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# SUPER Grammar

Practice Book Level 5



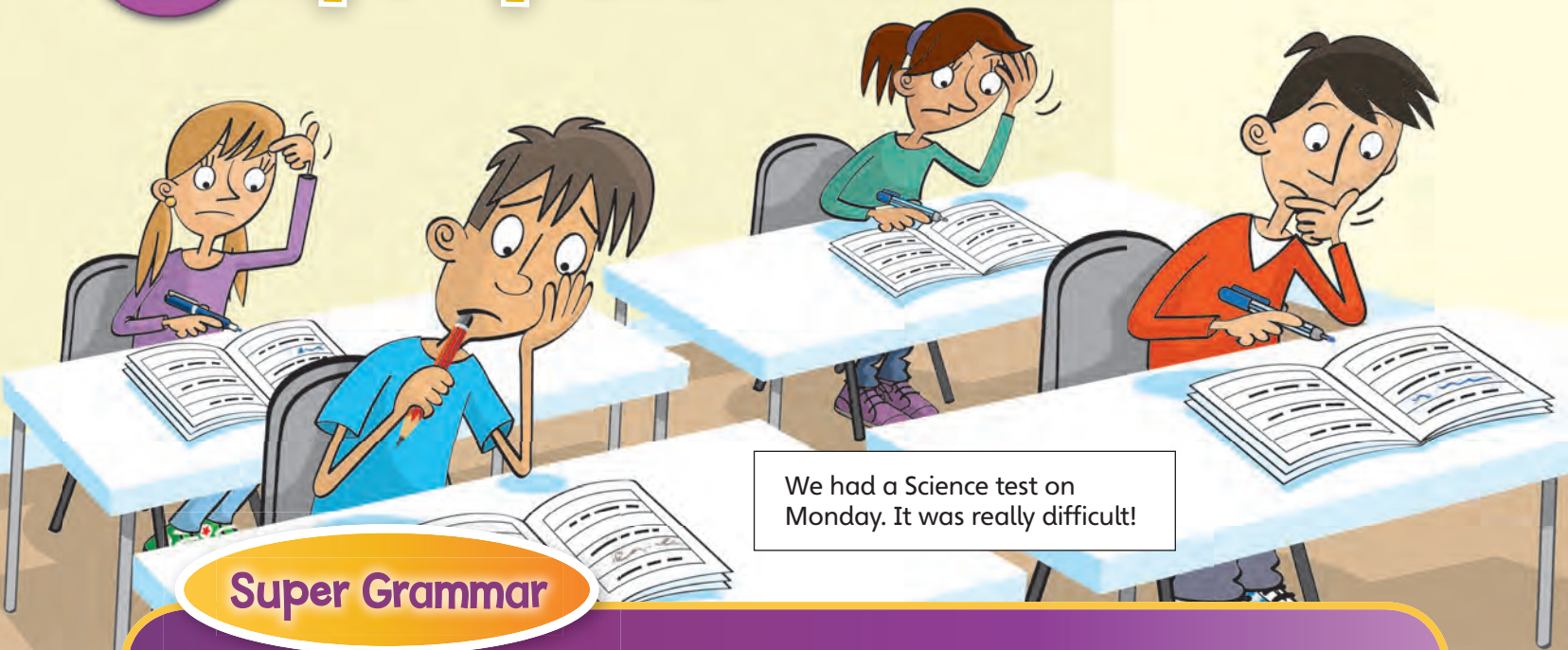
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# Simple past revision



## Super Grammar

Use **simple past** to talk about something that happened in the past at a specific time.  
*We had a Science test on Monday.*

Regular verbs in the simple past are verbs which end in **ed**, such as *loved, used* and *played*. They are the same for every person: *I, you, he, she, it, we, you, they*

Irregular verbs in the simple past do not end in **ed**.

*My parents went to the supermarket and bought olives, apples and yoghurt.*

The simple past of *go* is *went* not *goed*. Irregular verbs in the simple past have forms that you have to learn individually, but the forms are the same for every person.

The negative is formed with **did + not**:

*I didn't go to the park, I went to the sports centre.*

The simple past of *be* is *was/were*. The negative forms are *wasn't/weren't*.

### 1 Order the sentences to tell the story of what Burak did yesterday.

- a He went to town to meet his friends. \_\_\_\_\_
- b She won both games. \_\_\_\_\_
- c He had toast for breakfast. \_\_\_\_\_
- d In the evening, he played chess with his sister. \_\_\_\_\_
- e They watched a film called *The Scientist*. \_\_\_\_\_
- f He got up early. \_\_\_\_\_ 1
- g They had a milkshake, then went to the cinema. \_\_\_\_\_
- h It was funny. \_\_\_\_\_

**2 Write the simple past verbs in the positive and negative form.**

- |        |                            |          |               |
|--------|----------------------------|----------|---------------|
| 1 have | <u>had</u> / <u>hadn't</u> | 6 put    | _____ / _____ |
| 2 be   | _____ / _____              | 7 give   | _____ / _____ |
| 3 keep | _____ / _____              | 8 mix    | _____ / _____ |
| 4 call | _____ / _____              | 9 stay   | _____ / _____ |
| 5 say  | _____ / _____              | 10 watch | _____ / _____ |

**3 Complete the text. Use verbs from Exercise 2.**

Hi Marta,

We <sup>1</sup> had to do an experiment in our Science lesson today. We <sup>2</sup> \_\_\_\_\_ on gloves and aprons. 'It's very important to be safe in the lab,' <sup>3</sup> \_\_\_\_\_ Mr Torres. We also <sup>4</sup> \_\_\_\_\_ on goggles. Mr Torres <sup>5</sup> \_\_\_\_\_ each of us a beaker – they are bigger than test tubes – and three special liquids. We <sup>6</sup> \_\_\_\_\_ the three liquids together and then we <sup>7</sup> \_\_\_\_\_ them. The liquids <sup>8</sup> \_\_\_\_\_ the same colour – they changed colour from blue to white to grey to orange to blue. They <sup>9</sup> \_\_\_\_\_ changing colour for a few minutes. It <sup>10</sup> \_\_\_\_\_ brilliant! It's called The Briggs-Rauscher Reaction.

I think I would like to be a scientist now.

How are you, Marta?

Cesc

**4 There are six mistakes in the email. The first one is given. Find and correct the other five.**

Hi Cesc,

Thanks for your email. The experiment sounds great!

We've got a new teacher for Chemistry. Our last teacher leaves after a huge explosion in his laboratory. Our new teacher is called Miss Calvo. We have our first lesson with her last week. It is really interesting. She tells us her ideas. She said, 'Chemistry is the science of change.' Then she give us some instructions for next week. Our homework is to read through them and think about them. We're going to do our first experiment in the next lesson!

By the way, I liked the photo you send me. You look really good in the goggles and apron!

I think I'd like to be a scientist too!

Marta

- |                               |                 |                 |
|-------------------------------|-----------------|-----------------|
| 1 <u>leaves</u> / <u>left</u> | 3 _____ / _____ | 5 _____ / _____ |
| 2 _____ / _____               | 4 _____ / _____ | 6 _____ / _____ |

# Simple past questions revision



## Super Grammar

Use **simple past questions** to ask someone about something that happened at a specific time in the past.

*What did you do for the History of Science project?*

Questions and answers with simple past are formed with *did* + infinitive and *did* + *not* + infinitive.

*Did you have a good weekend? Yes, I did. I went to my cousin's birthday party.*

The forms are the same for every person: *I, you, he, she, it, we, you, they*

Question words – *why, when, where, etc.* – go before *did* in the question.

*Where did you go at the weekend? We went to the theatre.*

Questions with *was/were* are not formed with *did*. We say

*Were you at home yesterday? not Did you be at home yesterday? or Did you was at home yesterday?*

### 1 Correct the questions.

1 How were your Science class today?

How was your Science class today?

2 Did you watched the Barça match last night?

3 Where you went last Sunday?

4 What present did you got for your sister's birthday?

5 Was you tired this morning?

6 Do you went on holiday last year?



**2** Complete the questions with *did*, *was* or *were*.

- 1 What did you do at the weekend?
- 2 Where \_\_\_\_\_ you go on your last family holiday?
- 3 \_\_\_\_\_ you watch a film last night?
- 4 What \_\_\_\_\_ the last book you read?
- 5 \_\_\_\_\_ you do any homework yesterday?
- 6 \_\_\_\_\_ all your friends at school on Monday?

**3** Match the questions from Exercise 2 with the answers below.

- a It was *The Hobbit*. I love fantasy stories. \_\_\_\_\_
- b My friends and I played basketball in the park. It was fun. \_\_\_\_\_ 1
- c Yes, I did. Two hours of Science. I've got a test next week. \_\_\_\_\_
- d We went to the beach. My grandparents have a house there. \_\_\_\_\_
- e No, Julio wasn't there. I think he had a cold. \_\_\_\_\_
- f No, I didn't. I played video games instead. \_\_\_\_\_

**4** Complete the questions with *what*, *when*, *where* or *who*.

- 1 What time did you get up on Saturday?
- 2 \_\_\_\_\_ did you have for breakfast?
- 3 \_\_\_\_\_ did you do that day?
- 4 \_\_\_\_\_ did you meet?
- 5 \_\_\_\_\_ did you go?
- 6 \_\_\_\_\_ did you come home?

**5** Answer the questions from Exercise 4.

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

## Reading: a biography

1 Read the biography. Answer the questions.

### ROSALIND FRANKLIN

At Cambridge University in the 1950s, Francis Crick and James Watson became famous for their discovery of the structure of deoxyribonucleic acid (DNA). DNA carries the genetic information that is passed from parent to child, but Crick and Watson were not the only people who helped discover its structure.

Born in London in 1920, Rosalind Franklin studied Chemistry at Cambridge University. After graduating she worked in Paris and then moved to King's College, London. It was at King's College that she began working on DNA with a scientist called Maurice Wilkins. They used x-ray photographs to study the structure of DNA. Wilkins showed the work of Rosalind Franklin to Crick and Watson and they used it to help them in their research at Cambridge. In 1953 Crick and Watson published news of their discovery. It was one of the great moments of twentieth-century science.

Rosalind Franklin died in 1958 four years before Crick, Watson and Wilkins received the Nobel Prize for their discovery of the structure of DNA. It was only many years later that people recognised the importance of Franklin's work.



- 1 What university did Francis Crick and James Watson work at in the 1950s? Cambridge
- 2 What subject did Franklin do at university? \_\_\_\_\_
- 3 Where did Franklin go after her time in Cambridge? \_\_\_\_\_
- 4 Who did Franklin work with at King's College, London? \_\_\_\_\_
- 5 When did Crick and Watson tell the world about their discovery? \_\_\_\_\_
- 6 When did Crick, Watson and Wilkins win the Nobel Prize? \_\_\_\_\_



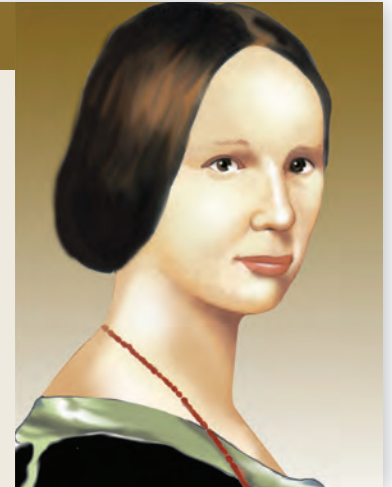
# Writing

1 Complete the fact file with the words and phrases in the box.

A type of early computer   ~~The famous poet, Lord Byron~~  
London, 1815   The inventor, Charles Babbage   1852   She wrote a program for it.

## ADA LOVELACE, THE FIRST COMPUTER PROGRAMMER

- 1 Who was her father? The famous poet, Lord Byron
- 2 Where and when was she born? \_\_\_\_\_
- 3 Who did she work with? \_\_\_\_\_
- 4 What did he design? \_\_\_\_\_
- 5 What work did she do for his invention? \_\_\_\_\_
- 6 When did she die? \_\_\_\_\_



### Help with Writing

Biographies can help us understand other times and places. The biography of Rosalind Franklin, for example, makes us think about how hard it was for women to be recognised for their achievements. It also makes us ask whether things are different now.



2 You are going to write a biography of Ada Lovelace. Use the biography of Rosalind Franklin and the fact file in Exercise 1 to help you.

## A BIOGRAPHY OF ADA LOVELACE

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## 1

# Past continuous revision

What were you doing when the earthquake struck?

I was having lunch at home.

## Super Grammar

Use the **past continuous** to talk about events that were happening at a particular moment in the past. Form the past continuous with *was/were + verb + ing*.

*I/he/she was watching a film about Pompeii.*

*We/you/they were watching a play in the theatre.*

Yes/No questions are formed with *was/were + verb + ing*.

*Were you feeling all right yesterday afternoon? Yes, I was. / No, I wasn't.*

Form 'Wh' questions by putting *where, what, why*, etc. before *was/were + verb + ing*.

*What were you doing yesterday at two o'clock?*

### 1 Circle the correct verbs.

It was Monday morning and we were <sup>1</sup>*listening* / *listened* to a story in our Ancient History class. 'And then,' said Miss Kremer, who <sup>2</sup>*were* / *was* standing in front of the long window, 'Vesuvius erupted and the people of the beautiful city of ...' She stopped and turned her head. 'Miss Kremer,' said Martyn, 'is that the fire alarm?' It was. We left our bags in the room and followed our teacher to the emergency exit. Smoke was <sup>3</sup>*came* / *coming* up the corridor. Outside, we could see what <sup>4</sup>*was* / *were* happening. The Assembly Hall was on fire! Teachers <sup>5</sup>*were* / *was* running around. The fire fighters arrived really quickly and worked hard. They couldn't save the Assembly Hall, but the most important thing was that everyone was safe. For the next few days it was all we could talk about. 'What were you doing when you <sup>6</sup>*heard* / *hearing* the alarm?' we asked, excited to tell our stories again, all thoughts of Vesuvius and the people of Pompeii forgotten.

**2 Complete the sentences with a verb from the box in the past continuous form.**

listen sit do rise shout tell

**Judith:** Tom said there was a fire at your school. What happened?

**Daniella:** Yes, it was incredible! We <sup>1</sup> were sitting in Miss Kremer's class ...

**Judith:** What <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_?

**Daniella:** We <sup>3</sup> \_\_\_\_\_ to the story of Vesuvius. Miss Kremer  
<sup>4</sup> \_\_\_\_\_ us about the famous volcano, when the fire alarm went off!

**Judith:** What happened next?

**Daniella:** We went outside with all the other students and stood in our groups. All the teachers were there. They <sup>5</sup> \_\_\_\_\_ 'Move away from the building quickly, move away, please!' The smoke <sup>6</sup> \_\_\_\_\_ above the Assembly Hall.

**3 Correct the sentences.**

**1** My parents were drove when they saw the accident.  
My parents were driving when they saw the accident.

**2** When the storm came, I am walking through the park.  
\_\_\_\_\_

**3** What was you doing last night at six o'clock?  
\_\_\_\_\_

**4** When the lights went out, I were doing my homework.  
\_\_\_\_\_

**5** I was watch a film when the fire started.  
\_\_\_\_\_

**6** We was having dinner when we heard the news.  
\_\_\_\_\_

**4 Answer the questions.**

**1** What were you doing at 9 o'clock this morning? \_\_\_\_\_

**2** What were you doing yesterday morning at 10 o'clock? \_\_\_\_\_

**3** What were you doing two days ago at 4pm? \_\_\_\_\_

**4** What were you doing a week ago at 7 o'clock in the evening? \_\_\_\_\_

**5** What were you doing four days ago at lunchtime? \_\_\_\_\_

# Two simultaneous actions with *while*



While I was reading a book, Jack was listening to music.

## Super Grammar

Words such as *and* and *but* are **conjunctions**. They connect words, phrases and parts of a sentence. *While* is a conjunction. Use it to talk about two actions happening simultaneously (which means 'at the same time').

*While I was chatting to my friend, my dog was running after a ball.*

### 1 Correct the sentences.

- 1 While I were doing my homework, my brothers were watching a film.  
While I was doing my homework, my brothers were watching a film.
- 2 While my father was writing an email, my sister is talking on the phone.  
\_\_\_\_\_
- 3 While I play a computer game, my mother was making a cup of tea.  
\_\_\_\_\_
- 4 While was Jane swimming, we were playing tennis on the beach.  
\_\_\_\_\_
- 5 While I was studying for my Science test, my friends going to the cinema.  
\_\_\_\_\_
- 6 While Marco and Otto are watching the football match, I was reading a book.  
\_\_\_\_\_

**2** Complete the sentences with a verb from the box in the past continuous form.

talk drink cut play ~~read~~ sleep

- 1 While I was reading about volcanoes, Mum was painting.
- 2 While Mum was doing that, our cat \_\_\_\_\_ under a tree.
- 3 While the cat was doing that, my brother and sister \_\_\_\_\_ football.
- 4 While my brother and sister were doing that, Grandma \_\_\_\_\_ a cup of tea.
- 5 While Grandma was doing that, Grandpa \_\_\_\_\_ to Uncle Caspar.
- 6 While Grandpa was doing that, Dad \_\_\_\_\_ the grass.

**3** Make sentences using the information in the table.

While	I	watch a film	my brother my grandma I my friend my dog my grandpa	sleep
	my friends	play basketball		read a book
	my teacher	send a text message		wash the dishes
	my sister	play computer games		drink a glass of water
	my mum and dad	sit in the garden		play the guitar
	my cousin	eat a sandwich		run in the garden

- 1 While I was playing basketball, my dog was running in the garden.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**4** Write sentences with *while* using the following verbs: *play, watch, do, eat, study, read*.

- 1 While I was reading about a flood, my friend was reading about an avalanche.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Reading: a story

1 Read the story. Answer the questions.

### THE DAY THE MOUNTAIN EXPLODED

It began as a beautiful day. The sun was shining, the sky was blue. Everything was quiet and peaceful in the old town where Katerina lived with her family. Their town was popular with visitors, who came to see its temples and theatres, its columns and fountains, all of which were almost two thousand years old. Tourists also enjoyed the sight of the horses and carts, which were still used in the centre of the town.

Katerina came from a family of merchants, who sold fruit and vegetables in the market in the main square. The house the family lived in was small for eight people, but it was clean and its windows, which faced the street, were always filled with vases of beautiful flowers. It was a simple life, but a good one.

The people of the town couldn't remember the last eruption. The volcano, which rose above the town to the east, was not something that most people thought about. However, in the days before the disaster, one old man was thinking about it. 'It's going to explode,' said Constantine, who spent his days sitting on the steps of the theatre in the main square. While the people of the town were buying food, he was pointing to the top of the volcano. The smoke was rising. 'Look,' he said. 'It's going to explode.' The people were too busy with their lives to pay attention to what Constantine was saying. When the volcano erupted two days later, its rocks and lava covered everything and everyone in the town, all that is, apart from Katerina and her family, the only people who listened to Constantine's warning. While the lava was falling upon the town, they were watching from a town in the mountains, many many miles away, sad to see what was happening, but glad to be safe.



- 1 How old were the temples and theatres in the town? almost two thousand years old
- 2 What did Katerina's family sell? \_\_\_\_\_
- 3 Where did Katerina's family sell their products? \_\_\_\_\_
- 4 How many people were there in Katerina's family? \_\_\_\_\_
- 5 Who warned the people about the volcano? \_\_\_\_\_
- 6 Who listened to the warning about the volcano? \_\_\_\_\_

# Writing

**1** Order the words to make expressions used to describe shock and surprise.

- 1 it / can't / believe / I / .                      I can't believe it.
- 2 is / unbelievable / this / .                      \_\_\_\_\_
- 3 really / is / happening / this / ?              \_\_\_\_\_
- 4 so / it's / awful / .                                \_\_\_\_\_
- 5 a / it's / tragedy / .                                \_\_\_\_\_
- 6 for / words / I'm / lost / .                      \_\_\_\_\_

## Help with Writing



When you write a story, think about how you order the information. For example, at the beginning of paragraph three we read, 'The people of the town couldn't remember the last eruption.' It is only in the next sentence that we read the word 'volcano'. Organising the sentences in this way makes the information more surprising for the reader.

**2** Imagine you are Katerina. Write about leaving the town and watching the volcano erupt. Include expressions of surprise and the following information:

- What you took with you (e.g. food, clothes, books)
- What you thought when you were watching the volcano erupt
- What Constantine and people in your family said

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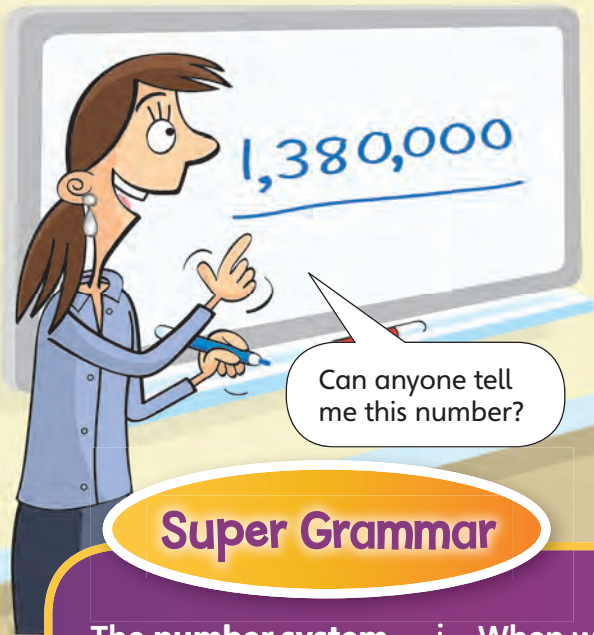
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# 2

# Numbers 100 - 5,000,000



## Super Grammar

The number system is organised in tens:

- 1,
- 10,
- 100,
- 1,000
- 10,000

Each number in the list above is ten times larger than the previous one.

When we write numerals we use commas. We use them when there are four or more digits, e.g. there is no comma in 300, but there is a comma in 3,000. To find the place to put the comma, count three spaces to the left. Place commas after every three digits:

- 3,000
- 30,000
- 3,000,000

When we write numbers as words, we do not use commas with round numbers.

40,000 *forty thousand*  
not *forty, thousand*

When we write numbers as words, add a hyphen to compound numbers between 21 and 99.

- 442 *four hundred and forty-two*
- 6,363 *six thousand, three hundred and sixty-three*

### 1 Add the missing numbers in the sequences.

1	500	5,000	50,000	<u>500,000</u>
2	1,000	10,000	_____	1,000,000
3	2,000	20,000	200,000	_____
4	300	3,000	30,000	_____
5	6	60	_____	6,000
6	80	800	8,000	_____



## 2 Match the numbers with the words.

- |   |           |   |  |
|---|-----------|---|--|
| 1 | 300       | a | three hundred and eighty-six thousand, four hundred and twenty-two |
| 2 | 2,500     | b | seventy-eight thousand, three hundred and twenty-eight             |
| 3 | 11,350    | c | two thousand, five hundred   |
| 4 | 78,328    | d | three hundred  |
| 5 | 386,422   | e | four million, five hundred thousand                                |
| 6 | 4,500,000 | f | eleven thousand, three hundred and fifty                           |

## 3 Write the numbers

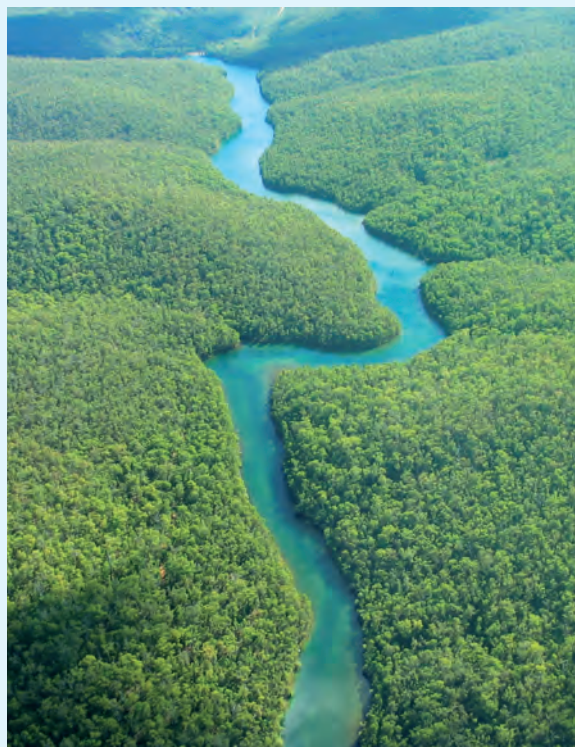
- one hundred and eighty-two
- four thousand, six hundred and seventy
- seventy-five thousand
- one hundred and ten thousand, eight hundred and forty
- three hundred and ten thousand, four hundred and forty-two
- eight hundred and twenty thousand, one hundred and three
- two million
- four million, nine hundred and eighty-nine thousand, nine hundred and ninety-nine

182 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4 Write the words.

### The Numbers Quiz!

- There are about 800,000 eight hundred thousand people living in Guyana in South America.
- Around 2,000,000 \_\_\_\_\_ people live in Manaus, the biggest city in the Amazon Rainforest.
- Anteaters eat about 35,000 \_\_\_\_\_ ants and termites every day.
- There are about 15,000 \_\_\_\_\_ jaguars left in the wild.
- Around 150 \_\_\_\_\_ different ethnic groups live in the Congo Basin in central Africa.
- The Amazon River is about 6,400 \_\_\_\_\_ km long.



# Have to / Had to revision



## Super Grammar

Use **have to** / **had to** to talk about something that somebody else tells you to do.  
*We had to take lots of water with us on the trip. Mr Mathews said it was very important.*

*Do I/you/we/they have to go? Yes, I/you/we/they do.*

*No, I/you/we/they don't.*

*Does he/she have to do it? Yes, he/she does.*

*No, he/she doesn't.*

### 1 Match the questions with the answers.

- 1 Do you have to help your parents at home?
  - 2 Do you have to do homework every night?
  - 3 Does your brother have to tidy his room?
  - 4 Do you have to go shopping with your parents?
  - 5 Do you have to wear a uniform to school?
  - 6 Does your sister have to make her bed?
- a No, I don't. They usually go with my older brother and sister.
  - b Yes, she does. My parents always say, 'Your room is messy, please tidy it.'
  - c No, he doesn't. My parents don't mind if our rooms are untidy.
  - d Yes, I do. I have to wash up and tidy my room.
  - e We had to wear one last year, but it's changed now.
  - f I usually have to do some studying Monday to Friday, but not at the weekend.

**2 Correct the sentences.**

- 1 Last week, I have to study hard.  
*Last week, I had to study hard.*
- 2 Do you has to tidy your room?  
\_\_\_\_\_
- 3 My parents have get up very early every morning.  
\_\_\_\_\_
- 4 My sister have to take the dog for a walk before school.  
\_\_\_\_\_
- 5 Last night, I had to wrote a story for my English class.  
\_\_\_\_\_
- 6 My brothers doesn't have to help in the kitchen. They have to clean the bathroom.  
\_\_\_\_\_
- 7 Yesterday, I had tidy my room. It took ages!  
\_\_\_\_\_
- 8 I have to help cook dinner, but I haven't to wash up.  
\_\_\_\_\_
- 9 We don't has to get up early tomorrow. It's Saturday.  
\_\_\_\_\_
- 10 Do your parents have to working at the weekend?  
\_\_\_\_\_

**3 What do you have to do at home? Write four sentences.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**4 What did you have to do at school last week? Write four sentences.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# Reading: a tourism advertisement

- 1 Read the advertisement. Are sentences 1–6 true or false? Correct the false sentences.

## THE AMAZON RAINFOREST RIVER TOUR!

### The adventure of a lifetime

The world's most famous river is waiting for you. You have to travel on the Amazon once in your life. More than 5,000 tourists have enjoyed our river tour, with many people coming back to do it all over again!

You stay for three nights in a beautiful log cabin near the river. All meals are included. Each day we go out on the boat to explore a different part of the river, travelling under huge hanging branches, by enormous creepers, looking into deep pools. You might see monkeys, sloths and anteaters, even anacondas and jaguars! Sometimes, we go so close to the toucans, we can almost touch their beaks!

For just £4,000 we will fly you to Manaus, take you into the Amazon and guide you every step of the way.

For further information log on to [www.rainforestrivertour.com](http://www.rainforestrivertour.com)



- 1 More than 50,000 tourists have enjoyed the tour.  
False    More than 5,000 tourists have enjoyed the tour.
- 2 Some people go on the tour more than once.  
\_\_\_\_\_
- 3 The trip is not for four nights.  
\_\_\_\_\_
- 4 Accommodation is far from the river.  
\_\_\_\_\_
- 5 Tourists go out on the river every day.  
\_\_\_\_\_
- 6 Flights are not included in the price.  
\_\_\_\_\_

# Writing

**1** Order the words to make phrases used in advertisements for holidays.

- 1 on / tour / wonderful / come / our / .      Come on our wonderful tour.
- 2 for / waiting / are / what / you / ?      \_\_\_\_\_
- 3 up / today / sign / .      \_\_\_\_\_
- 4 holiday / the / of / lifetime / a / it's / .      \_\_\_\_\_
- 5 of / thousands / customers / satisfied / .      \_\_\_\_\_

## Help with Writing



Advertisements often use the language of obligation as a way of making people want to do something. Notice how the advert for the Amazon Rainforest River Tour uses the sentence 'You have to travel on the Amazon once in your life.'

**2** Write an advertisement for a tour of a place in your country where people can see different animals. Use the advertisement for the Amazon Rainforest River Tour to help you. Include the following information:

- Where the place is
- What is special or interesting about it
- What activities you can do there
- Which animals you can see there
- The cost of the trip

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## 3

## Going to revision



## Super Grammar

Use **going to + infinitive** for plans and predictions.  
*Who is going to win La Liga?*

Plans

*I'm going to study hard all weekend. I've got exams next week.*

*We're going to plan a surprise party for Dad's birthday.*

Predictions

*It's going to rain. Look at those clouds!*

*I didn't sleep very well last night. I'm going to be tired today.*

1 Complete the blog post with the verbs from the box.

see ~~be~~ have play come visit

This weekend is going to <sup>1</sup> be amazing. We've got so many plans! On Friday, Osman, Noelia and I are going to a concert. Who are we going to <sup>2</sup> \_\_\_\_\_? Yes, that's right! The Marvin's! My favourite band. Tom can't come because he's going to <sup>3</sup> \_\_\_\_\_ his cousins, but he and I are going to <sup>4</sup> \_\_\_\_\_ in a doubles tennis competition on Saturday. Mum and Dad are going to <sup>5</sup> \_\_\_\_\_ and watch us play. They're very excited. On Sunday, we're going to <sup>6</sup> \_\_\_\_\_ a meal in a new restaurant by the river. It's to celebrate my sister's 12th birthday! What a weekend!

**2 Write the following sentences in the negative form.**

- 1 We're going to play basketball. *We're not going to play basketball.* \_\_\_\_\_
- 2 I'm going to buy a new guitar. \_\_\_\_\_
- 3 My brother's going to study Maths at university. \_\_\_\_\_
- 4 My mum's going to start her new job soon. \_\_\_\_\_
- 5 My friends and I are going to watch the final of the Champions League.  
\_\_\_\_\_
- 6 My dad's going to make a cake with my sister. \_\_\_\_\_
- 7 My cousins are going to spend a week in Buenos Aires. \_\_\_\_\_
- 8 We're going to visit my grandparents in Istanbul. \_\_\_\_\_
- 9 I'm going to study Arabic next year. \_\_\_\_\_
- 10 My sister's going to start her driving lessons tomorrow. \_\_\_\_\_

**3 Order the questions.**

- 1 going / do / your / friend / weekend / to / what / at / is / best / the / ?  
*What is your best friend going to do at the weekend?* \_\_\_\_\_
- 2 tonight / you / what / going / do / to / are / ?  
\_\_\_\_\_
- 3 you / holiday / to / where / for / your / go / summer / going / are / ?  
\_\_\_\_\_
- 4 next / languages / in / school / you / what / are / study / to / going / year / ?  
\_\_\_\_\_
- 5 at / weekend / the / you / going / friends / to / which / meet / are / ?  
\_\_\_\_\_
- 6 family / special / when / going / is / meal / your / have / to / a / ?  
\_\_\_\_\_

**4 Answer the questions from Exercise 3.**

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

# Time: *past* and *to* the hour



## Super Grammar

Use *past* and *to* to talk about the time.

*It's ten past five* (meaning 'it's ten minutes past the hour of five o'clock or 5:10').

*It's twenty to seven* (meaning 'it's twenty minutes before the hour of seven o'clock or 6:40').

In informal spoken English, it is common to use abbreviated forms like 'it's ten past' or 'it's twenty to', if the people you are talking to have a general idea of what time it is.

### 1 Write the times using *past* and *to*.

1 10:50      It's ten to eleven.

2 9:05      \_\_\_\_\_

3 7:40      \_\_\_\_\_

4 12:10      \_\_\_\_\_

5 4:50      \_\_\_\_\_

6 3:20      \_\_\_\_\_



## 2 Correct the times.

- 1 6:40 It's twenty past six. It's twenty to seven.
- 2 8:10 It's five past eight. \_\_\_\_\_
- 3 3:05 It's five to three. \_\_\_\_\_
- 4 1:20 It's twenty to one. \_\_\_\_\_
- 5 2:50 It's five to three. \_\_\_\_\_
- 6 8:20 It's ten past eight. \_\_\_\_\_

## 3 Write the underlined times in words.

Malcolm had a problem with time. 'Oh no!' he would say when he woke up, 'It's <sup>1</sup>7:20! I'm going to be late for school!' 'It's <sup>2</sup>8:10, Malcolm!' his teacher would say. 'Why can't you get here on time?'

Malcolm was late for everything. He missed the great new science-fiction film because he got to the cinema at <sup>3</sup>6:40 – 40 minutes late! He was late for the final match of the football season. 'Malcolm,' the coach said, 'it's <sup>4</sup>3:20! The match started 20 minutes ago!' 'Sorry,' said Malcolm. He said 'sorry' rather a lot. He said 'sorry' to Miss Morgan, the dentist. 'Your appointment was for <sup>5</sup>4:50, Malcolm, not <sup>6</sup>5:10.'

He said 'sorry' to Mr Nadal, the doctor. 'Your appointment was for <sup>7</sup>12:40, Malcolm, not <sup>8</sup>1:05.'

Malcolm loved birthday parties and decided to organise one in his favourite café to celebrate his 13th birthday. 'Come at <sup>9</sup>7:20,' he told all his friends. 'OK, Malcolm,' his friends said. 'We'll be there!' But no one arrived. Malcolm waited in the café. 10 minutes, 20 minutes, 30 minutes ... where was everyone? 'Surprise!' said his friends when they finally arrived. 'But it's <sup>10</sup>8:05!' said Malcolm. 'You're 45 minutes late!' 'Now you know how it feels,' said Jenny, smiling. Malcolm was never late again.

- |   |                          |   |       |    |       |
|---|--------------------------|---|-------|----|-------|
| 1 | <u>twenty past seven</u> | 5 | _____ | 8  | _____ |
| 2 | _____                    | 6 | _____ | 9  | _____ |
| 3 | _____                    | 7 | _____ | 10 | _____ |
| 4 | _____                    |   |       |    |       |

## 4 Answer the questions.

- 1 What time do you get up in the week? \_\_\_\_\_
- 2 What time do you start school? \_\_\_\_\_
- 3 What time do you come home from school? \_\_\_\_\_
- 4 What time do you do your homework? \_\_\_\_\_
- 5 What time do you get up at the weekend? \_\_\_\_\_
- 6 What time do you go to bed? \_\_\_\_\_

## Reading: an email

- 1 Read the email. Complete the fact file.



chen@chinamail.com

The Marvins Concert!

Hi Chen,

How are you? I hope the Spanish exam went well. I've got a question: what are you doing on Friday? Osman, Karl and I are going to see The Marvins. Do you know them? They're a great rock band. You can watch some of their videos on YouTube.

Would you like to come to the concert with us? We're going to meet at the bus station at twenty to six. It takes half an hour to get to the theatre. The show is going to start at ten past seven. It will be great, Chen.

The Marvins have a lot of fans and they are a lot of fun. It will be really busy on stage. The band has got six backing singers as well as three dancers! Marvin will be in the spotlight; he's the lead singer. Jay plays the electric guitar, Kelly plays the bass guitar and the drummer is called Sal. Her drum kit is bright orange – I love it! Osman says he wants to work for the band as a bodyguard in the future!

Let me know if you'd like to come on Friday. I hope you are well.

Best wishes,

Noelia

Day of the concert	Friday
Time of the concert	
Meeting where	
Who is going	
Members of the band	

# Writing

1 Match 1–5 with a–e to make phrases for accepting an invitation or expressing interest in an idea.

- |                  |                    |
|------------------|--------------------|
| 1 Thanks for     | a great idea.      |
| 2 I'd love       | b really exciting. |
| 3 That sounds    | c inviting me.     |
| 4 What a         | d a great plan.    |
| 5 It sounds like | e to come.         |

## Help with Writing

We often write emails very quickly. It is a good idea to proofread your emails before you send them. Proofreading is checking written material for errors.



2 Imagine you are Chen. You want to go to the concert. Write an email in response to Noelia's. Use one or more of the phrases from Exercise 1 and ask Noelia for the following information:

- How much the tickets cost
- What time the concert is going to finish
- How you are going to get home
- The names of the band's best songs

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## 4

## Ordinal numbers



## Super Grammar

Use **ordinal numbers** to talk about the position of something or someone in a series, such as dates or competitors in a race.

*My brother finished **second** in the 200 metres at the School Championships.*

*When is your birthday? It's on the **4th** of June.*

Numbers used for a quantity of something are called **cardinal numbers**.

<u>Cardinal number</u>	<u>Ordinal number</u>	<u>Cardinal number</u>	<u>Ordinal number</u>
1	<b>first</b>	4	<b>fourth</b>
2	<b>second</b>	5	<b>fifth</b>
3	<b>third</b>	6	<b>sixth</b>

In general, ordinal numbers are formed by adding *th* to the cardinal number. *ten – tenth*.

*First, second and third* are exceptions and do not follow the *th* rule.

The ordinal for 'eight' is 'eighth' not ~~eighthth~~.

The ordinal for 'nine' is 'ninth' not ~~nineth~~.

The ordinal for 'twelve' is 'twelfth' not ~~twelveth~~.

In a compound cardinal, use a hyphen, e.g. *thirty-third*.

If a cardinal number ends in *y*, change the *y* to an *i* and then add *th*.

*twenty twentieth      thirty thirtieth      forty fortieth*

1 Write the ordinal numbers.

1 7    seventh

3 22    \_\_\_\_\_

5 38    \_\_\_\_\_

2 15    \_\_\_\_\_

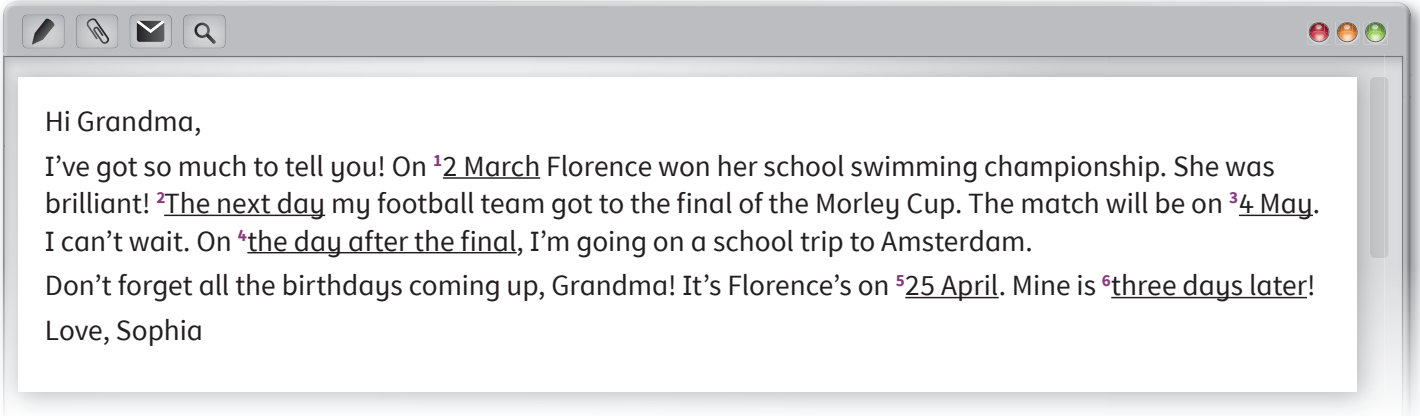
4 31    \_\_\_\_\_

6 44    \_\_\_\_\_

**2 Write the dates.**

- 1 3 January the third of January
- 2 5 May \_\_\_\_\_
- 3 29 July \_\_\_\_\_
- 4 23 February \_\_\_\_\_
- 5 8 November \_\_\_\_\_
- 6 30 August \_\_\_\_\_

**3 Replace the underlined phrases with dates written in full.**



- 1 \_\_\_\_\_ the second of March \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**4 Complete your diary. Write one activity for each day.**

May	
7 Monday	
8 Tuesday	
9 Wednesday	
10 Thursday	
11 Friday	
12 Saturday	
13 Sunday	

**5 Answer the questions.**

- 1 What are you doing on the eighth of May? \_\_\_\_\_
- 2 What are you doing on the tenth of May? \_\_\_\_\_
- 3 What are you doing on the twelfth of May? \_\_\_\_\_
- 4 What are you doing on the thirteenth of May? \_\_\_\_\_

# Zero conditional



## Super Grammar

Use the **zero conditional** to talk about things that are always true. The zero conditional tells us that if one thing happens, another thing always happen as a result.

This is the form of the sentence: *if + simple present + simple present:*

*If you mix red and blue, you get purple.*

### 1 Correct the sentences.

1 If Mum can't go for a run in the morning, she feel unhappy.

If Mum can't go for a run in the morning, she feels unhappy.

2 If my brother enjoying a film, he talks about it for hours.

\_\_\_\_\_

3 If you doesn't exercise, you put on weight.

\_\_\_\_\_

4 If you standing in the rain, you get wet.

\_\_\_\_\_

5 If Sam ran in the summer, he gets very hot.

\_\_\_\_\_

6 If I travel by car, I felt sick.

\_\_\_\_\_

## 2 Choose the correct option to complete the sentences.

- 1 If babies are hungry,
  - a they are crying.
  - b** they cry.
  - c they cried.
- 2 If you mix hydrogen and oxygen,
  - a you get water.
  - b you got water.
  - c you're getting water.
- 3 If students are late for class,
  - a Mr Marks gets angry.
  - b Mr Marks get angry.
  - c Mr Marks got angry.
- 4 If plants don't get enough water,
  - a it dies.
  - b they died.
  - c they die.
- 5 If we don't drink,
  - a we've got thirsty.
  - b got thirsty.
  - c we get thirsty.

## 3 Complete the text with the verbs from the box.

do go think put need know feel ask



My name is Benjamin and I worry about things. I try not to, but I worry about everything. Going to bed, for example. If I <sup>1</sup> go to bed early, I can't go to sleep. If I go to bed late, I <sup>2</sup> \_\_\_\_\_ tired the next day. If I am in bed at exactly the right time, I <sup>3</sup> \_\_\_\_\_ 'Is this exactly the right time?' I worry about my schoolwork too. If I <sup>4</sup> \_\_\_\_\_ one hour of homework every night, I <sup>5</sup> \_\_\_\_\_ myself 'Was that enough?' If I do two hours of homework, I say, 'Mum, I think I've done too much homework tonight.' I never know what is the right thing to do because I am a worrier. 'Oh, what a beautiful day,' my friends say in the springtime when the weather gets warmer. 'If it's really sunny,' I say to myself, 'I <sup>6</sup> \_\_\_\_\_ to put suncream on, but if I <sup>7</sup> \_\_\_\_\_ suncream on, I get it in my eyes.' 'Oh, Benjamin,' my friends say, 'why do you worry about everything so much?' 'I don't know,' I say. 'If I don't worry about things, I don't <sup>8</sup> \_\_\_\_\_ what else to do.'

## 4 Complete the sentences.

- 1 If you exercise, you feel better. \_\_\_\_\_
- 2 If you read lots of good books, \_\_\_\_\_
- 3 If you catch a cold, \_\_\_\_\_
- 4 If you don't get enough sleep, \_\_\_\_\_
- 5 If you eat a balanced diet, \_\_\_\_\_
- 6 If you keep to a routine, \_\_\_\_\_
- 7 If you eat too much, \_\_\_\_\_
- 8 If you work too hard, \_\_\_\_\_

## Reading: an invitation

1 Read the invitation. Answer the questions.



You are invited to  
**JANA'S 12TH BIRTHDAY PARTY**

If you're free, come and join us!

**WHEN**

Saturday 1st May, between 2pm – 6pm

**WHERE**

The Hong Kong Space Restaurant in the High Street, where waiters are robots  
and nobody eats with a knife and fork!

**WHAT WE'LL EAT**

There'll be delicious Chinese food for everyone, practice at eating with chopsticks  
and special Chinese biscuits to take home.

RSVP Samantha (Jana's mum) at [sam@homemail.com](mailto:sam@homemail.com)

- 1 How old will Jana be? \_\_\_\_\_ 12
- 2 When is the party? \_\_\_\_\_
- 3 Where is the party? \_\_\_\_\_
- 4 What is the party for? \_\_\_\_\_
- 5 What is different about the restaurant? \_\_\_\_\_
- 6 If people want to go to the party, who can they contact? \_\_\_\_\_



# Writing

1 Complete the table with information about you.

Date of birthday	
Games you like playing at parties	
Music you like listening to at parties	
What you enjoy eating at parties	
What you enjoy drinking at parties	

## Help with Writing

When we write invitations, we often include the initialism 'RSVP' at the end, followed by a name and contact details. 'RSVP' stands for the French expression 'Répondez s'il vous plaît', which means 'Respond please'.



2 Imagine it is your birthday next week. Use the information in Exercise 1 and the invitation to Jana's party to help you write an invitation to your birthday party.

A large rectangular area with a pink border and horizontal lines for writing.

## 5

## Made of ... / Used for ...



## Super Grammar

Use **made of** and **used for** when describing different aspects of an object. When talking about the material used to manufacture the object, use **made of**.

*These trousers are made of cotton.*

When talking about the function of an object, use **used for**.

*Scarves are used for keeping your neck warm in cold weather.*

Use **made of** with various materials: **made of wool/plastic/glass/cotton**.

Use **used for + verb + ing**: **used for keeping things in/for keeping food cold**.

1 Complete the sentences with the words and phrases from the box.

making music ~~leather~~ protecting your eyes glass  
cutting things plastic metal opening and closing doors

- 1 Shoes are made of leather \_\_\_\_\_.
- 2 Guitars are used for \_\_\_\_\_.
- 3 Sunglasses are used for \_\_\_\_\_.
- 4 Knives are made of \_\_\_\_\_.
- 5 Supermarket bags are made of \_\_\_\_\_.
- 6 Keys are used for \_\_\_\_\_.
- 7 Windows are made of wood and \_\_\_\_\_.
- 8 Scissors are used for \_\_\_\_\_.

**2 Match the objects with the descriptions.**

- 1 This is made of plastic and metal. It's used for making a type of hot drink.
- 2 This is made of leather and metal. It's used for keeping your trousers up.
- 3 This is made of metal and cloth. It's used for keeping you dry in wet weather.
- 4 This is made of metal and glass. It's used for looking at your reflection.
- 5 These are made of wool or cotton. They are used for keeping your feet warm.
- 6 This is made of wood. It's used for storing things such as cups and bowls.



**3 Correct the sentences.**

- 1 Pens is made of plastic.  
*Pens are made of plastic.*
- 2 Vases are use for putting flowers in.
- 3 Woolly hats are using for keeping your head warm in winter.
- 4 Saddles are make of leather.
- 5 Pencils made of wood.
- 6 Tables are used putting things on.
- 7 T-shirts are often makes of cotton.
- 8 Pen drives are used of saving data on.

**4 Complete the sentences with a suitable word.**

- 1 Chairs are made of \_\_\_\_\_.
- 2 Bags are used for \_\_\_\_\_.
- 3 Spoons are used for \_\_\_\_\_.
- 4 Shirts are made of \_\_\_\_\_.
- 5 Gloves are made of \_\_\_\_\_.
- 6 Pencils are used for \_\_\_\_\_.

# Possessive apostrophes

The boy's boots are made of real leather.

## Super Grammar

Use **possessive apostrophes** to talk about things that belong to a particular person.  
*Is this Mum's hat?*

If a noun is plural, the apostrophe goes after the 's'.  
*The girls' badges.* (meaning the 'badges of more than one girl')

If referring to someone whose name ends in 's', you can either add an apostrophe after the 's' or add an apostrophe and another 's'.  
*James' car* or *James's car.*

### 1 Order the words to make sentences.

1 full / Esra's / of / books / is / house / .

Esra's house is full of books.

2 brother / know / do / Jon's / you / ?

\_\_\_\_\_

3 new / bike / Mum's / like / I / really / .

\_\_\_\_\_

4 hat / Alex's / is / where / ?

\_\_\_\_\_

5 is / broken / racquet / Javi's / tennis / .

\_\_\_\_\_

6 of / gold / made / is / Tom's / badge / .

\_\_\_\_\_

7 called / Sheriff / is / Ana's / cat / .

\_\_\_\_\_

8 the / wardrobe / in / is / Hasan's / jacket / .

\_\_\_\_\_

**2 Add possessive apostrophes.**

1 Kates smartphone was very expensive.

*Kate's smartphone was very expensive.*

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2 Carlas brothers are much older than her.

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3 Michaels dog is very friendly.

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4 My grandparents house is very small.

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5 My parents car needs to be repaired.

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6 Williams piano is very old, but he loves it.

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7 My sisters bedrooms are on the second floor of the house.

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8 Mums computer is better than mine.

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**3 Read the information and choose the correct sentence.**

1 Sam says, 'I've got two brothers. They are very tall.'

a The boy's brothers are tall.

b The boys' brothers are tall.

2 Martina says, 'I've got two sisters. One of them has got a red scarf.'

a The girl's sister has got a red scarf.

b The girl's sisters have got red scarves.

3 Lola says, 'My friends have all got new phones.'

a The girl's friends have got new phones.

b The girl's friend has got a new phone.

4 Mark and Jack say, 'Our History teacher wears big glasses.'

a The boy's teacher wears big glasses.

b The boys' teacher wears big glasses.

5 Alana says, 'Our dogs like playing with the ball.'

a The girl's dogs like playing with the ball.

b The girls' dog likes playing with the ball.

6 Alice and Cathy say, 'Our town is a nice place.'

a The girl's town is a nice place.

b The girls' town is a nice place.

**4 Write sentences about your friends and family using the possessive apostrophe.**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Reading: classified advertisements

- 1 Read the classified advertisements. Match the objects with the information.

### FOR SALE

**Pair of boots.** Made of fake leather! In very good condition. Beautiful design. Only been worn a few times.  
£25. Tel: 642 332.

**Acoustic guitar.** Made of rosewood. Only been played at home, not been used for playing in concerts. In excellent condition.  
£250. Tel: 771 162.

**Sheriff's costume.** Perfect for dressing-up parties! Set includes toy pistol, badge, handcuffs and a sheriff's hat.  
£50. Great price! Tel: 502 789.

**Electric guitar.** Incredible instrument, made of glass! Only one ever made. Never been played.  
£1,000. Tel: 444 109.

**Beautiful wooden wagon.** Made of mahogany. Carved by hand. Ten centimetres in height. In perfect condition.  
£80. Tel: 887 521.

**Saddle.** Made of the finest leather. Has been used, but still in good condition.  
£30. Tel: 887 442.

- |   |                   |               |   |                                |
|---|-------------------|---------------|---|--------------------------------|
| 1 | pair of boots     | _____ f _____ | a | the smallest object            |
| 2 | acoustic guitar   | _____         | b | a set of several objects       |
| 3 | sheriff's costume | _____         | c | not been used out of the house |
| 4 | electric guitar   | _____         | d | the most expensive object      |
| 5 | wagon             | _____         | e | made of leather                |
| 6 | saddle            | _____         | f | the cheapest object            |

# Writing

**1** Rewrite 1–6 so that they are similar to phrases used in classified advertisements.

- 1 It's made of wood. Made of wood.
- 2 It's in perfect condition. \_\_\_\_\_
- 3 A bike and a helmet. \_\_\_\_\_
- 4 Piano. It has not been used much. \_\_\_\_\_
- 5 A beautiful scarf. It's made of wool. \_\_\_\_\_
- 6 Telephone: 443 172. \_\_\_\_\_

## Help with Writing

We write classified advertisements by using a special abbreviated style. This means that we only include the most important information. We usually leave out the verb *be*, auxiliary verbs such as *have* and the articles, *a/an* and *the*.



**2** Write a classified advertisement for an object you would like to sell. Use the examples on the Reading page to help you. Include the following information:

- What the object is
- What the object is made of
- How much it is
- A telephone number

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## 6

## Should / Shouldn't



## Super Grammar

Use *should/shouldn't* to give someone advice, make suggestions or talk about the right thing to do in a particular situation.

*You should drink more water on hot days.*

*Should and shouldn't are followed by the infinitive without to.*

*You should study really hard for the Spanish exam not ~~you should to study really hard for the Spanish exam.~~*

1 Complete the sentences with either *should* or *shouldn't*.

- 1 You shouldn't be rude to your sister.
- 2 You \_\_\_\_\_ go out without a coat and scarf. It's really cold today.
- 3 You've got a big day of exams tomorrow. You \_\_\_\_\_ go to bed early and get a good night's sleep.
- 4 If your foot hurts, you \_\_\_\_\_ play football this afternoon.
- 5 It's really sunny today. You \_\_\_\_\_ put some suncream on.
- 6 If you go to Turkey, you \_\_\_\_\_ visit Izmir. It's a beautiful place.
- 7 You \_\_\_\_\_ exercise a few times a week.
- 8 You \_\_\_\_\_ eat too many chocolates. You'll feel sick.



**2** Circle the correct verb.

To learn a language well ...

- 1 You *should* / *shouldn't* let it become boring. Enjoy yourself!
- 2 You *should* / *shouldn't* be afraid to make mistakes.
- 3 You *should* / *shouldn't* watch films and listen to songs in the language.
- 4 You *should* / *shouldn't* read a lot.
- 5 You *should* / *shouldn't* take every opportunity to speak to people.
- 6 You *should* / *shouldn't* wait until you're ready to speak. Speak from the beginning!
- 7 You *should* / *shouldn't* focus on only one skill – you need to practise listening as well as speaking, writing and reading.
- 8 You *should* / *shouldn't* do a little bit with the language every day, e.g. speak to people, read a book, do some grammar, listen to some songs.

**3** Complete the postcard with the verbs from the box.

walk hear ~~come~~ meet learn eat

Dear Mia,

You should <sup>1</sup> come to Turkey! It's a fantastic country. We are all having a great time.

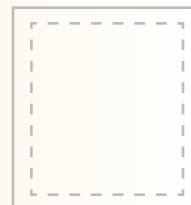
I think everyone should <sup>2</sup> \_\_\_\_\_ a bit of the language of the place they are visiting. Dad and I spent a couple of weeks learning some Turkish phrases. You should <sup>3</sup> \_\_\_\_\_ Dad's pronunciation! Everyone laughs, but they really help us! They are really friendly.

One thing – you shouldn't <sup>4</sup> \_\_\_\_\_ around in the summer without sunscreen and a hat. It gets very, very hot! But you should <sup>5</sup> \_\_\_\_\_ lots and lots of the food. Turkish food is amazing!

We'll be home next week. We should <sup>6</sup> \_\_\_\_\_ up. I want to know all about your trip to Berlin.

Hope you are well.

Love Frank



Mia Rojas  
2, Guillermo Rolland  
28013  
Madrid  
Spain

# Could I ... / Do you mind if I ...



Could I try on these jeans, please?

## Super Grammar

Use **Could I ... / Do you mind if I ...** as a polite way of asking someone if you can do something.

**Could I try on this T-shirt, please? Do you mind if I try on this hat?**

In formal settings, such as in a shop, a common response to questions beginning with **Do you mind ...** is 'not at all', but you will also hear 'no problem' or 'of course'.

### 1 Match the two parts to make questions.

- |   |                         |               |   |                               |
|---|-------------------------|---------------|---|-------------------------------|
| 1 | Could you show me where | <u>  b  </u>  | a | me later?                     |
| 2 | Do you mind if          | <u>      </u> | b | the computer room is, please? |
| 3 | Could I buy             | <u>      </u> | c | me how to get to the park?    |
| 4 | Could you call          | <u>      </u> | d | I borrow this book?           |
| 5 | Could you tell          | <u>      </u> | e | if I try this on?             |
| 6 | Do you mind             | <u>      </u> | f | this phone, please?           |

**2** Complete the questions with the words from the box.

try if tell ~~have~~ mind could do show

- 1 Could I have this postcard, please?
- 2 Do you \_\_\_\_\_ if I close the window?
- 3 Could you \_\_\_\_\_ me where the library is, please?
- 4 \_\_\_\_\_ I use your phone for a moment please?
- 5 \_\_\_\_\_ you mind if I look at your computer games?
- 6 Could I \_\_\_\_\_ on these shoes, please?
- 7 Could you \_\_\_\_\_ me your new laptop?
- 8 Do you mind \_\_\_\_\_ I get some milk?

**3** Match the questions from Exercise 2 with the answers below.

- a Of course not. We can play one if you like. \_\_\_\_\_
- b Of course. You're very near. See the tower over there? It's right next door. \_\_\_\_\_
- c Of course. Would you like a stamp as well? \_\_\_\_\_ 1
- d Yes. Is yours not working? \_\_\_\_\_
- e Of course. If you need a bigger pair, let me know. \_\_\_\_\_
- f Not at all. It is a bit cold in here. \_\_\_\_\_
- g Of course not. The glasses are in the cupboard. \_\_\_\_\_
- h Of course. Just let me finish this email. \_\_\_\_\_

**4** You are visiting a friend's house for the first time. Ask your friend's parents questions using *Could I ...* or *Do you mind if I ...*

- 1 Could I have a glass of water, please?
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



## Reading: a travel diary

1 Read the travel diary. Are sentences 1–5 true or false? Correct the false sentences.

### JOE'S TRAVEL DIARY

#### 12th June

Day one in Seville. What a city! At the hotel, the manager said, 'you should take care with the weather. It gets very hot here.' I'm glad we listened to him. It was 38 degrees this afternoon. We went for a walk in Maria Luisa park before dinner and I had a hat, sunglasses and lots of suncream on. It was so hot!



#### 13th June

Day Two. We walked all around the old parts of the city today. We lost the map in a café, but it was much more fun when we didn't know where we were going. Dad, Mum and my sisters took lots of photographs.

#### 14th June

Day Three in sunny Seville! We went on a boat trip today, down the River Guadalquivir. 'Do you mind if we sit here?' Mum asked a family at the front of the boat. They didn't. We spent the day with them. They are from Australia and today was their last day. We had a good time together.

#### 15th June

Day Four. A great day! We visited the Alcázar of Seville and the Plaza de España. I practised my Spanish a lot today. I said 'Could you tell us where the Giralda Tower is, please?' But they didn't understand my Spanish, so I asked again in English!

#### 16th June

Day Five. Our last day in the city. We all bought souvenirs. Dad bought some plates and a comb, Mum bought a basket, I bought a Spanish flag and both my sisters bought pyjamas. We had a last walk around this afternoon, then took a taxi to the airport. When we get home, I'm going to say one thing to everyone – 'You should go to Seville!'



1 On Day One they bought souvenirs.

False    They bought souvenirs on Day Five.

2 The family used their cameras a lot on Day Two.

\_\_\_\_\_

3 On Day Three they met a family from another country.

\_\_\_\_\_

4 They went to the park on Day Four.

\_\_\_\_\_

5 On Day Five Joe's mum bought a flag.

\_\_\_\_\_

# Writing

## 1 Answer the questions.

1 Which countries would you most like to travel to?

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2 Who would you like to travel with?

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3 What are your favourite things to do when you visit new places?

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4 What do you not enjoy doing on trips?

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5 What souvenirs do you like to buy when you go to a new place?

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### Help with Writing



When writing a diary entry, do not include every detail of what happened on a particular day, only the most important details. Create an impression of the day, not a minute-by-minute account of it.

## 2 Imagine you are on holiday in one of the following cities:

- New York
- Istanbul

- London
- Madrid

- Paris
- Beijing

Write a travel diary about the things you have seen and done on your trip. Use Joe's travel diary and your answers to the questions in Exercise 1 to help you.

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## 7

# Will for offers and promises



I'll help you carry your bags.

## Super Grammar

We can use **will** to make offers and promises. **Will** is followed by the infinitive without **to**.

### Offers

*I'm hungry. **I'll make** you a sandwich.  
This computer is really heavy. **I'll help** you carry it.  
I'm thirsty. **I'll get** you a glass of water.*

### Promises

*I know I didn't do very well in my exams this time, but **I'll work hard** and do better next time.  
**I'll give** the game back next week.  
**I'll phone** you tomorrow.*

## 1 Correct the underlined parts of the sentences. Use **will**.

1 Don't worry, she'll practises every day. She wants to be in the school orchestra.  
she'll practise

2 You look hot. I open the window.

3 Don't worry about the shopping. I'll did it.

4 I promise I'll going to sleep at nine o'clock every night.

5 I'm make lunch when we get home.

6 Don't wait for the bus. I'll took you home.

## 2 Complete the text with the verbs from the box.

use wash do take tidy make ~~stop~~

My friend Alina is always making promises. 'I'll <sup>1</sup> stop eating so much chocolate,' she says. 'I'll only <sup>2</sup> \_\_\_\_\_ the internet for one hour every day, I'll <sup>3</sup> \_\_\_\_\_ two hours of homework every night when I come home.' 'Yes, Alina,' I say. At home, she says, 'I'll <sup>4</sup> \_\_\_\_\_ my room every Saturday morning, I'll <sup>5</sup> \_\_\_\_\_ the dishes every night after dinner and I'll <sup>6</sup> \_\_\_\_\_ Zoom for a walk in the morning before school. Alina really does want to do the things she says, but she finds it much easier to say them than to do them. That is why I said to her, 'Alina, will you make me one very special promise?' 'Of course!' she said, 'I love making promises.' 'Good,' I said. 'Make me this promise, then. That you'll never <sup>7</sup> \_\_\_\_\_ any more promises.'

## 3 Circle the correct verbs to complete the dialogue.

**Maggie:** Do we <sup>1</sup> know / will know who is bringing what for the picnic tomorrow?

**Clare:** I'll <sup>2</sup> bring / brought water and juice.

**Daniel:** I'll <sup>3</sup> makes / make some sandwiches tomorrow morning before we go. Cheese and ham, OK?

**Maggie:** Good idea. I'll <sup>4</sup> baking / bake a chocolate cake this afternoon.

**Daniel:** I'll <sup>5</sup> text / texted Lana and Ceren later to find out if they are coming.

**Clare:** I'll <sup>6</sup> go / goes on weather.com to check the forecast.

**Maggie:** All right. If it rains, we can have the picnic at my house.

## 4 Make offers using will.

1 Your dad would like you to help him in the kitchen.

I'll help you.

2 Your mum says she can't find her keys.

3 Your sister says it's cold in the house.

4 Your brother doesn't know how to do his English homework.

5 Your grandma is tired. She wants some things from the shop.

6 Your best friend's tablet computer isn't working.

# Present perfect with *just*



## Super Grammar

Use **present perfect** with *just* to talk about something you did a short time ago.  
*Would you like a sandwich? No, thanks. I've just eaten.*

Form these phrases in the following way: *has/have + just + past participle.*  
*She's just gone out. He's just spoken to them.*

### 1 Order the words to make sentences.

- 1 just / Alicia's / lunch / finished / .
- 2 from / work / back / got / Mum's / just / .
- 3 message / text / a / had / Paul's / just / .
- 4 story / heard / just / the / Dad's / .
- 5 a / just / walk / for / dog / the / Sam's / taken / .
- 6 exam / my / had / results / I've / just / .
- 7 just / home / Tara's / got / .
- 8 History / just / project / her / Sue's / finished / .

Alicia's just finished lunch.

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**2 Correct the sentences.**

- 1 I've just saw the photo you sent me. It's really funny!  
I've just seen the photo you sent me. It's really funny!
- 2 Alma just finished her Science homework.  
\_\_\_\_\_
- 3 Grandma's just get on the bus.  
\_\_\_\_\_
- 4 Sorry, I just broken the vase.  
\_\_\_\_\_
- 5 My brother have just seen that film. He loved it!  
\_\_\_\_\_
- 6 My sister's just went to bed. She was really tired.  
\_\_\_\_\_

**3 Rewrite the sentences with *just* and the present perfect.**

- 1 Jack had a drink a moment ago. Jack's just had a drink.
- 2 Mum saw him two minutes ago. \_\_\_\_\_
- 3 Dad and Grandma went out not long ago. \_\_\_\_\_
- 4 I ate something a moment ago. \_\_\_\_\_
- 5 We came back a few minutes ago. \_\_\_\_\_
- 6 My friends heard the news a couple of minutes ago. \_\_\_\_\_

**4 Write a second sentence with *just* and the present perfect to explain the first sentence.**

- 1 I'm sleepy.  
I've just woken up.
- 2 I'm not thirsty.  
\_\_\_\_\_
- 3 He's very happy.  
\_\_\_\_\_
- 4 They're not happy.  
\_\_\_\_\_
- 5 She's really tired.  
\_\_\_\_\_
- 6 I'm full.  
\_\_\_\_\_



## Reading: a letter

### 1 Read the letter. Order the information.

Dear Aunt Susan,

I've just received your letter. Thank you for it. I really enjoyed reading it. I will keep writing letters to you, I promise! I know you think I'm going to get bored, but I won't. Lots of my friends talk about how much they want to turn the internet off or put their phones away.

I don't think older people know how much younger people like some of the older, slower ways of doing things. Anyway, I will keep writing!

Dad, Mum and I had a great time on Saturday. We went out for a meal in an Italian restaurant and then we went to theatre. We saw Shakespeare's *A Midsummer Night's Dream*. It was brilliant. There were candles all around the stage and they gave a very special light. There were so many people in the audience! Hundreds and hundreds.

There was a musician playing the lute – what a beautiful instrument – and he spoke to the audience at the beginning and between the acts. The actors were great. Mum said that actors today sometimes do Shakespeare plays dressed in modern clothes, but these actors were all wearing the sort of wigs, tights, masks and costumes of Shakespeare's time.

I was very excited on the way home. I texted all my friends, 'I've just seen a great play!' and then I told Mum and Dad that I wanted to be a theatre director. When we got home, Dad found a copy of *A Midsummer Night's Dream* on the shelf. I read half of it before I went to bed!

Would you like to come to the next play we see, Aunt Susan?

Write soon.

Best wishes

Ciaran



- a Ciaran texted his friends. \_\_\_\_\_
- b Ciaran received a letter from his aunt Susan. \_\_\_\_\_
- c Ciaran went out for a meal. \_\_\_\_\_ 1 \_\_\_\_\_
- d Ciaran started reading *A Midsummer Night's Dream*. \_\_\_\_\_
- e Ciaran told his parents he wanted to be a director. \_\_\_\_\_
- f Ciaran went to the theatre. \_\_\_\_\_

# Writing

## 1 Order the words to make different ways of asking 'How are you?'

1 life / is / how / ?

How is life? \_\_\_\_\_

2 are / how / things / ?

\_\_\_\_\_

3 is / everything / how / ?

\_\_\_\_\_

4 it / how's / going / ?

\_\_\_\_\_

5 you / doing / are / how / ?

\_\_\_\_\_

6 you / right / all / everything / with / is / ?

\_\_\_\_\_

### Help with Writing

Digital technology has made letter writing a thing of the past. However, it is still a good alternative to email and text messages, and gives you the chance to write at length and practise writing by hand.



## 2 Imagine you are writing a letter in response to one your relative sent you. Use Ciaron's letter to help you. Include the following information:

- Thank your relative for their letter
- Say how you are
- Give your news
- Ask your relative some questions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 8

## If clauses



Come on, Jon. If we study hard, we'll do well in the test.



## Super Grammar

Use **if clauses** to talk about something that is a possibility in the future.  
*If I finish my homework in time, I'll go to the cinema.*

This kind of conditional sentence is called the 'first conditional' and we use it to say that when one thing happens, another thing becomes a possibility. These sentences are formed in the following way.

*If + simple present + will + infinitive without to*

**1** Match the two parts of the sentences.

- |   |                                     |   |                                      |
|---|-------------------------------------|---|--------------------------------------|
| 1 | If we have robots in the home,      | a | I'll teach you some chords.          |
| 2 | If you want to learn to play piano, | b | we'll go out on our sled.            |
| 3 | If you're hungry,                   | c | our lives will be easier.            |
| 4 | If you want to go to the concert,   | d | I'll buy the tickets this afternoon. |
| 5 | If it snows,                        | e | we'll visit the Hagia Sophia.        |
| 6 | If we go to Istanbul,               | f | I'll make you something to eat.      |

**2** Circle the correct verbs to complete the text.

I like thinking about the future. You know, if this happens, that will  
<sup>1</sup> happen / happens. Well, maybe it won't happen, but I like dreaming about  
things. If I <sup>2</sup> will go / go to university one day, I'll meet lots of people. And if I  
<sup>3</sup> meets / meet lots of people, I'll go to lots of places with them. And if I go to lots  
of places with them, I <sup>4</sup> learn / will learn all about the world. And if I learn all  
about the world, <sup>5</sup> I'll understand / I'll understood things better than I do now.  
I think like that, you see. But when I stop, I wonder if it's true. Perhaps it's not a  
great idea to spend all your time dreaming of the future. But if I don't do that,  
what will I <sup>6</sup> do / doing?

**3** Complete the dialogue with the verbs from the box in the correct form.

do rain be (x2) go dance plan see

**Mira:** What are we going to do in the summer?

**Sami:** Lots of things! If it's hot we'll <sup>1</sup> go to Las Palmas Beach.

**Mira:** And if it <sup>2</sup> \_\_\_\_\_ too busy there, we'll go to the Arco Iris Pool.

**Sami:** Great idea! And if there <sup>3</sup> \_\_\_\_\_ too many people there, we'll go to the park.

**Mira:** If we go to the park, we'll <sup>4</sup> \_\_\_\_\_ *The Rockets*. They're playing at the music festival this year.

**Sami:** Oh, yes!

**Mira:** And if we see *The Rockets*, we'll <sup>5</sup> \_\_\_\_\_ all afternoon.

**Sami:** We will! Their music always makes me want to dance.

**Mira:** If it's wet, what will we <sup>6</sup> \_\_\_\_\_?

**Sami:** Good question. Read, watch TV, go online?

**Mira:** I know. If it <sup>7</sup> \_\_\_\_\_, we'll <sup>8</sup> \_\_\_\_\_ next summer!

**4** Complete the sentences. Use *will*.

**My Summer Holiday Plans**

- 1 If it rains, we'll go to the cinema.
- 2 If it's sunny, \_\_\_\_\_
- 3 If I visit my cousins, \_\_\_\_\_
- 4 If we go on holiday, \_\_\_\_\_
- 5 If I stay at my grandparents' house, \_\_\_\_\_
- 6 If we stay at home, \_\_\_\_\_

# What if ...?



## Super Grammar

Use **What if ...?** to ask someone what will happen in the future as a consequence of another thing happening.

*I'm looking forward to going to the beach on Saturday, but what if it rains?*

### 1 Make questions.

- 1 late / we're / if / what / ?
- 2 snows / what / it / if / ?
- 3 computer / breaks / the / if / what / ?
- 4 at / if / home / not / what / they're / ?
- 5 pass / exam / don't / we / what / the / if / ?
- 6 the / don't / have / if / what / one / they / right / ?

What if we're late?

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**2 Match the questions with the answers.**

- |   |                                    |               |   |                                      |
|---|------------------------------------|---------------|---|--------------------------------------|
| 1 | What if it rains?                  | <u>  b  </u>  | a | We won't! We've got the best team!   |
| 2 | What if we haven't got any bread?  | <u>      </u> | b | Don't worry. We'll take an umbrella. |
| 3 | What if we miss the bus?           | <u>      </u> | c | We'll catch the train.               |
| 4 | What if Jon's out?                 | <u>      </u> | d | We'll watch the concert online.      |
| 5 | What if there are no tickets left? | <u>      </u> | e | I'll go to the shop.                 |
| 6 | What if we lose the match?         | <u>      </u> | f | We'll call him.                      |

**3 Complete the dialogues with the words from the box.**

do he go if what like

- 1 **Lou:** Let's have a surprise party for Sena's birthday.  
**Mika:** What if she doesn't like it?  
**Lou:** Of course she will. She loves surprises!
- 2 **Rachel:** Let's go to see that show at the Old Theatre.  
**Selin:** \_\_\_\_\_ if it isn't very good?  
**Rachel:** We'll leave in the interval!
- 3 **Li:** Let's go to the cinema this afternoon.  
**Lucia:** What \_\_\_\_\_ there's nothing on.  
**Li:** Don't worry. We'll do something else.
- 4 **David:** Let's go round to Hal's house.  
**Kadir:** What if \_\_\_\_\_ isn't there?  
**David:** We'll go to see Elena.
- 5 **Mark:** Let's finish that Maths homework.  
**Paul:** What if we can't \_\_\_\_\_ it?  
**Mark:** I'll ask my sister to help us.
- 6 **Carmen:** Let's go to that new café for cakes.  
**Chan:** What if the cakes are not very nice?  
**Carmen:** We'll \_\_\_\_\_ to a different café!

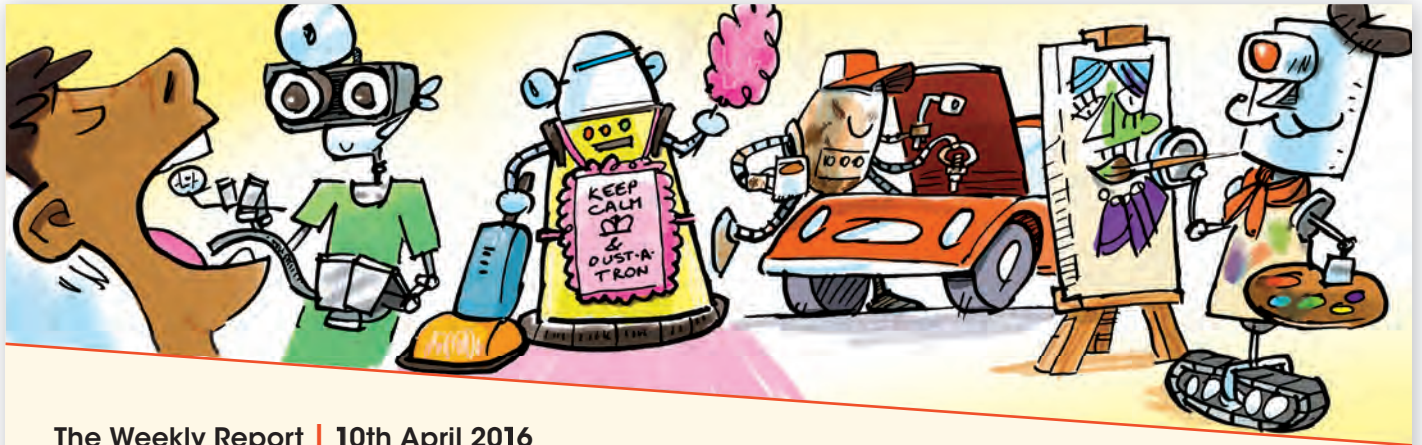


**4 Write questions with *What if*.**

- 1 Let's go to the park. What if it's closed?
- 2 Let's make a pizza. \_\_\_\_\_
- 3 Let's play tennis. \_\_\_\_\_
- 4 Let's play computer games. \_\_\_\_\_
- 5 Let's go to the beach. \_\_\_\_\_

# Reading: a newspaper article

1 Read the newspaper article. Complete the sentences.



The Weekly Report | 10th April 2016

## NEWS

### Robots of the Future

The Cyborg Factory in Berlin makes robots. At the moment they are very expensive to produce and very expensive to buy, but Helga Weber, the Factory's Chief Engineer, believes we are at the beginning of a consumer revolution. 'If you believe what all the experts say,' she says, 'in the future robots will be everywhere. They will be cheaper to make and buy. These robots will do many of the things that people do now. If you have a problem with your teeth, for example, you'll go to a robot dentist who will be

programmed to check your teeth and tell you if they are OK. Robot cleaners will clean our houses, while robot engineers will design and build the world around us.'

At present, the Cyborg Factory only manufactures robot mechanics for the car industry, but things are beginning to change. 'We're working on a design for robot farmers at the moment. The demand is growing in the world of agriculture for robots who can be programmed to do the same task again and again.'

The Factory is impressive. It's on an enormous site in west Berlin and employs over 2,000 people. Will all of these people have jobs in the future? Helga laughs. 'Who knows?' she says. 'Maybe we will all be replaced. My colleagues think there will be robot businessmen and women, robot computer programmers, even robot artists and robot police officers.' Thankfully, in the course of our conversation, Helga did not say whether there would ever be robot journalists.

12

- 1 The company is called the Cyborg Factory.
- 2 It is located in \_\_\_\_\_.
- 3 Helga Weber is the Chief \_\_\_\_\_.
- 4 The company produces robot \_\_\_\_\_.
- 5 At the moment it is working on robot \_\_\_\_\_.
- 6 \_\_\_\_\_ people work for the company.



# Writing

**1** Complete the table with the information from the box.

Tokyo, Japan ~~Robots for Art~~ robot artists Kondo Taka  
multinational companies, rich businessmen and women  
'If you tell the robot what kind of painting you want, it will do exactly what you ask.'

Name of the company	Robots for Art
Location	
What it produces	
Who buys the robots	
Name of the Chief Engineer	
What the Chief Engineer says	

## Help with Writing

When writing an article, put the most important information at the very beginning. You should not make readers wait long to find out exactly what the feature is about.



**2** Imagine you write for the newspaper *The Weekly Report*. Write an article about Robots for Art using the notes you made in Exercise 1 and the article on the Reading page to help you. Include the following information:

- A title for the newspaper article
- The name and location of the company
- What the robot can do and who buys the robots
- Who the Chief Engineer is and what he/she says

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## 9

# Present perfect with *already* and *yet*



My sister loves travelling. She's already been to Egypt, Turkey, the USA, Kenya, the UK, Spain, Italy and Australia. Amazing!

## Super Grammar

Use **present perfect** with ***already*** to talk about actions which have happened before now. *Already* means 'before now' or 'before this time'.

This is the form of the sentence: *Has/Have + already + past participle*  
*I've already seen the new Star Wars film.*

*Already* is also used to say to express surprise that something has happened so soon.  
*Jane is only 10, but she has already won 20 swimming competitions.*

Use **present perfect** with ***yet*** to talk about actions which haven't happened up to now. *Yet* means 'up to now' or 'up to this moment in time'.

This is the form of the sentence: *Hasn't/haven't + past participle + yet*  
*I haven't seen the new Star Wars film yet.*

### 1 Write the past participles.

- 1 be      been
- 2 go      \_\_\_\_\_
- 3 do      \_\_\_\_\_
- 4 have    \_\_\_\_\_
- 5 see     \_\_\_\_\_

- 6 make    \_\_\_\_\_
- 7 write    \_\_\_\_\_
- 8 read    \_\_\_\_\_
- 9 learn    \_\_\_\_\_
- 10 eat     \_\_\_\_\_

**2 Complete the sentences with the past participles from Exercise 1 and yet or already.**

- 1 My parents have travelled all over the world, but they haven't been to New Zealand yet.
- 2 Neil is incredible! He's \_\_\_\_\_ English, Spanish, Chinese and Arabic.
- 3 What a week! We've \_\_\_\_\_ exams in French, Geography and Science.
- 4 I haven't \_\_\_\_\_ the cake \_\_\_\_\_. Would you like to help me?
- 5 I don't want anything, thanks. I've \_\_\_\_\_ lunch.
- 6 Joby's \_\_\_\_\_ out. He decided to go earlier than planned.
- 7 I haven't \_\_\_\_\_ that new cartoon about pirates \_\_\_\_\_.
- 8 Hannah's \_\_\_\_\_ half of her story for the English class.
- 9 Yes, I'd love a sandwich, thanks. I haven't \_\_\_\_\_ lunch \_\_\_\_\_.
- 10 I've just finished reading *The Lord of the Rings* trilogy, but my sister hasn't \_\_\_\_\_ the first one \_\_\_\_\_.

**3 Complete the text with the verbs from the box in the correct form and yet or already.**

think be write break read ~~have~~

Mr Hannon said, 'Write about your experiences for homework.' I said, 'Mr Hannon, I'm only twelve. I don't think I've <sup>1</sup> had any experiences yet.' Mr Hannon laughed. 'Of course, you have,' he said. 'Have a think about it.'

I've <sup>2</sup> \_\_\_\_\_ about it, and I guess I have had some experiences. For example, I've <sup>3</sup> \_\_\_\_\_ my right leg twice, but I hope I don't break it a third time. Oh, and I've <sup>4</sup> \_\_\_\_\_ to the moon. I went last Wednesday, but only in a dream. I've <sup>5</sup> \_\_\_\_\_ 114 books (yes, I am counting) and I've <sup>6</sup> \_\_\_\_\_ four stories about a sad mouse called Richard, and the local newspaper has published them all. 'Well,' said Mr Hannon, when I showed him my homework. 'You see. You've already experienced a lot. You just have to think about it.'

**4 Write about your experiences.**

- 1 I've already \_\_\_\_\_.
- 2 I've already \_\_\_\_\_.
- 3 I've already \_\_\_\_\_.
- 4 I've already \_\_\_\_\_.
- 5 I haven't \_\_\_\_\_ yet.
- 6 I haven't \_\_\_\_\_ yet.
- 7 I haven't \_\_\_\_\_ yet.
- 8 I haven't \_\_\_\_\_ yet.

# Have you ... yet?



Have you finished your homework yet, Orla? We're going to have dinner soon.



## Super Grammar

Use **Have you ... yet?** to ask someone if they have done something at some point up to the present moment. *Have you finished your History project yet?*

### 1 Make questions.

1 that / yet / you / read / have / book / ?

Have you read that book yet?

2 the / film / yet / have / you / seen / ?

3 yet / song / heard / that / you / have / ?

4 Chinese / your / yet / you / have / lessons / started / ?

5 anything / you / have / had / to / yet / eat / ?

6 card / yet / a / Dad / bought / birthday / have / you / ?

7 that / game / played / yet / new / computer / you / have / ?

8 you / kitchen / cleaned / the / have / yet / ?

**2** Complete the questions with the verbs from the box in the correct form.

be walk ~~feed~~ wash do phone tidy make

- 1 Have you fed the cat yet?
- 2 Have you \_\_\_\_\_ your English project yet?
- 3 Have you \_\_\_\_\_ shopping yet?
- 4 Have you \_\_\_\_\_ the breakfast yet?
- 5 Have you \_\_\_\_\_ the dishes yet?
- 6 Have you \_\_\_\_\_ the dog yet?
- 7 Have you \_\_\_\_\_ your room yet?
- 8 Have you \_\_\_\_\_ your sister yet?

**3** Match the answers with the questions from Exercise 2.

- a Yes, I have. I've put everything away! \_\_\_\_\_
- b Yes, I have. Come down, your toast is going cold! \_\_\_\_\_
- c No, I haven't. I'll do them now. \_\_\_\_\_
- d Yes, I have. But she didn't answer. \_\_\_\_\_
- e Yes, I have. Haven't you seen her? She's covered in mud! \_\_\_\_\_
- f No, I haven't. I'm going to the market after lunch. \_\_\_\_\_
- g Yes, I have. He was so hungry he jumped up at me! \_\_\_\_\_ 1
- h No, I haven't. It's quite hard. I'm going to talk to Mum about it later. \_\_\_\_\_

**4** Complete the text with *have*, *haven't*, *already* and *yet*.

My mum and dad ask me the same questions every day. They begin, <sup>1</sup> Have you ...' and finish with <sup>2</sup> \_\_\_\_\_. The usual one is, <sup>3</sup> \_\_\_\_\_ you tidied your room <sup>4</sup> \_\_\_\_\_?', but their second favourite question is, <sup>5</sup> \_\_\_\_\_ you done your homework <sup>6</sup> \_\_\_\_\_?' My usual answer is, 'No, I <sup>7</sup> \_\_\_\_\_,' but sometimes I say, 'Yes, I <sup>8</sup> \_\_\_\_\_' and then they are very happy with me.



## Reading: a postcard

- 1 Read the postcard. Are sentences 1–6 true or false? Correct the false sentences.



Dear Mum and Dad,

Day three! We've already been to Buckingham Palace, Tower Bridge and the British Museum.

Yesterday we went to the National Maritime Museum! It's enormous! We saw old sails and masts and thousands of model ships with beautiful portholes and lifeboats. The exhibits I was most interested in were the barometers. Did you know that sailors began to use them in the eighteenth century?

Tomorrow, we're going on the London Eye!

Love,

Gareth

Mr and Mrs Thomas  
52, Park Street  
Cardiff  
South Wales  
CF10 1NS  
UK

- 1 Gareth is on the third day of his trip.  
True \_\_\_\_\_
- 2 Gareth's not been to Buckingham Palace yet.  
\_\_\_\_\_
- 3 Gareth's already been to the British Museum.  
\_\_\_\_\_
- 4 Gareth has already been to Tower Bridge.  
\_\_\_\_\_
- 5 Gareth didn't see the barometers at the National Maritime Museum.  
\_\_\_\_\_
- 6 Gareth hasn't been on the London Eye yet.  
\_\_\_\_\_



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Key: B = Below, B/G = Background, Ex = Exercise, T = Top.

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