

## 4A GRAMMAR AND VOCABULARY

## Present Continuous

## 1 ★ Match the verbs from the box with the spelling rules.

do eat feel get have make put read run sit  
stand stop swim take taste use wear write

1 Add -ing: do, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

2 Double the last letter and add -ing: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

3 Remove the last letter and add -ing: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

## 2 ★ Put the words in order to make sentences.

1 in / students / the / are / classroom / the / sitting  
The students are sitting in the classroom.

2 to / talking / are / who / you / ?  
\_\_\_\_\_

3 for / friends / waiting / my / I'm  
\_\_\_\_\_

4 are / the / book / at / reading / moment / you / what / ?  
\_\_\_\_\_

5 the / teacher / staff room / in / resting / our / is  
\_\_\_\_\_

6 are / year / you / subjects / this / studying / what / ?  
\_\_\_\_\_

## 3 ★ Read the questions and write short answers.

1 Are you working?

✓ Yes, I am.

2 Is your mum shopping?

X \_\_\_\_\_

3 Is your dad sleeping?

✓ \_\_\_\_\_

4 Is your sister watching TV?

✓ \_\_\_\_\_

5 Are you and your brother listening to music?

X \_\_\_\_\_

6 Are your friends playing football?

✓ \_\_\_\_\_

## 4 ★★ Complete the text with the correct Present Continuous forms of the verbs in brackets.

**Welcome to this live video feed from our school.** It's lunchtime. Here's the library. You can see some students. They <sup>1</sup>are reading (read). They <sup>2</sup>\_\_\_\_\_ (not talk). You can't talk in the library. I can see a teacher. Oh, dear. She <sup>3</sup>\_\_\_\_\_ (ask) me to leave the library.

Outside, it <sup>4</sup>\_\_\_\_\_ (rain) but some students <sup>5</sup>\_\_\_\_\_ (run) in the playing fields. They run every day. I don't want to go and film them because I don't want my phone to get wet. We can go to the canteen. Some students <sup>6</sup>\_\_\_\_\_ (have) lunch. They <sup>7</sup>\_\_\_\_\_ (make) a lot of noise! Wait a minute. I can hear something. Some students <sup>8</sup>\_\_\_\_\_ (sing).

This is Mrs James. 'Hello, Mrs James. I <sup>9</sup>\_\_\_\_\_ (make) a film about our school. Do you want to say something?' No, she doesn't. She <sup>10</sup>\_\_\_\_\_ (go) away. I think she <sup>11</sup>\_\_\_\_\_ (get) ready for this afternoon's lessons. And now the bell <sup>12</sup>\_\_\_\_\_ (ring). It's time to finish. Thanks for watching.



**5 ★★ Use the prompts to complete the mini-conversations in the Present Continuous.**

- Carol** Helen is sleeping.  
**Helen** I / not / sleep. I / chat / with my friends  
 1 I'm not sleeping. I'm chatting with my friends.
- Jack** Matt and Bianca are listening to music.  
**Matt** We / not / listen to music. We / sing  
 2 \_\_\_\_\_
- Mr Glover** All the students are wearing uniforms today.  
**Mrs Evans** No / not. Patrick / wear / jeans  
 3 \_\_\_\_\_
- Suzie** Mum's reading a book.  
**Mum** I / not / read a book. I / write / an email  
 4 \_\_\_\_\_
- Paul** Why are you using your phone?  
**Me** I / not / use my phone. I / wait / for a phone call  
 5 \_\_\_\_\_
- Cathy** Are your parents driving to work?  
**Me** No / not. They / walk / today  
 6 \_\_\_\_\_

**6 ★★ Complete the text with the correct Present Continuous forms of the verbs from the box.**

do enjoy look up show sit talk use watch write

This is a photo of my class. We <sup>1</sup>are sitting in our English classroom. Our teacher <sup>2</sup>\_\_\_\_\_ us a video. It's a film version of a book we're reading at the moment. A lot of people <sup>3</sup>\_\_\_\_\_ the video, but when you look closely, you might think that some people aren't interested, and <sup>4</sup>\_\_\_\_\_ other things. <sup>5</sup>I \_\_\_\_\_ in my notebook – but they are notes about the film. The boy next to me <sup>6</sup>\_\_\_\_\_ his phone. He <sup>7</sup>\_\_\_\_\_ a word from the video that he doesn't understand. Two girls <sup>8</sup>\_\_\_\_\_ about the video. It's a very interesting video and we <sup>9</sup>\_\_\_\_\_ it.

**7 ★★ Use the prompts to write questions in the Present Continuous.**

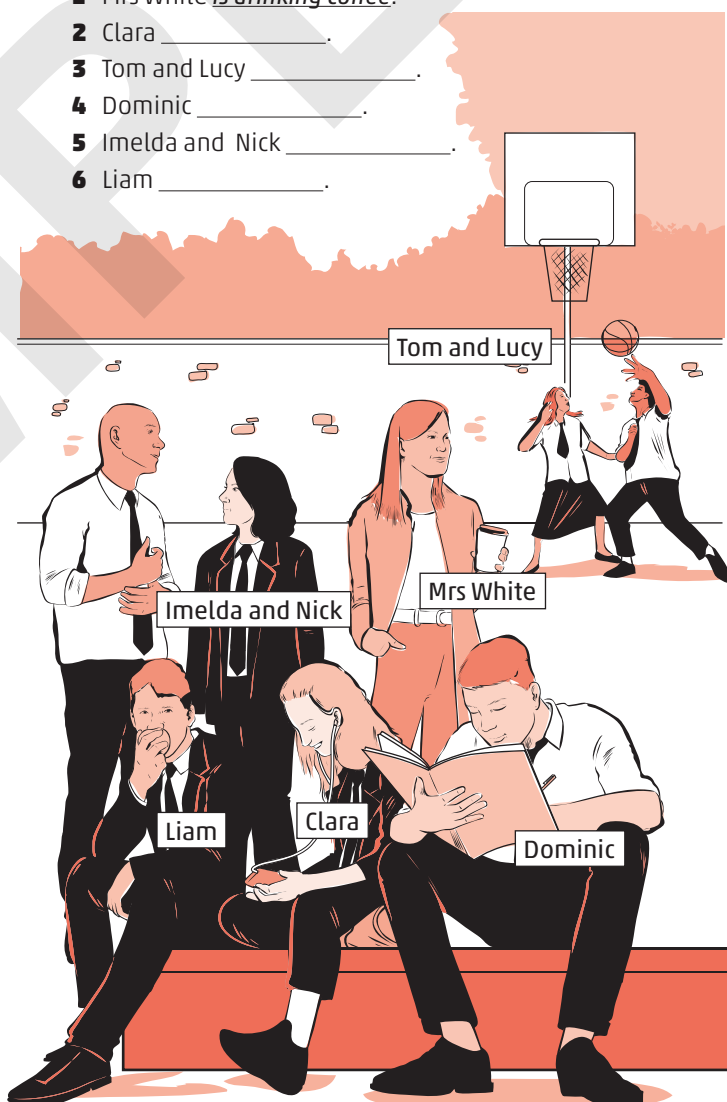
- 1** What / you / write?  
What are you writing?
- 2** Where / Laura and Kira / go?  
 \_\_\_\_\_
- 3** What / your parents / watch?  
 \_\_\_\_\_
- 4** What / Mrs Underwood / draw?  
 \_\_\_\_\_
- 5** What sport / the students / play?  
 \_\_\_\_\_
- 6** Who / learn / English at the moment?  
 \_\_\_\_\_

**8 ★★ Use the prompts to write sentences in the Present Continuous. Then match them with questions 1–6 from Exercise 7.**

- a** ☐ She / draw / a picture of the school  
She's drawing a picture of the school.
- b** ☐ No one. Our English teacher / have / a break  
 \_\_\_\_\_
- c** ☐ I / write / an email  
 \_\_\_\_\_
- d** ☐ They / play / football  
 \_\_\_\_\_
- e** ☐ They / go / shopping  
 \_\_\_\_\_
- f** ☐ They / watch / a film  
 \_\_\_\_\_

**9 ★★ Write sentences about the picture using the Present Continuous.**

- 1** Mrs White is drinking coffee.  
**2** Clara \_\_\_\_\_.  
**3** Tom and Lucy \_\_\_\_\_.  
**4** Dominic \_\_\_\_\_.  
**5** Imelda and Nick \_\_\_\_\_.  
**6** Liam \_\_\_\_\_.



**10 ON A HIGH NOTE** Write a few sentences about what you and your friends or members of your family are doing at the moment.

## 4B VOCABULARY | School subjects and classroom objects

### 1 ★ Complete the school subjects with one letter in each gap.

- 1 *Bology*
- 2 Ph s ci en ce l El e c h n
- 3 His t o y
- 4 Co i n y
- 5 Fis g l g g g
- 6 Ph s c
- 7 Co p r S n e
- 8 Mu s
- 9 Au
- 10 Mu c
- 11 Du a
- 12 Go g y

### 2 ★★ Complete the timetable with the school subjects from Exercise 1.

#### MONDAY

9.00 a.m. – 9.50 a.m. <sup>1</sup>*Art*

(painting)

9.50 a.m. – 10.30 a.m. <sup>2</sup> \_\_\_\_\_

(how plants grow)

10.30 a.m. – 10.50 a.m. Break

10.50 a.m. – 11.30 a.m. <sup>3</sup> \_\_\_\_\_

(football/tennis)

11.30 a.m. – 12.10 p.m. <sup>4</sup> \_\_\_\_\_

(Romeo and Juliet; I'm Romeo!)

12.10 p.m. – 1.50 p.m. Lunch

1.50 p.m. – 2.30 p.m. <sup>5</sup> \_\_\_\_\_

(atoms and electricity)

2.30 p.m. – 3.10 p.m. <sup>6</sup> \_\_\_\_\_

(Beethoven's 9<sup>th</sup> symphony on piano)

#### TUESDAY

9.00 a.m. – 9.50 a.m. <sup>7</sup> \_\_\_\_\_

(French)

9.50 a.m. – 10.30 a.m. <sup>8</sup> \_\_\_\_\_

(Queen Victoria 1837–1901)

10.30 a.m. – 10.50 a.m. Break

10.50 a.m. – 11.30 a.m. <sup>9</sup> \_\_\_\_\_

(10% of 124)

11.30 a.m. – 12.10 p.m. <sup>10</sup> \_\_\_\_\_

(countries of South America)

12.10 p.m. – 1.50 p.m. Lunch

1.50 p.m. – 2.30 p.m. <sup>11</sup> \_\_\_\_\_

(writing a computer programme)

2.30 p.m. – 3.10 p.m. <sup>12</sup> \_\_\_\_\_

(H<sub>2</sub>O and other elements)

### 3 ★★ Complete the questions with the words from the box. There are two extra words.

calculator dictionary folder headphones  
highlighter keys ruler school backpack textbooks  
tissue

- 1 I need to clean my face. Have you got a *tissue*?
- 2 I can't work out 24 x 56 in my head. Can I use your \_\_\_\_\_?
- 3 Your bag is full of important pieces of paper. Why don't you keep them tidy in a \_\_\_\_\_?
- 4 I don't know this word. Can I borrow your \_\_\_\_\_?
- 5 Don't leave your books on the table. Why don't you put them in the \_\_\_\_\_?
- 6 Those lines are not very straight. Why don't you use a \_\_\_\_\_?
- 7 I want you to do Exercise 3 on page 75. Can you open your \_\_\_\_\_, please?
- 8 I want to remember these words. Can I borrow your yellow \_\_\_\_\_?

### 4 ★★ Complete the dialogue with the words from the box.

calculator dictionary Foreign headphones ~~key~~  
Maths notebook ruler

**Miranda** Oh, no!

**Callum** What's wrong?

**Miranda** I haven't got the <sup>1</sup>*key* for my locker.

**Callum** What's inside it?

**Miranda** My Maths textbook. I need that. It's got all the homework exercises in it.

**Callum** You can look at Beth's and write them in your <sup>2</sup> \_\_\_\_\_.

**Miranda** That's in the locker too.

**Callum** Oh.

**Miranda** And my English-French <sup>3</sup> \_\_\_\_\_. I need it to translate these words for this afternoon. I'm terrible at <sup>4</sup> \_\_\_\_\_ Languages. And my highlighters.

**Callum** What do you need them for?

**Miranda** To highlight new words so I can learn them. My <sup>5</sup> \_\_\_\_\_ is in there too.

**Callum** Is that important?

**Miranda** Yes. I like to draw lines under the name of the topic. And I haven't got a <sup>6</sup> \_\_\_\_\_.

**Callum** Use the one on your phone.

**Miranda** We can't use phones in <sup>7</sup> \_\_\_\_\_ lessons. What a terrible day!

**Callum** Don't worry! It isn't important. Relax. Oh, by the way. Can I have my <sup>8</sup> \_\_\_\_\_? I want to listen to music on the bus home.

**Miranda** Sorry, Callum :(. They're in the locker too.

### 5 ON A HIGH NOTE Write about the most important things you need to take to school. Explain why they are important and for which lessons.

## Present Simple and Present Continuous

- 1 ★ Complete the sentences with the correct forms in bold.

## GO / AM GOING

- 1 I usually **go** to school by car. Today, I **am going** by bus.

## PLAY FOOTBALL / ARE RUNNING

- 2 In today's PE lesson, we \_\_\_\_\_, but we usually \_\_\_\_\_.

## READS / ISN'T READING

- 3 My sister \_\_\_\_\_ a book at the moment. It isn't surprising. She never \_\_\_\_\_ books.

## WATCH / ARE WATCHING

- 4 My parents hardly ever \_\_\_\_\_ TV. They \_\_\_\_\_ TV today because there is some very important news.

## TALK / ARE TALKING

- 5 My friends and I \_\_\_\_\_ about Cathy's new haircut. We usually \_\_\_\_\_ about school work or our plans for the weekend, but Cathy's hair is amazing!

## DOESN'T COME / ISN'T COMING

- 6 Our teacher \_\_\_\_\_ usually \_\_\_\_\_ to lessons late. Where is he? Oh, wait, here is another teacher. Our teacher \_\_\_\_\_ today so she is here to teach us instead.

- 2 ★ Match questions 1-8 with short answers a-h.

- 1 ☐ Are you wearing jeans today?  
2 ☐ Is your sister eating breakfast at the moment?  
3 ☐ Does your brother listen to music?  
4 ☐ Do your parents work at the weekend?  
5 ☐ Is your brother listening to music now?  
6 ☐ Do you wear a uniform to school?  
7 ☐ Are your parents working at the moment?  
8 ☐ Does your sister always eat breakfast?

- a Yes, he does.  
b Yes, they are.  
c Yes, I am.  
d Yes, she does.  
e No, I don't.  
f No, they don't.  
g No, she isn't.  
h No, he isn't.

- 3 ★★ USE OF ENGLISH Choose the correct words a-c to complete the text.

## NON-UNIFORM DAY

At our school, we usually wear a uniform but <sup>1</sup> \_\_\_\_\_ a year, we have a non-uniform day. It's the non-uniform day today! Hooray!

Every year, someone forgets about the non-uniform day. This year, it's Marta. She's wearing her school uniform. She isn't very happy! Three girls <sup>2</sup> \_\_\_\_\_ all wearing the same clothes. At the <sup>3</sup> \_\_\_\_\_ some students from Year 8 are taking photos of them.

The teachers <sup>4</sup> \_\_\_\_\_ usually wear a uniform but they wear nice clothes. Today they are wearing their normal clothes! Boring! They <sup>5</sup> \_\_\_\_\_ join in with the non-uniform day. I don't know why not.

One last thing. The non-uniform day is not a non-work day, but we don't <sup>6</sup> \_\_\_\_\_ do much work. Now we are in our French class. The teacher <sup>7</sup> \_\_\_\_\_ for a video to show us – but she can't find it. She isn't in the classroom so we <sup>8</sup> \_\_\_\_\_!

- |                  |              |           |
|------------------|--------------|-----------|
| 1 a one          | b once       | c every   |
| 2 a are          | b is         | c do      |
| 3 a now          | b moment     | c time    |
| 4 a aren't       | b don't      | c doesn't |
| 5 a aren't       | b isn't      | c never   |
| 6 a often        | b never      | c now     |
| 7 a looks        | b is looking | c look    |
| 8 a are relaxing | b relax      | c relaxes |

- 4 ★★★ Read the answers and write questions in the Present Simple or the Present Continuous.

- 1 *Where does your teacher live?*

My teacher lives in Dartford.

- 2 \_\_\_\_\_?

My dad is sleeping at the moment.

- 3 \_\_\_\_\_?

I usually go to bed at eleven o'clock.

- 4 \_\_\_\_\_?

My mum is wearing jeans and a T-shirt.

- 5 \_\_\_\_\_?

Today I am sitting next to Jason.

- 6 \_\_\_\_\_?

I usually sit next to Mark but he isn't here today.

- 7 \_\_\_\_\_?

I play sports about three times a week.

- 8 \_\_\_\_\_?

I'm reading a book called *American Panda*.

- 5 ON A HIGH NOTE Imagine you are doing something unusual today. Write about your normal day and what you are doing today which is different.





4D READING AND VOCABULARY

1 Read the text quickly and complete the notes.

### MODEL UNITED NATIONS

Where: <sup>1</sup> Portsmouth

Age of students: <sup>2</sup> \_\_\_\_\_

How long it lasts: <sup>3</sup> \_\_\_\_\_

First day topic: <sup>4</sup> \_\_\_\_\_

First team to speak: <sup>5</sup> \_\_\_\_\_



2 Read the text again and answer the questions.

- 1 Where are the students at the Model United Nations event from?  
from all over Europe
- 2 What kind of subjects do they study?  
\_\_\_\_\_
- 3 How long do the teams have to do their research?  
\_\_\_\_\_
- 4 How many teams does the writer mention?  
\_\_\_\_\_
- 5 Is everybody in the writer's team happy with their presentation?  
\_\_\_\_\_

Vocabulary extension

3 Match the highlighted words from the text with the definitions.

- 1 The study of governments and power. Politics
- 2 People whom a group or country chooses to represent them. \_\_\_\_\_
- 3 A talk to a group of people, often with pictures, films, music or other forms of multimedia. \_\_\_\_\_
- 4 People who are at school with you. \_\_\_\_\_
- 5 The study of a topic in order to discover new facts. \_\_\_\_\_
- 6 Something you get for winning a competition or doing good work. \_\_\_\_\_
- 7 A talk between two or more people who give their ideas or opinions on a topic. \_\_\_\_\_

4 Complete the sentences with the correct forms of the words from Exercise 3.

- 1 I'm now friends on Facebook with all my schoolmates – even the ones I don't like very much!
- 2 At the moment, in History we're having a \_\_\_\_\_ about life in the 19<sup>th</sup> century.
- 3 Some students are giving a \_\_\_\_\_ about their favourite kinds of music. It's really interesting.
- 4 My parents are very interested in \_\_\_\_\_. They always watch the news and vote in elections.
- 5 Every year we choose two student \_\_\_\_\_ to go to meetings with the teachers.
- 6 The \_\_\_\_\_ for the winners of the Spanish competition is a free term at a local language school.
- 7 When we do projects at school, we go to the computer room to do \_\_\_\_\_ about the topic first.

ACTIVE VOCABULARY | Negative prefix un-

We often use the prefix -un to make adjectives negative (e.g. *usual* - *unusual*).

5 Complete the sentences with the negative forms of the adjectives from the box.

able ~~clear~~ friendly happy lucky

- 1 The meaning of this word is still unclear to me. Can you explain it again, please?
- 2 Our new neighbour is rather \_\_\_\_\_. He hardly ever says hello when we meet him.
- 3 We are \_\_\_\_\_ to do this test because it's too difficult for us.
- 4 Lisa is always \_\_\_\_\_. She often buys lottery tickets but never wins anything.
- 5 Why are you \_\_\_\_\_ today? Is something wrong?

6 ON A HIGH NOTE What meetings or special events happen at your school? Think of one and write a short 'live blog' describing what people are doing and how they are feeling.



# Model United Nations

04

Hi, today I'm at a Model United Nations event here in Portsmouth. There are students from all over Europe here. They're discussing politics and solving problems. It's a kind of role-play where students play the part of **delegates** to the UN.

**10.30 a.m.** The students here are all between 16 and 18 years old. Some study **Politics** or Economics at school, others do typical subjects such as Maths or Sciences. Some people say we're only here because we get three days off school, but that's unfair. We're reading, writing and sharing ideas. The days are long. This isn't an easy option.

This is the first of three days and while my **schoolmates** are taking part in the activities, I'm here to explain what is going on and why. First of all, each group plays the part of a country. My team is Norway. Today we're discussing global warming and what each country is doing to help the problem. We have three hours to do **research** in the mornings and then, after lunch every day, each country gives a presentation. Everyone is very nervous and working hard. Our desk is very untidy and full of pieces of paper.

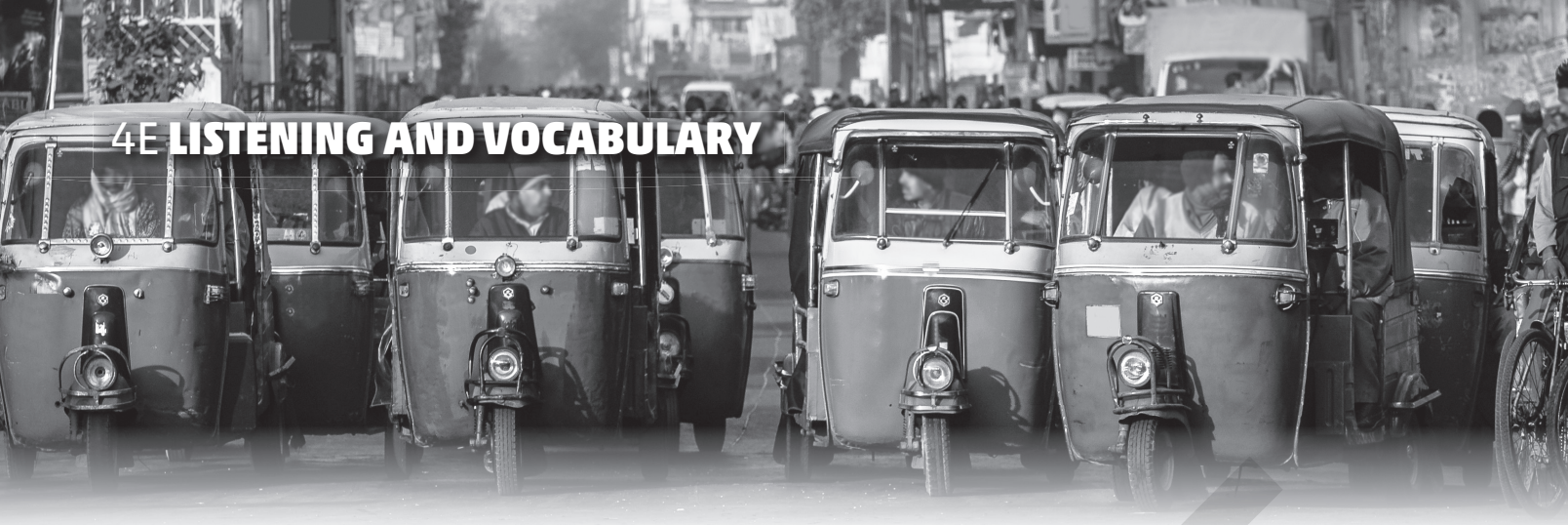
**14.00 p.m.** It's the afternoon now. The Turkish team is the first to speak. They are talking about the problem in their country and telling us about their plans for the future. Other students are busy taking notes. It's Canada next and then Norway! We are unlucky because the Canadian team is really good.

**14.30 p.m.** It's our turn. James, one of our delegates, is very nervous. He looks unwell! I hope he's OK.

**17.00 p.m.** The **discussion** is over. We're taking a break now. The students in our team are discussing their **presentation**. Some people are happy, but some aren't. Some of their comments to other team members are a bit unkind but it's just because they want to do well. There are **prizes** for the best delegates at the end of the three days. For some people, it isn't important to win or lose but others care a lot! They're the ones who are unhappy.







## 4E LISTENING AND VOCABULARY

### 1 23 Listen to a conversation and decide if statements 1–3 are true or false.

- 1 ☐ Oliver goes to an international school in India.
- 2 ☐ Oliver knows Bella from his old school in Britain.
- 3 ☐ Bella invites Oliver to visit his old school in the evening.

### 2 23 Listen to the conversation again and choose the correct answers.

- 1 Oliver says that
  - a all his lessons are in English.
  - b all the international schools in Delhi are English speaking schools.
  - c all his teachers come from Great Britain.
- 2 Which of these sentences about Oliver's school is true?
  - a There are no Indian students there.
  - b The students are all either Indian or English.
  - c There are more Indian students than English students.
- 3 Oliver likes his classmates because
  - a he has a lot of English friends.
  - b he can find out new information from them.
  - c they are all very similar.
- 4 From what Bella and Oliver say, we know that
  - a Oliver doesn't know any people going to the café.
  - b Oliver doesn't need much money for the visit to the café.
  - c Oliver is sure that he can go to the café.

### Vocabulary extension

### 3 24 Complete the extracts from the recording in Exercise 1 with the words from the box. Listen and check.

believe imagine let ~~miss~~ seems

- 1 I miss home sometimes but I love the people, the food, the weather!
  - 2 'Sometimes it \_\_\_\_\_ quite strange to be in an English classroom with English teachers but, outside, it's India.' 'I can \_\_\_\_\_!'
  - 3 You may not \_\_\_\_\_ it but, there is only one other English person.
  - 4 Can I \_\_\_\_\_ you know later?
- 4 **ON A HIGH NOTE** Write about some good and bad things about your school.

### Pronunciation

#### ACTIVE PRONUNCIATION | /i:/ sound

In English, /i:/ is a long vowel sound (e.g. *tree*). We can spell /i:/ in different ways:

- ee (e.g. *see*)
- ea (e.g. *leave*)
- ey (e.g. *key*)

### 5 25 Listen to the /i:/ sound on its own and in different words and repeat.

### 6 26 Listen and write seven words which have the /i:/ sound.

- 1 see
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

### 7 Complete the table with the words from Exercise 6.


| /i:/ sound spelled with ee | /i:/ sound spelled with ea |
|----------------------------|----------------------------|
| see                        |                            |
|                            |                            |
|                            |                            |
|                            |                            |

### 8 27 All the words below have the /i:/ sound. Complete the words with the letters ea or ee. Listen and repeat.

- |               |            |
|---------------|------------|
| 1 <u>meal</u> | 5 agr____  |
| 2 b____f      | 6 cl____n  |
| 3 dr____m     | 7 ch____se |
| 4 t____nager  | 8 r____d   |

### 9 28 Complete the sentences with one word in each gap. Each word has the /i:/ sound. Listen and check.

- 1 I play football for the school team.
- 2 Put the ice \_\_\_\_\_ in the freezer to keep it cold.
- 3 Do you prefer swimming in a pool or in the \_\_\_\_\_?
- 4 How much sugar is in this coffee? It's really \_\_\_\_\_.
- 5 I'm really tired. I need to \_\_\_\_\_.

- 1  **29** Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Asking for, giving and refusing permission

#### ASKING FOR PERMISSION

Can I borrow your headphones, please?

Could I borrow your calculator?

Is it OK if I use your ruler?

#### SAYING 'YES'

Yes, of course.

Yes, sure. Here you are.

Yes, that's fine.

That's no problem.

#### SAYING 'NO' (AND GIVING A REASON)

No, sorry. I don't have one.

I'm sorry but you can't. I'm using it at the moment.

- 2 Complete the mini-conversations with one word in each gap.

Adam Can I borrow your dictionary, please?

Bill Yes, <sup>1</sup>sure.

Jane Can I borrow 50p for the bus?

Suzie Yes, that's no <sup>2</sup>p\_\_\_\_\_.

Ahmed Can I use your calculator, please?

Lucy No, <sup>3</sup>s\_\_\_\_\_. I don't have one.

Mark Is it OK if I sit here?

Patrick Yes, of <sup>4</sup>c\_\_\_\_\_.

Frank Could I borrow your pen, <sup>5</sup>p\_\_\_\_\_?

Sam I'm sorry, but you can't. I'm using it at the moment.

Brendon Could I use your phone to call my mum?

James Yes, that's <sup>6</sup>f\_\_\_\_\_.

Emily Could I borrow your highlighter, please?

Kelly Yes, <sup>7</sup>h\_\_\_\_\_ you are.

- 3 Choose the correct words to complete the sentences.

- I'm sorry *but* / *and* you can't at the moment.
- Is it OK *that* / *if* I use your ruler?
- Can I use your calculator? This *one* / *ones* doesn't work.
- I'm sorry. *I use* / *I'm using* my pen at the moment.
- Use my dictionary. The *one* / *ones* on the shelf are really old and some of the pages are missing.
- I have a lot of papers on my desk. Could *I* / *you* borrow this folder to sort them?

- 4 Read the questions and write answers using the words in brackets.

Can I use your ruler?

1 *No, sorry. I don't have one.* X (have)

2 \_\_\_\_\_ ✓ (fine)

3 \_\_\_\_\_ ✓ (problem)

Can I borrow your pen?

4 \_\_\_\_\_ ✓ (course)

5 \_\_\_\_\_ X (using)

6 \_\_\_\_\_ ✓ (here)

- 5  **30** Complete the dialogue with one word in each gap. Listen and check.

Nina Hi. <sup>1</sup>Can I sit here?

Jessica <sup>2</sup>\_\_\_\_\_, that's fine. Are you a new student?

Nina Yes. My name's Nina.

Jessica Hi, Nina. I'm Jessica.

Nina Hi, Jessica. <sup>3</sup>\_\_\_\_\_ it OK <sup>4</sup>\_\_\_\_\_ I look at your notebook?

Jessica Yes, that's no <sup>5</sup>\_\_\_\_\_. Here you <sup>6</sup>\_\_\_\_\_.

Nina Thanks. Wow. This French is really difficult. Can I borrow your dictionary?

Jessica Sorry. This is my Spanish dictionary. I haven't got my French <sup>7</sup>\_\_\_\_\_ with me.

Nina Oh. Can you tell me what this word means?

Jessica Yes, of <sup>8</sup>\_\_\_\_\_. It means ...





## 4G WRITING | An Internet forum post

**We're asking you about your ideal school day. Here are some of your ideas.**

Introduce yourself.

Describe when the day starts and what happens in the morning.

Describe what happens at lunchtime.

Describe the afternoon and after-school activities.

My name's Colleen Ramsey. I'm 15 and I'm in year ten of school.

My ideal school day starts at 9.30 (not like my normal school day which starts at 9.00) so I get an extra half an hour in bed. The day starts with an Art lesson. The teacher talks about a famous painter or style of art and then we paint a picture in that style. The teacher is very kind, and she always tells us that our paintings are great!

After Art we have English but on my ideal day, we don't learn grammar. We read novels and talk about them in the class. Sometimes we write short stories. I love writing. Then we have Spanish with a young teacher from Spain or South America. We speak a lot in the lessons and listen to Spanish songs. They're cool. And on my ideal school day I understand all the words I hear!

Lunch on my ideal school day is pizza. We sit in the canteen and the local pizza restaurant brings us our favourite pizza. Mine is Hawaiian pizza with sweet corn and pineapple. After lunch we have PE. We go to the school pool. We have a two-hour swimming lesson there. School finishes at 3 p.m. and, of course, we don't have any homework!

Unfortunately, I never have an ideal school day!

### 1 Complete the sentences about Colleen and yourself.

- 1 Colleen is fifteen years old. I am \_\_\_\_\_.
- 2 Colleen's ideal day starts with \_\_\_\_\_. My ideal day starts with \_\_\_\_\_.
- 3 On Colleen's ideal day, she writes \_\_\_\_\_ in English. In my ideal English lesson, we \_\_\_\_\_.
- 4 Colleen learns \_\_\_\_\_ as a foreign language. On my ideal school day, I study \_\_\_\_\_ as a foreign language.
- 5 On Colleen's ideal school day, she eats \_\_\_\_\_ for lunch. On my ideal school day, I eat \_\_\_\_\_ for lunch.
- 6 In the afternoon, on Colleen's ideal school day, she has \_\_\_\_\_. On my ideal school day, in the afternoon, I \_\_\_\_\_.

### 2 Look at the underlined words in the text and write what they refer to.

- |                      |               |
|----------------------|---------------|
| 1 we <u>students</u> | 4 them _____  |
| 2 she _____          | 5 they _____  |
| 3 our _____          | 6 there _____ |

### 3 Rewrite the text. Replace the underlined parts with pronouns or *one/ones* to avoid repeating nouns.

There are a lot of clubs in the afternoon at my school. My friends and I go to a film club. My friends and I are really interested in watching and making films. Our English teacher, Miss Logan, organises the film club. Miss Logan always shows us about 20 minutes of a famous film. Then we talk about the film. Sometimes we give presentations about our favourite films. I'm preparing a presentation at the moment. The presentation is about my favourite film: *The Sun is also a Star*. I like the films my friends talk about, but the films Miss Logan chooses are more interesting because I don't know them.

*There are a lot of clubs in the afternoon at my school.*

*My friends and I go to a film club. We are really interested in watching and making films.*

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### 4 WRITING TASK Write about an after-school club you enjoy.

#### ACTIVE WRITING | An Internet forum post

##### 1 Plan your post.

- Think about the after-school clubs you go to. If you don't go to any, use your imagination.
- Make notes about the day and time the club takes place and what you do there.
- Think about what you like and dislike about the club.

##### 2 Write the post.

- Start with a sentence about yourself and the club you are going to write about.
- Use three or four paragraphs to organise your post.
- Use the Present Simple and adverbs of frequency to talk about what you do at the club.
- Use the Present Continuous to talk about anything you are doing at the moment at the club.
- Use pronouns and the words *one/ones* to avoid repeating nouns.

##### 3 Check that ...

- you have included all the relevant information.
- there are no spelling or grammar mistakes.

# UNIT VOCABULARY PRACTICE

## 1 4A GRAMMAR AND VOCABULARY Match the words from the box with their definitions.

~~canteen~~ gym library playing fields science lab staff room

- This is where we eat our lunch. canteen
- We play football here. \_\_\_\_\_
- We get books from here. \_\_\_\_\_
- You can find the teachers here when they aren't teaching. \_\_\_\_\_
- We go here for Chemistry lessons and do experiments. \_\_\_\_\_
- We have PE here when it's raining. \_\_\_\_\_

## 2 4B VOCABULARY Complete the words with one letter in each gap.

### MONDAY

8.00: <sup>1</sup>Biology

Plants and animals

8.45: <sup>2</sup>P \_ y \_ \_ \_ s

Magnetism

9.30: <sup>3</sup>A \_ \_ \_

Painting

10.15: <sup>4</sup>G \_ \_ \_ g \_ \_ \_ \_ h \_ \_

Countries and continents

11.00: Computer <sup>5</sup>S \_ \_ \_ e \_ \_ \_ e

Writing computer code

11.45: Maths

Don't forget <sup>6</sup>c \_ \_ \_ c \_ \_ l \_ \_ \_ r.

13.30: <sup>7</sup>F \_ \_ r \_ \_ \_ g \_ \_ Languages:

French in room 5, Spanish in room 8

Bring a bilingual <sup>8</sup>d \_ \_ \_ t \_ \_ \_ n \_ \_ \_ y.

14.15: <sup>9</sup>D \_ \_ \_ \_ a

Acting in a short play

15.00: <sup>10</sup>P \_ \_ \_ s \_ \_ \_ \_ l E \_ \_ \_ c \_ \_ \_ \_ n

Today in the gym

Don't forget:

<sup>11</sup>t \_ \_ x t b \_ \_ \_ \_ \_ s, notebooks and a <sup>12</sup>f \_ \_ \_ \_ d \_ \_ r for any pieces of paper the teachers give us.

## 3 4D READING AND VOCABULARY Choose the correct words to complete the sentences.

- At the moment, in History, we are \_\_\_ a project.  
a taking b getting c doing
- We need 50% or more to \_\_\_ this exam.  
a pass b fail c get
- I usually \_\_\_ good grades – As or Bs.  
a get b pass c take
- I like \_\_\_ exams. I just don't like getting my results.  
a making b working c taking
- In this school, we \_\_\_ a lot of interesting subjects like Art and Dance.  
a work b do c make
- I really don't want to \_\_\_ this exam.  
a pass b manage c fail
- Well done! The exam is over. Now you can \_\_\_ a break.  
a make b take c get
- It's important to \_\_\_ a lot of qualifications.  
a pass b get c take

## 4 4E LISTENING AND VOCABULARY Complete the text with the words from the box.

crowded dangerous expensive freezing simple tiny

### REAL HOLIDAY EXPERIENCE

There's a holiday advert on the television. Two people are getting on a plane. They're happy and relaxed. When they get off, it's a beautiful day and they get into a car and drive to a small village near the sea. The beach is quiet, the people are friendly and the food is <sup>1</sup>simple but delicious. After a day on the beach, they drive to a town. All the cool people go there because the restaurants and cafés are great, and bands play concerts outside in the evening.

The problem is that real life isn't like that. When you go on holiday, the airport is <sup>2</sup>\_\_\_\_\_ with people. When you get to your hotel, it's old and your room is <sup>3</sup>\_\_\_\_\_. There isn't even anywhere to put your bag. The room is also <sup>4</sup>\_\_\_\_\_ because there is no heating. You want to eat but the only food you can buy is from a burger bar because the local restaurants are really <sup>5</sup>\_\_\_\_\_ and you haven't got much money! There's a nice beach but it's difficult to get to it because there's a busy road and it's <sup>6</sup>\_\_\_\_\_ to cross it!

## 5 ON A HIGH NOTE Choose a school subject and say what happens in a typical lesson. Write what you are studying in that subject at the moment.

# 04 Self-assessment

## 1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                                                  | Course material                                | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------|
| 4A | I can use the Present Continuous to talk about things happening now or temporary situations.                        | Student's Book pp. 50–51<br>Workbook pp. 40–41 |                          |
| 4B | I can talk about school, school subjects and classroom objects.                                                     | Student's Book p. 52<br>Workbook p. 42         |                          |
| 4C | I can use the Present Simple and the Present Continuous to talk about regular actions and activities happening now. | Student's Book p. 53<br>Workbook p. 43         |                          |
| 4D | I can identify specific information in an article and talk about school life.                                       | Student's Book pp. 54–55<br>Workbook pp. 44–45 |                          |
| 4E | I can identify key details in a podcast and talk about commuting.                                                   | Student's Book p. 56<br>Workbook p. 46         |                          |
| 4F | I can ask for and give or refuse permission.                                                                        | Student's Book p. 57<br>Workbook p. 47         |                          |
| 4G | I can describe a typical day at my school.                                                                          | Student's Book p. 58<br>Workbook p. 48         |                          |

## 2 Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

## 3 What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Choose the correct words to complete the sentences.

- 1 Chemistry and Art are both \_\_\_\_.  
a languages    b subjects    c objects
- 2 We study plants and animals in \_\_\_\_.  
a Physics    b Biology    c Chemistry
- 3 You can carry your school books in a \_\_\_\_.  
a folder    b highlighter    c school backpack
- 4 You need a \_\_\_\_ to draw straight lines.  
a calculator    b ruler    c key
- 5 You can pass or fail \_\_\_\_.  
a a grade    b an exam    c a qualification

/ 5

## 2 Complete the sentences with the correct words formed from the words in bold.

- 1 When the temperature goes below 0°C, we say that it's **freezing**. **FREEZE**
- 2 Chemistry lessons can be \_\_\_\_\_ so listen to what your teacher tells you. **DANGER**
- 3 What \_\_\_\_\_ do you need to become a doctor? **QUALIFY**
- 4 Can we use a \_\_\_\_\_ in our Maths exam? **CALCULATE**
- 5 PE is short for Physical \_\_\_\_\_. **EDUCATE**
- 6 When it's sunny, we do PE on the school \_\_\_\_\_ fields. **PLAY**

/ 5

## 3 Use the prompts to write questions in the Present Simple or the Present Continuous.

- 1 a What / you / usually / do / in your free time?  
What do you usually do in your free time?
- b What / you / do / at the moment?  
\_\_\_\_\_
- 2 a Who / Lisa / usually / sit / next to in Maths?  
\_\_\_\_\_
- b Who / she / sit / next to today?  
\_\_\_\_\_
- 3 a What / your teacher / wear / today?  
\_\_\_\_\_
- b she / always / wear the same clothes?  
\_\_\_\_\_

/ 5

## 4 Complete the text with the correct Present Simple or Present Continuous forms of the verbs in brackets.

Some French students are at our school this week. They <sup>1</sup>**are learning** (learn) English in an English school. It's a great idea and it <sup>2</sup>\_\_\_\_\_ (happen) every year. One of the students <sup>3</sup>\_\_\_\_\_ (stay) at our house. My parents <sup>4</sup>\_\_\_\_\_ (not speak) French so she <sup>5</sup>\_\_\_\_\_ (speak) to them in English all the time. Her English <sup>6</sup>\_\_\_\_\_ (get) better every day. It's a great way to learn a language. I hope I can spend a week in France one day!

/ 5

## USE OF ENGLISH

## 5 Choose the correct words a-c to complete the texts.

1 Basketball practice today in the \_\_\_\_.  
15.45–16.45. Everyone welcome.

- a canteen    b gym    c lab

2 Year 12 students are \_\_\_\_ an exam.  
Please be quiet.

- a making    b getting    c taking

3 If you lose the \_\_\_\_ to your locker, please tell your teacher immediately.

- a key    b desk    c ruler

4 All Year 10 students, please \_\_\_\_ the new timetable – there are some changes.

- a do    b make    c check

5 Students can borrow two books for one week from the \_\_\_\_\_. Please do not lose them.

- a library    b staff room    c hallway

/ 5

## 6 Complete the text with one word in each gap.

Dear Parents,  
As you know, we organise several trips for students each year, <sup>1</sup>**for** example to banks, transport companies and local newspapers. <sup>2</sup>\_\_\_\_\_ the moment, the Year 10 Computer Science students <sup>3</sup>\_\_\_\_\_ learning about computer code and how to write <sup>4</sup>\_\_\_\_\_. To help them, we're organising a visit to a local computing company.

The company is only 2 km from the school, so I think the students and teachers can go <sup>5</sup>\_\_\_\_\_ foot. Mr Paine, the Computer Science teacher is organising the visit. Please contact <sup>6</sup>\_\_\_\_\_ with any questions you have.

Thank you,  
Elaine Simpson  
Headmistress

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