____ I can't trust any more.
- g. This poem reminded me of something _____ happened to me.
- h. I had a friend _____ was very bossy and I got tired of him.

Other people wrote to the website to give their opinions about the poem. Complete the sentences with '**who, which**' or **whose**'

- e. This poem was written by someone **whose** friend is angry.
- f. I have a friend **who** I can't trust any more.
- g. This poem reminded me of something **which** happened to me.
- h. I had a friend **who** was very bossy and I got tired of him.

Complete the sentences using 'who, which, whose, where'

I have a friend _____.
I like music _____.
I enjoy watching films _____.
I live in a town _____.

ADJECTIVES + PREPOSITIONS

Match the beginnings and endings of these sentences from the conversations you heard earlier. Which preposition (e.g. of, from, about) follows which word?

Example: *It's kind of Samantha to ask me.*

a It's kind	of interesting people.
b I'll never get tired	from the job I had last summer.
c I'm not very keen	of people I don't know.
d This room is full	of listening to it.
e I'm nervous	about the match.
f It's very different	of Samantha to ask me.
g They aren't really interested	at it.
h I'm quite excited	with me.
i I'm quite good	on the music.
j My parents are always getting angry	in the same kind of things as students.

ADJECTIVES + PREPOSITIONS

Write three sentences using the words in the table

Example: I'm not keen on going to classical concerts.
My mum gets tired of tidying everyone's rooms.

I		keen	
My best friend		tired	on
My parents		nervous	of
Some of my friends		bad	at
Young children	am/is/are (not)	excited	about
Men	get(s)	good	in
Women		angry	with
My teacher		afraid	
My mum		interested	
		fed up	

ADJECTIVES + PREPOSITIONS

Read these quotations from a website. Do you agree with them?

Write your own quotation using : *'A real friend is someone who _____'*

The Friendship Page

'Everyone is a friend until they prove they aren't.'

'A true friend is someone who you can trust with your secrets.'

'The secret to friendship is being good at listening.'

'Best friends of the same sex are better than best friends of the opposite sex.'

'One true friend is better than 100 relatives.'

'A real friend is someone who will tell you when you have spinach stuck in your teeth.'

PRONUNCIATION

Look at the expressions below. When do we join a word to the word which follows when we speak?

Kind of you
Full of people
Nervous of people
Tired of school
Good at football

Bad at history
Fed up with school
Keen on music
Interested in people



PRONUNCIATION

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Full of people
Nervous of people
Tired of school
Good at football

Bad at history
Fed up with school
Keen on music
Interested in people



PRONUNCIATION

Now look at these sentences. You mark all the words which you will join when you say the sentences

- a. It's kind of Samantha.
- b. This room is full of interesting people.
- c. I'm quite good at it.
- d. She's bad at playing the guitar.
- e. I'm not very keen on this kind of music.
- f. I'll never get tired of this song.
- g. I'm not interested in talking.



PRONUNCIATION

Now look at these sentences. You mark all the words which you will join when you say the sentences

- a. It's kind of Samantha.
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- d. She's bad at playing the guitar.
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- f. I'll never get tired of this song.
- g. I'm not interested in talking.



UNIT 11: BEST FRIENDS?

LESSON 3

- What kind of texts will you read?
- What kinds of words are sometimes missing from signs?
- What should you do if you don't know the answer?

READING

Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

1 BUY THREE BOOKS,
GET CHEAPEST ONE FREE.
OFFER AVAILABLE ONE WEEK ONLY FROM TODAY

- You can get three books at half their normal price after today.
- You only get a discount this week when you buy two books.
- You don't pay for one book if you buy two others as well today.

READING

Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

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GET CHEAPEST ONE FREE.
OFFER AVAILABLE ONE WEEK ONLY FROM TODAY

- You can get three books at half their normal price after today.
- You only get a discount this week when you buy two books.
- ☒ C. You don't pay for one book if you buy two others as well today.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

Jan
If Peter rings, tell him I have posted
the book to him because I didn't have
time to go to his house. Michael

2

- A. Jan should tell Peter to bring the book back.
- B. Michael has gone to Peter's house.
- C. Peter will receive the book in the post.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

Jan
If Peter rings, tell him I have posted
the book to him because I didn't have
time to go to his house. Michael

2

- A. Jan should tell Peter to bring the book back.
- B. Michael has gone to Peter's house.
- ☒ C. Peter will receive the book in the post.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

Carlos
We have to be at college by 9 tomorrow instead of
9.15. I'll pick you up by the crossroads as usual, but
at 8.30. Jack

3

- Jack is asking Carlos to
- A. meet him earlier than usual.
- B. take him to college by car.
- C. see him in a different place from usual.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

Carlos
We have to be at college by 9 tomorrow instead of
9.15. I'll pick you up by the crossroads as usual, but
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3

- Jack is asking Carlos to
- ☒ A. meet him earlier than usual.
- B. take him to college by car.
- C. see him in a different place from usual.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

4

MAKE SURE THIS DOOR IS SHUT
WHEN YOU LEAVE THE BUILDING

- A. Use another exit when this door is shut.
- B. Do not leave this door open when you go out.
- C. This door is the only exit from this building.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

4

MAKE SURE THIS DOOR IS SHUT
WHEN YOU LEAVE THE BUILDING

- A. Use another exit when this door is shut.
- ☒ B. Do not leave this door open when you go out.
- C. This door is the only exit from this building.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

5

Dear Mariana,
The hotel is wonderful -
just as you described it.
Thank you for
recommending it. We've
already booked for next
year! Karin

- A. Mariana has visited the hotel Karin is staying in.
- B. Karin has stayed in the hotel before.
- C. Karin and Mariana are going to the hotel together next year.

READING



Look at the text in each question. What does it say? Mark the letter A, B or C next to the correct explanation.

5

Dear Mariana,
The hotel is wonderful -
just as you described it.
Thank you for
recommending it. We've
already booked for next
year! Karin

- ☒ A. Mariana has visited the hotel Karin is staying in.
- B. Karin has stayed in the hotel before.
- C. Karin and Mariana are going to the hotel together next year.

Exercise - *Stay* and *live*

Look at these sentences written by PET students. Tick (✓) the sentences where live is correct. Correct the sentences which are wrong.

- a. My new friend lives near my house.
- b. At the moment they are living in a wonderful hotel.
- c. My family used to live in a small village.
- d. We lived in the city for one week.
- e. We lived in a nice cottage in the forest on our holiday.

SPEAKING

You are going to spend the day in the city centre with another student. You will travel there by bus. Look at these pictures. They show the things you want to do.

Think about these questions:

- a. What do you want to buy?
- b. Which shops will you visit?
- c. Are any of the things you need to buy heavy?
- d. When will you go to the bank?
- e. When will you go to the café



SPEAKING

Write down different ways of:

- a. Making suggestions
- b. Agreeing and disagreeing
- c. Giving your opinion

Teachers:

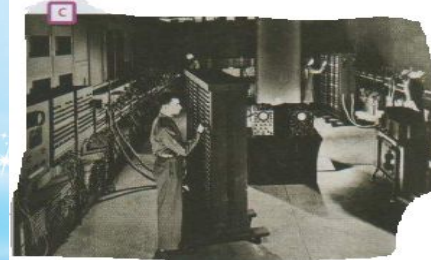
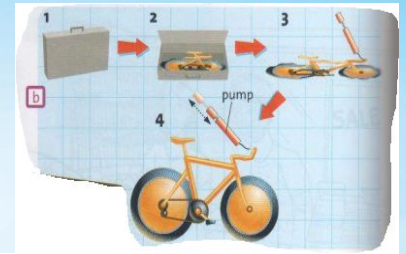
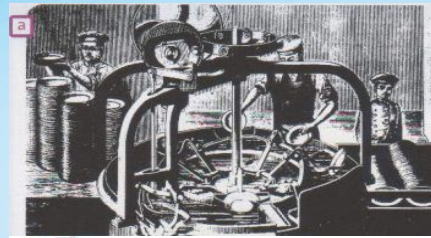
- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

UNIT 12: I'VE GOT AN IDEA

LESSON 1



Look at the pictures of inventions. Can you guess what they are used for?



Look at the pictures of inventions. Can you guess what they are used for?



Look at the pictures of inventions. Can you guess what they are used for?



- The first dishwasher
- A bicycle you can inflate
- The first digital computer
- The first camera
- An electric serving train at a dinner table
- A single seat electric car with pedals
- A wheelchair which people can sit or lie in and which helps them to stand up
- A velocipede (a form of transport for land and water - it rolled over the land and floated on the water)

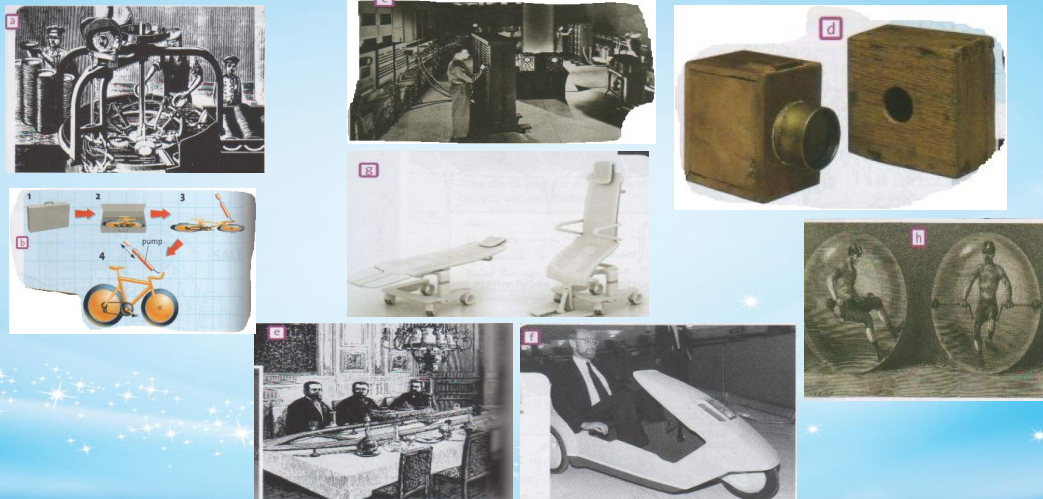
Listen to someone talking about two of the inventions. Which ones are they? What are they used for? Were you right?



Audioscript



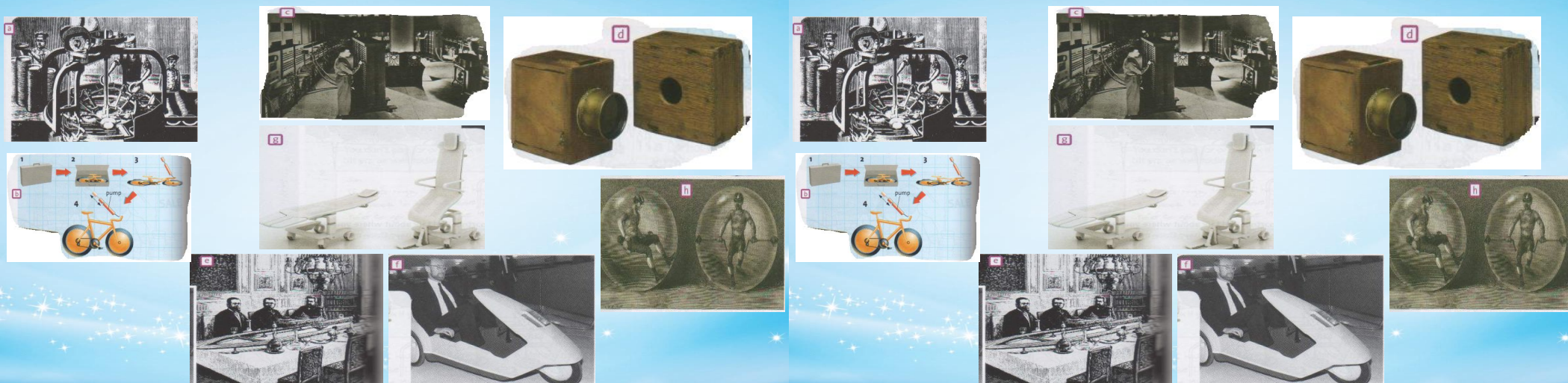
1. It's round and it's made of plastic, or it might be made of glass. It's like a ball but there's a man inside. He's holding something and turning it. It's used for moving across water but it also works on land.
2. It's a kind of railway line which is on a dinner table. It's made of metal. It's used for carrying food around the table.



Which of these inventions have been successful?



Which invention from the last hundred years is the most important in your life?



Read the first paragraph of a text opposite. What is it about?



Ben and Jerry's invention

Ben and Jerry's famous products are sold in a range of delicious flavours with unusual names such as Rainforest Crunch and Peanut Butter Cup. Two childhood friends, Ben Cohen and Jerry Greenfield, started the company. They had the idea of working together when they were at school and The Homemade Ice Cream Parlour was opened by Ben and Jerry in May 1978.

Read the first paragraph of a text opposite. What is it about?



Ben and Jerry's invention

Ben and Jerry's famous products are sold in a range of delicious flavours with unusual names such as Rainforest Crunch and Peanut Butter Cup. Two childhood friends, Ben Cohen and Jerry Greenfield, started the company. They had the idea of working together when they were at school and The Homemade Ice Cream Parlour was opened by Ben and Jerry in May 1978.

=> The text is about Ben and Jerry's ice cream company

Read the first paragraphs of two other texts below. What inventions are they about?



Charles D. Seeberger's invention

Moving chains were used by people in ancient Egypt to transport water in and out of the fields. But it wasn't until the 1890s that moving chairs were invented by Charles D. Seeberger. His stairs could transport people.

Hubert Cecil Booth's invention

One day Hubert Cecil Booth went to see an inventor demonstrate his new dust-removing machine at a London railway station. A huge air blower was placed over the open door of a train. The idea was to blow dirt into a bag which was put over another door. A lot of dust was pushed up into the air but then came down again inside the train instead of inside the bag. Booth didn't think it was a very good idea.

Each text has three more paragraphs but they are mixed up. Work in three groups: Ben and Jerry, Charles D. Seeberger or Hubert Cecil Booth. Find the paragraphs which finish your text and put them in correct order



a. The station hired a man who had a wooden leg to demonstrate how easy it was to use the escalator. Some people went up and down several times before going to catch their train just because they enjoyed the experience. After that, escalators were put in shops and other public buildings.

b. Because of this, local restaurants and shops asked them to make ice cream and deliver it. A year later the parlour opened, a special day was held. As a thank you to customers, they weren't charged for their ice cream cones on that day.

c. People complained about the number of stairs they had to climb up and down so the first escalator was opened in London in an underground station on 4 October 1911. Notices were displayed at the top and bottom of the escalator: 'Please do not sit on the moving stairs. Step off with the left foot first'.

d. He had a better idea. He was in a restaurant one day and he decided to demonstrate. He placed a handkerchief over the back of his seat, put his lips to it and the dirt was sucked into the handkerchief. A ring of black spots appeared on the handkerchief.

e. Now a worldwide business, the company produces new flavours all the time. Each flavour is tested for at least six months before it is sold in shops. Sometimes the company holds competitions and asks for suggestions. About 275,000 tourists visit the factory each year.

f. It was so noisy that it frightened horses in the streets. After a while, rich people had their houses cleaned by the machine and the King and Queen invited Booth to Buckingham Palace to demonstrate it.

g. They made the ice cream themselves and each flavour was given a crazy name. People could listen to live music while they ate ice cream and the parlour became very popular.

h. He was sure this was the answer so a machine was built. The first model was named "The Puffing Billy" and a whole team of men was needed to operate it. One man worked the machine while another man guided a long hose inside offices or houses to clean them.

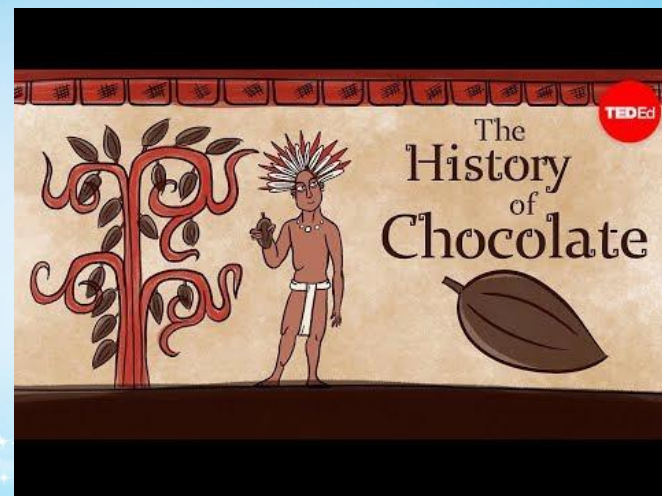
i. The first escalators were built in shops and railway stations in the USA at the end of the nineteenth century. More and more people were using the underground trains in Britain especially after clean electric trains replaced dirty steam trains in 1906.

Each of these words is connected with one invention. Put them under the correct heading.

dust	a flavour	a public building	to transport	to clean
a cone	a machine	a factory	moving stairs	dirt
a spot	a handkerchief	an underground station		
	a customer	to step on/off	a product	

What have
you learned
after
watching
the video?

LET'S WATCH



UNIT 12: I'VE GOT AN IDEA

LESSON 2

Underline the verb in this sentence. What tense is it?

Ben and Jerry's famous products are sold in a range of delicious flavours.

LANGUAGE FOCUS **Past passive**

Look again at the first paragraph of the Ben and Jerry text on page 155. Find a verb in the past passive and underline it.

Ben and Jerry's invention

Ben and Jerry's famous products are sold in a range of delicious flavours with unusual names such as Rainforest Crunch and Peanut Butter Cup. Two childhood friends, Ben Cohen and Jerry Greenfield, started the company. They had the idea of working together when they were at school and The Homemade Ice Cream Parlour was opened by Ben and Jerry in May 1978.

GRAMMAR **Passive (past simple)**



Grammar spot

Passive (past simple)

was/were + past participle

Write the passive verbs in the sentences below.

- + The vacuum cleaner by Hubert Cecil Booth.
[passive]
Hubert Cecil Booth **invented** the vacuum cleaner. [active]
- Customers by Ben and Jerry for their ice cream on one special day. [passive]
Ben and Jerry **didn't charge** customers for their ice cream on one special day. [active]
- ? What by Charles D. Seeberger? [passive]
What **did** Charles D. Seeberger **invent**? [active]

GRAMMAR Passive (past simple)



Grammar spot

Passive (past simple)

was/were + past participle

Write the passive verbs in the sentences below.

- + The vacuum cleaner *was invented* by Hubert Cecil Booth. [passive]
Hubert Cecil Booth **invented** the vacuum cleaner. [active]
- Customers *weren't charged* by Ben and Jerry for their ice cream on one special day. [passive]
Ben and Jerry **didn't charge** customers for their ice cream on one special day. [active]
- ? What *was invented* by Charles D. Seeberger? [passive]
What **did** Charles D. Seeberger **invent**? [active]

GRAMMAR Past passive



Rewrite these sentences so they have the same meaning. Change the verbs from passive to active.

- a. The aeroplane was flown to Miami.
=> The pilot **flew the aeroplane to Miami.**
- b. The passengers were shown the emergency exits by the steward.
=> The steward
c. Lunch was served during the journey.
=> The stewards during the journey.
- d. The passengers weren't told where to wait for their luggage.
=> The airport staff where to wait for their luggage.

GRAMMAR Past passive



Rewrite these sentences so they have the same meaning. Change the verbs from passive to active.

- a. The aeroplane was flown to Miami.
=> The pilot **flew the aeroplane to Miami.**
- b. The passengers were shown the emergency exits by the steward.
=> The steward **showed the passengers the emergency exits.**
- c. Lunch was served during the journey.
=> The stewards **served lunch** during the journey.
- d. The passengers weren't told where to wait for their luggage.
=> The airport staff **didn't tell** where to wait for their luggage.

GRAMMAR Past passive



Rewrite these sentences so they have the same meaning. Change the verbs from passive to active.

- e. My passport wasn't stamped.
The immigration officer my passport.
- f. When the luggage arrived, one man was ordered to open his suitcase by the customs officer.
When the luggage arrived, the customs officer
..... his suitcase.

GRAMMAR Past passive



Rewrite these sentences so they have the same meaning. Change the verbs from passive to active.

- e. My passport wasn't stamped.
The immigration officer **didn't stamp** my passport.
- f. When the luggage arrived, one man was ordered to open his suitcase by the customs officer.
When the luggage arrived, the customs officer **ordered one man to open** his suitcase.

Here are some sentences about the inventions in the texts.
Write each sentence in the present or past passive.



- a. About 275,000 tourists visit the factory each year.
The factory
- b. Ben and Jerry don't make ice cream themselves now.
The ice cream
- c. The station manager hired a man with a wooden leg.
A man with a wooden leg
- d. The company holds competitions.
Competitions

Here are some sentences about the inventions in the texts.
Write each sentence in the present or past passive.



- a. About 275,000 tourists visit the factory each year.
The factory **is visited by about 275,000 tourists each year.**
- b. Ben and Jerry don't make ice cream themselves now.
The ice cream **isn't made by Ben and Jerry themselves now.**
- c. The station manager hired a man with a wooden leg.
A man with a wooden leg **was hired by the station manager.**
- d. The company holds competitions.
Competitions **are held by the company.**

Here are some sentences about the inventions in the texts.
Write each sentence in the present or past passive.



- e. 'The Puffing Billy' frightened horses.
Horses
- f. The British didn't build the first escalators.
The first escalators
- g. The King and Queen invited Booth to Buckingham Palace.
Booth
- h. Clean electric trains replaced dirty steam trains.
Dirty steam trains
- i. The company produces new flavours all the time.
New flavours

Here are some sentences about the inventions in the texts.
Write each sentence in the present or past passive.



- e. 'The Puffing Billy' frightened horses.
Horses **were frightened by the 'The Puffing Billy'.**
- f. The British didn't build the first escalators.
The first escalators **weren't built by the British.**
- g. The King and Queen invited Booth to Buckingham Palace.
Booth **wasn't invited to Buckingham Palace by the King and Queen.**
- h. Clean electric trains replaced dirty steam trains.
Dirty steam trains **were replaced by clean electric trains.**
- i. The company produces new flavours all the time.
New flavours **are produced by the company all the time.**

Ben and Jerry made ice cream. Choose the correct verb
in these sentences written by PET students.



- a. You can **do / make** a lot of different activities at the sports centre.
- b. I couldn't **make / do** a decision about which English course to choose.
- c. I've just **done / made** a big cake.
- d. We **did / made** a sightseeing tour around the city centre.
- e. I have to **do / make** some exercises.
- f. Before we have dinner we'll **do / make** some shopping.

Ben and Jerry made ice cream. Choose the correct verb
in these sentences written by PET students.



- a. You can **do / make** a lot of different activities at the sports centre.
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- d. We **did / made** a sightseeing tour around the city centre.
- e. I have to **do / make** some exercises.
- f. Before we have dinner we'll **do / make** some shopping.

PAST PASSIVE - Decide when they were invented and
where.



FUTURE PASSIVE

Read what some predicts about the future and underline the verbs in the future passive

I think a special car will be invented which will be driven by a computer so a human driver won't be needed. It will be made of plastic and it will be programmed to go on the road or fly through the air. A fee will be paid by car owners at the end of the year to the government. They will be charged according to how many kilometres they have travelled by air and on the road.



GRAMMAR



Will be + past participle

Complete the sentences with the future passive verbs from Exercise 1.

+ The car by a computer. [passive]
A computer **will drive** the car. [active]

- A human driver [passive]
The car **won't need** a human driver. [active]

? How much by each car owner? [passive]
How much **will** each car owner **pay**? [active]

Your turn to make sentences using future passive.

SPEAKING

- 1. What do you think will be invented in the next fifty years?
- 2. Can you think of something which will make life easier at home or at work or for travel?
- 3. Who will it be used by?
- 4. What will it be made of?
- 5. How will it work?



PRONUNCIATION



Look at these sentences. Find words ending in 'r' or 're'. If they are followed by a word beginning with a vowel, join them together.

- a. Sugar and salt are added.
- b. Shops asked them to deliver ice cream.
- c. The mixture is frozen.
- d. There are four escalators in the station near my house.
- e. He had a better idea.
- f. Where is Ben and Jerry's ice cream sold?

PRONUNCIATION

Listen and repeat



- a. Sugar and salt are added.
- b. Shops asked them to deliver ice cream.
- c. The mixture is frozen.
- d. There are four escalators in the station near my house.
- e. He had a better idea.
- f. Where is Ben and Jerry's ice cream sold?



PRONUNCIATION

Look at these sentences. Which words will you join when you say them?



- a. Television was invented in the 1920s.
- b. Where are escalators used?
- c. Ben and Jerry's ice cream is sold in many places.
- d. Many shops have escalators.
- e. Some inventions aren't successful.
- f. I met him at four o'clock.
- g. Some people went up and down all day.
- h. I've lost your address.

DESCRIBE OBJECTS




Today they are made of material and metal or plastic.

They can be used instead of a coat to keep you dry.

They can be folded up and put in a bag or pocket when they are not needed.


They are used all over the world, in both hot and cold countries.



DESCRIBE OBJECTS



You try to describe an object and let your teacher guess. Try to end your description before she/he guesses.



UNIT 12: I'VE GOT AN IDEA

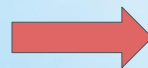
LESSON 3



LISTENING



In this part of the exam, you listen to a recorded announcement or someone speaking about a particular subject. You fill in the words which are missing from some notes. You hear the recording twice.



- What do the instructions tell you?
- What should you do before you listen?
- Are the words you write down the same as the ones you hear?
- How many times do you hear the recording?

LISTENING

You will hear a man talking on the radio about a museum. For each question, fill in the missing information in the numbered space.



The Weston Museum of Science

First opened: in the year (1) _____ in the Market Square.
Museum opening hours: every day from 9am to 5pm except (2) _____ from 9am to 9pm
Exhibition in new gallery: learn about the (3) _____
Children's activity this week: (4) _____
Café: open all day on the (5) _____
Until 24 July : the (6) _____ is closed.

Before listening, read and answer the questions below:

- What is the name of the museum?
- What kinds of words will you listen for?

LISTENING

You will hear a man talking on the radio about a museum. For each question, fill in the missing information in the numbered space.



The Weston Museum of Science

First opened: in the year (1) _____ in the Market Square.
Museum opening hours: every day from 9am to 5pm except (2) _____ from 9am to 9pm
Exhibition in new gallery: learn about the (3) _____
Children's activity this week: (4) _____
Café: open all day on the (5) _____
Until 24 July : the (6) _____ is closed.

LISTENING

You will hear a man talking on the radio about a museum. For each question, fill in the missing information in the numbered space.

The Weston Museum of Science

First opened: in the year (1) 1859 in the Market Square.
 Museum opening hours: every day from 9am to 5pm except (2) Friday (s)
 from 9am to 9pm
 Exhibition in new gallery: learn about the (3) planets
 Children's activity this week: (4) photography/photographs
 Café: open all day on the (5) third
 Until 24 July : the (6) car park is closed.

Audioscript

And today we are looking at things to do in the Weston area. One of the big attractions is, of course, the Museum of Science. It's in South Avenue - it's been there since 1951 but before that it was in a smaller building in Market Square for nearly 100 years. Weston's had a museum of Science since 1859. So that's something to be proud of. The museum is open from Saturday to Thursday from 9am until 5pm. // It has longer opening hours on a Friday, when it stays open until 9pm. The museum shop is open from 10 until 5 every day except Monday, when it closes early. There's plenty to see in the museum. You can cross a desert or travel through the human body. And there's a new gallery opening this week with a new exhibition. Go there to find out more about the planets - imagine landing somewhere a million miles away from Earth. What would it feel like?

Every week there's a different children's activity - this week. The subject is photography. Children can take their own photographs. That's for children between the ages of eight and fourteen.

The museum is on four floors. On the ground floor are the shop and the cloakrooms. The permanent exhibitions are on the first and second floors. By the time you've visited those you'll be thirsty, so carry on the café on the third floor, which is open all day for drinks and snacks.

One important piece of information. If you visit the museum before 24 July, you won't be able to use the car park. It's closed for repairs. But you are allowed to park in the hotel car park opposite. Now the phone...

WRITING

Match the halves of these sentences

- | | |
|----------------------------------|------------------------------------|
| a. I really like that band | 1. I don't own many CDs. |
| b. I was listening to music | 2. but I don't play an instrument. |
| c. While I was watching the band | 3. when I fell asleep. |
| d. Although I like music | 4. because I don't like it. |
| e. The music was so loud | 5. but now I prefer rock music. |
| f. I used to like folk music | 6. that we couldn't talk. |
| g. I enjoy listening to music | 7. my phone was stolen. |
| h. You can have this CD. | 8. so get me a ticket too. |

WRITING

Look at the words in the box and put each one under the most suitable heading

awful	enjoyable	enormous	excellent
exciting	extraordinary	fantastic	great
hopeless	large	strange	terrible
unexpected	useless	well-known	wonderful

Good	Bad	Big	Small	Unusual	Famous

Teachers:

- please remind the student to do homework and inform the result on Facebook group.
- remind students to write 20 times a new word and send to the group chat of the class

REVIEW 4 UNIT 10-12



Work with your teacher. Look at these sentences. Say if you agree with them and why. Find out your teacher's opinion.

- a. It's a good to have lots of brothers and sisters.
Yes, I agree. You can play with them when you are younger. What do you think?
OR No, I don't agree. In my opinion that's not true because ...
- b. Most children are spoilt by their grandparents.
- c. It isn't good to be famous when you are a teenager.
- d. Most pop singers have an easy life.
- e. Everyone should learn a musical instrument.
- f. It's a good idea to make friends with people who have different interests from you.
- g. Cars are the worst things that were ever invented.



Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Shop assistant: The Jewellery Store.
Regina: Oh yes, hello. (a) ***I'm ringing to find out about a necklace I ordered.***
Shop assistant: (b) _____
Regina: Regina Hopper.
Shop assistant: (c) _____
I'll just look. Oh, no, it hasn't arrived yet.
Regina: Oh. Well, thanks anyway.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
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I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Shop assistant: The Jewellery Store.
Regina: Oh yes, hello. (a) ***I'm ringing to find out about a necklace I ordered.***
Shop assistant: (b) ***May I have your name?***
Regina: Regina Hopper.
Shop assistant: (c) ***Can you hang on a minute?*** . I'll just look. Oh, no, it hasn't arrived yet.
Regina: Oh. Well, thanks anyway.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Receptionist: Emsworth and Company.
Regina: May I speak to John Hopper, please?
Receptionist: (d) _____
Regina: Oh. I need to speak to him this afternoon.
Receptionist: (e) _____
Regina: OK, thanks.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Receptionist: Emsworth and Company.
Regina: May I speak to John Hopper, please?
Receptionist: (d) *I'm afraid he's not available at the moment.*
Regina: Oh. I need to speak to him this afternoon.
Receptionist: (e) *Can you call back in about an hour?*
Regina: OK, thanks.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Regina: Hello, Dad? (f) _____
I want to tell you -
Dad: Oh, I'm sorry, (g) _____.
Someone's just arrived for a meeting.
Regina: But I need to talk to you.
Dad: (h) _____
Regina: Well, don't forget.
Dad: No, I won't.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Regina: Hello, Dad? (f) *This is Regina.*
I want to tell you -
Dad: Oh, I'm sorry, (g) *I can't speak to you just now.* Someone's just arrived for a meeting.
Regina: But I need to talk to you.
Dad: (h) *I'll call you back in twenty minutes.*
Regina: Well, don't forget.
Dad: No, I won't.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Regina: Hello.
Dad: Regina? Sorry, what did you want to tell me?
Regina: That necklace we we wanted for Mum's birthday present. I phoned the shop but it hasn't come yet.
Dad: Right, I'll call them. (i)

Regina: 226012.
Dad: Thanks. I'll find out what's happening.
Regina: Thanks, Dad. See you later.
Dad: Bye.

Complete these phone conversations. Use the sentences in the box



This is Regina.
Can you hang on a minute?
I'll call you back in twenty minutes.
May I have your name?
I can't speak to you just now.
I'm afraid he's not available at the moment.
I'm ringing to find out about a necklace I ordered.
Can you call back in about an hour?
Can you give me their number?

Regina: Hello.
Dad: Regina? Sorry, what did you want to tell me?
Regina: That necklace we we wanted for Mum's birthday present. I phoned the shop but it hasn't come yet.
Dad: Right, I'll call them. (i) **Can you give me their number?**
Regina: 226012.
Dad: Thanks. I'll find out what's happening.
Regina: Thanks, Dad. See you later.
Dad: Bye.

Match the words in the box with the right definition



- | | | | |
|-------------------|----------|--------------|-----------|
| 1. battery | 2. bossy | 3. confident | 4. Judge |
| 5. Vacuum cleaner | 6. Niece | 7. Employer | 8. Honest |
| 9. inventor | | | |

- a. Someone you work for
- b. Someone who decides the winner in a competition
- c. Someone who designs new machines
- d. A word describing someone who feels certain about what they are doing
- e. A word describing someone you can trust
- f. Your brother or sister's daughter
- g. Something you need to make your torch work
- h. A machine you use in your house
- i. A word describing someone who always tells other people what to do

Match the words in the box with the right definition



- | | | | |
|-------------------|----------|--------------|-----------|
| 1. battery | 2. bossy | 3. confident | 4. Judge |
| 5. Vacuum cleaner | 6. Niece | 7. Employer | 8. Honest |
| 9. inventor | | | |

- a. Employer
- b. Judge
- c. Inventor
- d. Confident
- e. Honest
- f. Niece
- g. Battery
- h. Vacuum cleaner
- i. Bossy

In each group of three sentences, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.

1. A. Our team prepared more carefully than the others. ✓
 B. Our team prepared the most carefully than the others. ✗
 C. Our team prepared less carefully as the others. ✗
2. A. Can you explain me this sentence?
 B. Can you explain this sentence to me?
 C. Can you explain this sentence mean?
3. A. What the spaceship looks like?
 B. What does the spaceship looks like?
 C. What does the spaceship look like?

In each group of three sentences, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.

1. A. Our team prepared more carefully than the others. ✓
 B. Our team prepared the most carefully than the others. ✗
 C. Our team prepared less carefully as the others. ✗
2. A. Can you explain me this sentence? ✗
 B. Can you explain this sentence to me? ✓
 C. Can you explain this sentence mean? ✗
3. A. What the spaceship looks like? ✗
 B. What does the spaceship looks like? ✗
 C. What does the spaceship look like? ✓

In each group of three sentences, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.

4. A. I've read the magazine you recommended.
 B. I've read the magazine that you recommended it.
 C. I've read the magazine you recommended it.
5. A. She asked me not to phone in the evening.
 B. She asked me don't phone in the evening.
 C. She asked me to not phone in the evening.

In each group of three sentences, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.

4. A. I've read the magazine you recommended. ✓
 B. I've read the magazine that you recommended it. ✗
 C. I've read the magazine you recommended it. ✗
5. A. She asked me not to phone in the evening. ✓
 B. She asked me don't phone in the evening. ✗
 C. She asked me to not phone in the evening. ✗

Choose the correct word(s) to complete each sentence below



1. We've very excited _____ winning the match.
A. For B. about C. for
2. I don't mind _____ while you get ready.
A. Waiting B. wait C. to wait
3. You really ought _____ this new shampoo.
A. Try B. to try C. trying
4. He agreed _____ me at the bus station.
A. Meeting B. to meet C. meet
5. The team captain made them _____ on Saturday afternoon.
A. To practise B. practising C. practise

Choose the correct word(s) to complete each sentence below



1. We've very excited _____ winning the match.
A. For **B. about** C. for
2. I don't mind _____ while you get ready.
A. Waiting B. wait C. to wait
3. You really ought _____ this new shampoo.
A. Try **B. to try** C. trying
4. He agreed _____ me at the bus station.
A. Meeting **B. to meet** C. meet
5. The team captain made them _____ on Saturday afternoon.
A. To practise B. practising **C. practise**

Complete the second sentence in each pair so that it means the same as the first



- a. He told her to leave the room.
"**Leave the room**", he said.
- b. These machines were invented many centuries ago.
People _____ many centuries ago.
- c. Jill asked Ali to phone her after his exam.
'Please _____ after your exam,' said Jill.
- d. The building will be opened by the president.
The president _____ the building.
- e. Mary told her grandson not to play football in the sitting room.
'_____ in the sitting room', said Mary to her grandson.

Complete the second sentence in each pair so that it means the same as the first



- a. He told her to leave the room.
"**Leave the room**", he said.
- b. These machines were invented many centuries ago.
People **invented these machines** many centuries ago.
- c. Jill asked Ali to phone her after his exam.
'Please **phone me** after your exam,' said Jill.
- d. The building will be opened by the president.
The president **will open** the building.
- e. Mary told her grandson not to play football in the sitting room.
"**Don't play football** in the sitting room", said Mary to her grandson.

Complete the second sentence in each pair so that it means the same as the first



- f. My brothers are given more money than me.
My parents _____ more money than me.
- g. My boyfriend said he'd rung me but I hadn't answered the phone.
My boyfriend said 'I _____ the phone.'
- h. The police examined the strange vehicle very carefully.
The strange vehicle _____ very carefully by the police.
- i. Our neighbours feed our dog when we're away.
Our dog _____ when we're away.
- j. 'I've won the lottery!' shouted Annie.
Annie shouted that _____ the lottery.
- k. My best friend will give me a lift home.
I _____ home by my best friend.

Complete the second sentence in each pair so that it means the same as the first



- f. My brothers are given more money than me.
My parents **give my brothers** more money than me.
- g. My boyfriend said he'd rung me but I hadn't answered the phone.
My boyfriend said 'I **rang you but you didn't answer** the phone.'
- h. The police examined the strange vehicle very carefully.
The strange vehicle **was examined** very carefully by the police.
- i. Our neighbours feed our dog when we're away.
Our dog **is fed by our neighbours** when we're away.
- j. 'I've won the lottery!' shouted Annie.
Annie shouted that **she had won** the lottery.
- k. My best friend will give me a lift home.
I **ll/will be given a lift** home by my best friend.

Choose one of the words in the box to fill each space in this newspaper article. If no word is necessary, mark -



THIEVES MAKE A MISTAKE

The car of the pop star Saskia Labelle, (a) **who** arrived in town yesterday, was damaged by two young men (b) _____ broke a window and took a jacket © _____ was on the back seat. Saskia's secretary, (d) _____ jacket it was, said the thieves probably believed it was Saskia's. The men, (e) _____ were both tall with fair hair, were described by a security guard (f) _____ had seen them in the hotel (g) _____ Saskia was staying. The concert (h) _____ Saskia is giving tonight will start at nine o'clock at the City Hall. She will sing songs from her new CD (i) _____ is called *Girlltalk*.

Choose one of the words in the box to fill each space in this newspaper article. If no word is necessary, mark -



THIEVES MAKE A MISTAKE

The car of the pop star Saskia Labelle, (a) **who** arrived in town yesterday, was damaged by two young men (b) **which** broke a window and took a jacket (c) **whose** was on the back seat. Saskia's secretary, (d) **whose** jacket it was, said the thieves probably believed it was Saskia's. The men, (e) **who** were both tall with fair hair, were described by a security guard (f) **who** had seen them in the hotel (g) **where** Saskia was staying. The concert (h) **which/ -** Saskia is giving tonight will start at nine o'clock at the City Hall. She will sing songs from her new CD (i) **which** is called *Girlltalk*.