

# The Incredible team

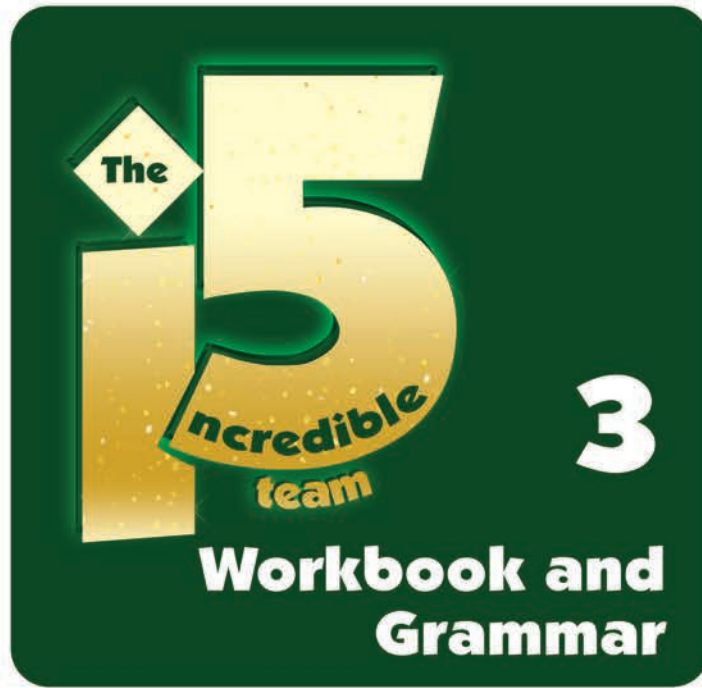
Jenny Dooley - Virginia Evans



# Workbook and Grammar



Express Publishing



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**Express Publishing**



# 1a

## On board

1 Which job are they talking about? Read and match. There is one extra picture.



1 This person travels a lot and helps people on a plane.

This person helps people stay fit. 2

3 This person creates websites.

4 This person operates on people's hearts.

5 This person trains footballers.



2 Complete the sentences. Use the jobs from Ex. 1.

- Do you love football? We have all the information you need to become a **football coach**.
- My mum has hired a \_\_\_\_\_ because she wants to lose weight.
- Ann Brown is a \_\_\_\_\_ at the local hospital. She works long hours, but she gets a very good salary.
- Sue loves working as a \_\_\_\_\_ because she gets to visit many different countries.
- As a \_\_\_\_\_, Jake spends his day working on a computer.

3 Put the words in the correct order.

- A: Everything will be alright.  
B: it./doubt/I  
**I doubt it.**
- A: I don't really like flying.  
B: worry!/Don't/safe./are/Planes/very  
\_\_\_\_\_
- A: I'm really scared!  
B: of./There's/to/afraid/nothing/be  
\_\_\_\_\_
- A: yet?/there/Are/we  
\_\_\_\_\_
- B: Almost.

# Just the job

# 1b

### 1 Find six job qualities.

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

## Jobs

### 2 Complete. Use the adjectives above.

- Personal trainers need to be fit and **energetic**.
- Ski instructors need to be \_\_\_\_\_ because skiing can be very dangerous.
- Teachers need to be \_\_\_\_\_ with their students and stay calm.
- Managers must be \_\_\_\_\_ and able to work on their own.
- Caretakers need to be \_\_\_\_\_ because they take care of other peoples' homes.
- Flight attendants need to be \_\_\_\_\_ because they work shifts and travel a lot.

### 3 Listen and match.

#### People

- Matt **A**
- Blake \_\_\_\_\_
- Diana \_\_\_\_\_
- Janet \_\_\_\_\_
- Charlie \_\_\_\_\_

#### Jobs

- clown
- pilot
- make-up artist
- football coach
- hairdresser

### 4 Complete the dialogue. Use the sentences in the box.

**A** Can you work weekends

**B** See you tomorrow then

**C** Thank you

**D** And I'm also hard-working and honest

**E** I think we can give it a try



**Woman:** Hello, Pat. Have a seat.

**Pat:** Hello. **1**  **C** .

**Woman:** So, Pat. Tell me a little bit about yourself.

**Pat:** Well, I'm very friendly. **2**  .

**Woman:** Excellent. Is this your first job as a waitress?

**Pat:** Yes.

**Woman:** OK. That's not a problem. **3**  ?

**Pat:** Yes, of course.

**Woman:** Well, **4**  . Can you come tomorrow morning? Around nine?

**Pat:** Yes, of course! Thank you very much!

**Woman:** You're welcome. **5**  .



# 1c They've got the looks!

- 1 What do these people look like? Look at the pictures and then write the names next to the descriptions. There's one extra picture.



Tammy



Veronica



Brad



Karen



Henry



Suzy

- 1 **Henry** is in his late sixties. He's got wrinkles and a long face.
- 2 \_\_\_\_\_ is very young and slim. She's got an oval face and frizzy hair.
- 3 \_\_\_\_\_ is a teenager. She's got a pointed chin and a pierced nose.
- 4 \_\_\_\_\_ is in his mid-twenties. He's got a shaved head and he's very well-built.
- 5 \_\_\_\_\_ is in her early twenties. She's got short straight hair and dimples.

- 2 Now, describe the extra picture from Ex. 1.

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- 3 Complete the sentences.

**bossy**

**imaginative**

**sensitive**

**easy-going**

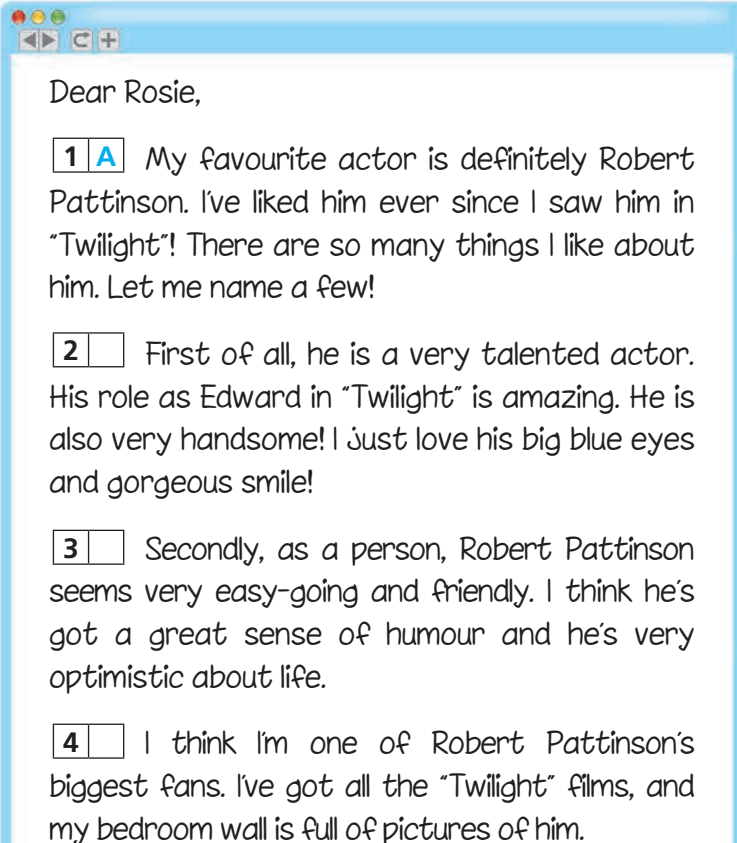
~~**selfish**~~

**talkative**

- 1 Frank hates sharing his things with others. He's **selfish**.
- 2 Andrea loves telling her little sister what to do. She's \_\_\_\_\_.
- 3 Carol is often easily hurt by what others say. She can be \_\_\_\_\_.
- 4 Jim chats all day long. He's very \_\_\_\_\_.
- 5 Katie always thinks of incredible ideas. She's \_\_\_\_\_.
- 6 Helen doesn't get annoyed or angry easily. She's quite \_\_\_\_\_.

## An email about my favourite actor

1 Read the email and match the paragraphs to the headings.



Dear Rosie,

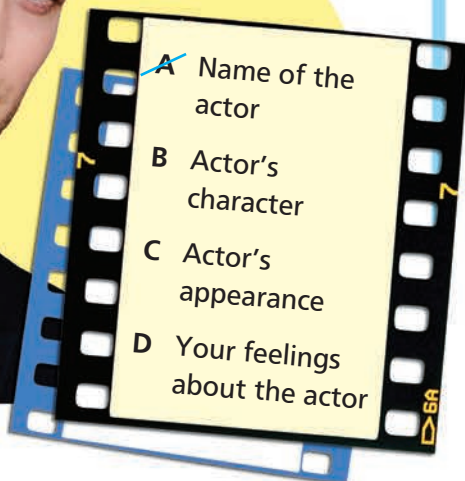
1 **A** My favourite actor is definitely Robert Pattinson. I've liked him ever since I saw him in "Twilight"! There are so many things I like about him. Let me name a few!

2  First of all, he is a very talented actor. His role as Edward in "Twilight" is amazing. He is also very handsome! I just love his big blue eyes and gorgeous smile!

3  Secondly, as a person, Robert Pattinson seems very easy-going and friendly. I think he's got a great sense of humour and he's very optimistic about life.

4  I think I'm one of Robert Pattinson's biggest fans. I've got all the "Twilight" films, and my bedroom wall is full of pictures of him.

Talk soon.  
Love, Jenna

- A Name of the actor
- B Actor's character
- C Actor's appearance
- D Your feelings about the actor

### Writing Tip

When writing an email to a friend, we start with Dear/Hi + person's first name and we end with Love/Yours, + our first name.

2 Read the email again. Then, write **yes** or **no**.

- 1 Jenna's favourite actor is Robert Pattinson. yes
- 2 Jenna thinks Robert Pattinson is not very handsome. \_\_\_\_\_
- 3 Robert Pattinson seems to be quite funny. \_\_\_\_\_
- 4 Jenna hasn't seen all of the *Twilight* films yet. \_\_\_\_\_

3 Answer the questions about your favourite actor/actress.

- 1 Who is your favourite actor/actress?
- 2 What does he/she look like?
- 3 What is he/she like?
- 4 How do you feel about him/her?

4 Use your answers from Ex. 3 and the plan below to write an email to your friend about your favourite actor/actress.

Dear ...

#### Paragraph 1

your favourite actor's/actress's name (*My favourite ... is definitely ... . I've liked ... ever since ... .*)

#### Paragraph 2

the actor's/actress's appearance (*First of all, ... is a very ... . ... is also very ... .*)

#### Paragraph 3

the actor's/actress's character (*Secondly, as a person, ... seems very ... . I think ... .*)

#### Paragraph 4

your feelings about the actor/actress (*I think I'm one of ... biggest fans. ... .*)



# Grammar Focus



## Grammar (Present Simple & Present Continuous)

### Present Simple

We use the **present simple** for:

- **permanent states/facts.**  
*The sun **sets** in the west.*
- **habits or daily routines.**  
*I always **drive** to work.*
- **timetables.**  
*The film **starts** at nine o'clock.*

**Time expressions:** always, usually, on Mondays/Tuesdays, etc, in the morning/afternoon/evening, every day/week, etc, at night/the weekend, etc.

### Spelling 3rd person singular

Most verbs take **-s** in the 3rd person singular.

*I walk – she **walks**, I run – he **runs***

Verbs ending in **-ss, -sh, -ch, -x** and **-o**, take **-es** in the 3rd person singular.

*I miss – he **misses**, I brush – he **brushes**,  
I catch – he **catches**, I mix – he **mixes**, I do – he **does***

Verbs ending in **consonant + -y**, drop the **-y** and take **-ies**.

*I try – she **tries***

Verbs ending in **vowel + -y**, take **-s** only.

*I play – he **plays***

### Stative verbs

Some verbs don't have continuous forms because they describe a **state**, not an action. These include:

- verbs which express **likes** and **dislikes**: *like, love, hate, dislike, prefer, etc.*  
*I **love** your new CD. (NOT: ~~I'm loving~~ your new CD.)*
- verbs of **perception**: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think, etc.*  
*I **don't know** where he is.*
- verbs of the **senses**: *see, hear, feel, taste, look, smell, sound, etc.*  
*This cake **tastes** delicious.*

### Present Continuous

We use the **present continuous** for:

- **actions happening now or around the time of speaking.**  
*Sue **is watching** TV now.*
- **definite plans in the near future.**  
*I **am having** a party on Saturday.*

**Time expressions:** now, at the moment, at present, these days, tomorrow, next week, etc.

### Spelling

Most verbs take **-ing**. *wash – **washing**, read – **reading***

Verbs ending in a stressed vowel between two consonants, **double the last consonant** and add **-ing**.  
*hit – **hitting**, plan – **planning***

Verbs ending in **-l**, **double the -l** and add **-ing**.  
*travel – **travelling***

Most verbs ending in **-e**, drop the **-e** and add **-ing**.  
*take – **taking**, wake – **waking***

Verbs ending in **-ie**, drop the **-ie** and add **-y + -ing**.  
*tie – **tying***

## 1 Circle the mistake (A or B), then correct it.

- Sam usually <sup>plays</sup> playing football on Tuesdays, but today he's studying for a test.  
A B
- Susan washes her dog now. She always washes it on Saturdays.  
A B
- Patty has a piano lesson twice a week. She is loving music.  
A B

- This film is awful! I am hating thrillers!  
A B
- Are you doing your homework every day or do you sometimes watch TV?  
A B
- Mike has a party tomorrow. He is very busy at the moment.  
A B



**2** Fill in with the *present simple* or the *present continuous*.

**Claire:** Hi, Betty!

**Betty:** Hi, Claire. 1) **Are you calling** (you/call) from France?

**Claire:** Yes! I am in Paris right now.

**Betty:** Wow! Paris! 2) \_\_\_\_\_ (you/like) it there?

**Claire:** Oh, it's amazing! I 3) \_\_\_\_\_ (love) it!

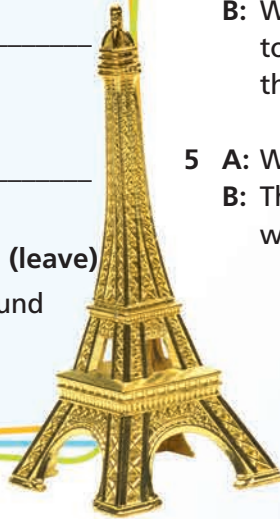
**Betty:** When 4) \_\_\_\_\_ (you/come) home?

**Claire:** Next Friday.

**Betty:** What time 5) \_\_\_\_\_ (your plane/land) in Dublin?

**Claire:** Well, my flight 6) \_\_\_\_\_ (leave) at 6 o'clock, so I'll be in Dublin around 7:30.

**Betty:** OK. See you on Friday.



**3** Read and underline.

1 A: Is Dad watching TV?

B: No, he is washing/washes the car.

2 A: **Do you want/**Are you wanting to watch a DVD?

B: Sorry, I can't.

3 A: How often is Tony having/does Tony have an Italian lesson?

B: Every Monday and Wednesday.

4 A: What are you doing/do you do on Saturdays?

B: Well, I usually hang out with my friends, but tomorrow I am helping/help my mum with the chores.

5 A: Where are the children?

B: They're in the garden. They play/are playing with the puppy.

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

Dear Betty,

Greetings from Rome! The weather is beautiful and we 1) **spend** (spend) every day outside. Right now I 2) \_\_\_\_\_ (sit) by the pool and I 3) \_\_\_\_\_ (drink) iced tea while Laura 4) \_\_\_\_\_ (swim). Every morning we 5) \_\_\_\_\_ (go) sightseeing, but today we 6) \_\_\_\_\_ (take) the train to the countryside.

Well, that's all for now. See you when we get back. Say 'hello' to everyone for me!

John







# Grammar Focus

## Grammar (Comparative & Superlative Forms)

### The comparative

#### Use

We use the **comparative** to compare two people, things, animals, places, etc. We usually use **than** after *comparative forms*. We can also use **much** before *comparative adjectives* to give emphasis.

*Fred is **taller** than Sam.*

*This book is **more interesting** than that one.*

*Steve is **much more careful** than Henry.*

### The superlative

#### Use

We use the **superlative** to compare one person, thing, animal or place with two or more people, things, animals or places in the same group or place.

*Sue is **short**. Harry is **shorter** than Sue. Larry is **the shortest** of all.*

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short adjectives	tall big	taller (than) bigger (than)	the tallest the biggest
-y adjectives	funny	funnier (than)	the funniest
Longer adjectives	beautiful	more beautiful (than)	the most beautiful
Irregular forms	good bad many much	better (than) worse (than) more (than) more (than)	the best the worst the most the most

#### Note:

- We use **very/extremely** + adjective to give emphasis.  
*Mary is **extremely polite**.*
- We use **much** + comparative adjective to make a comparison stronger.  
*His car is **much more expensive** than mine.*
- We can use **(not) as + adjective/adverb + as** to show that two people or things are/aren't equal.  
*Henry **isn't as patient as** Lynn.*

- 5 Complete and choose. Then, check your answers with your teacher.

### Test your knowledge!

- Which is **the longest (long)** river in the world?  
A the Nile                      B the Amazon
- Which snake is \_\_\_\_\_ (**dangerous**) than a cobra?  
A a python                      B a black mamba
- Which continent is \_\_\_\_\_ (**small**) than Europe?  
A Africa                      B Australia
- Which is \_\_\_\_\_ (**large**) city in the world?  
A Tokyo                      B Moscow
- Which is \_\_\_\_\_ (**popular**) football club in the UK?  
A Manchester United      B Leeds United
- Which lake is \_\_\_\_\_ (**big**) than Lake Victoria?  
A Lake Superior              B Lake Titicaca



- 6 Read and underline.

- Frank is the **funniest/funnier** person I know.
- This car is too small for us. We need one that's much **bigger/biggest**.
- Mary is the **more/most** interesting person I have ever met.
- Tom is **fitter/fittest** than I am.
- Taking the bus is much **cheaper/cheapest** than taking the train.
- February is the **shorter/shortest** month of the year.

## Grammar (Relative Clauses)

- We use **who/that** to refer to **people**.  
*The girl **who/that** is with Ann is her niece.*
- We use **which/that** to refer to **things, animals or ideas**.  
*This is the room **which/that** has got a fireplace.*
- We use **where** to refer to a **place**.  
*This is the restaurant **where** I had dinner last night.*
- We use **whose** to refer to someone's **possession or connection**.  
*That's the girl **whose** cousin is an actress.*

There are two types of **relative clauses**:

- a **defining relative clause** gives **necessary information** for the meaning of the main sentence. We do **not** put the clause in **commas**.  
*The DVD **which/that we watched last week** was great. (Which DVD? The one we watched last week.)*
- a **non-defining relative clause** gives **extra information, not essential** to the meaning of the main sentence. The clause is in **commas**. We **cannot** use **that** instead of **who** or **which**.  
*Miss Reed, **who is a writer**, lives near my brother. (who is a writer – the relative clause gives extra information)*

### 7 Choose the correct item.

- You didn't get the newspaper \_\_\_\_\_ I asked for.  
A where    B who    **C that**
- This is the park \_\_\_\_\_ we go jogging on Saturdays.  
A whose    B where    C who
- That's the man \_\_\_\_\_ I saw on TV last night.  
A whose    B where    C that
- Alan is the boy \_\_\_\_\_ mother has won an award.  
A whose    B that    C who
- I found the keys \_\_\_\_\_ you were looking for.  
A where    B whose    C which
- The boy \_\_\_\_\_ is sitting next to Ann is my brother.  
A whose    B which    C who
- That's the man \_\_\_\_\_ teaches at my school.  
A whose    B who    C where
- I don't know \_\_\_\_\_ to go on holiday.  
A who    B which    C where

### 8 Fill in the *relative pronoun*. Put commas where necessary. Write **D** for **defining** or **ND** for **non-defining**.

- Julie, **whose** brother is in my English class, has just moved to London. **ND**
- The woman \_\_\_\_\_ works in the baker's is very friendly. \_\_\_\_\_
- Have you found the sunglasses \_\_\_\_\_ you lost? \_\_\_\_\_
- Mr Evans \_\_\_\_\_ is very old lives in a flat in the city centre. \_\_\_\_\_
- Andrew \_\_\_\_\_ is a successful doctor lives in New York City. \_\_\_\_\_
- The people \_\_\_\_\_ own the restaurant are from Italy. \_\_\_\_\_

## Grammar (Too – Enough)

- Too** comes **before adjectives or adverbs**.  
*This tea is **too hot** for me to drink. (It's so hot that I can't drink it.)*
- Enough** comes **before nouns, but after adjectives or adverbs**.  
*We've got **enough money** to buy the laptop. (We can buy the laptop.)*  
*She sings **well enough** to win the competition. (She can win the competition.)*

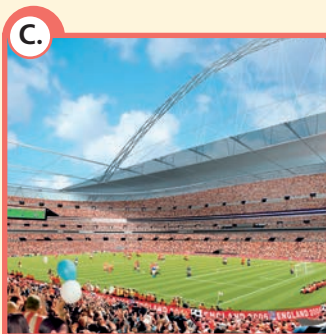
### 9 Rewrite the sentences.

- Julie is too young to drive.  
Julie isn't **old enough** to drive.
- This jacket isn't big enough for me.  
This jacket is \_\_\_\_\_ for me.
- Billy is too short to play basketball.  
Billy isn't \_\_\_\_\_ to play basketball.
- The music is loud. I can't hear anything.  
The music is \_\_\_\_\_ for me to hear anything.



### Listening Comprehension

1 You will hear three dialogues (1.-3.) twice. For each dialogue, choose the correct place (A-D). Write the answers in the boxes. Careful! One place is extra and does not match any of the dialogues.



1.       2.       3.

### Knowledge of Language Functions

2 You are going to hear four questions (1.-4.) twice. Read the answers below. For every question (1.-4.), choose the right answer (A-E). Careful! One answer is extra.

- A. Yes, I can.
- B. In the mall.
- C. Yes, I am.
- D. I'm creative and friendly.
- E. No. I've got a lot of experience.

1.	2.	3.	4.

3 Fill in each conversation with the missing line. Write the letter A, B or C in each box.

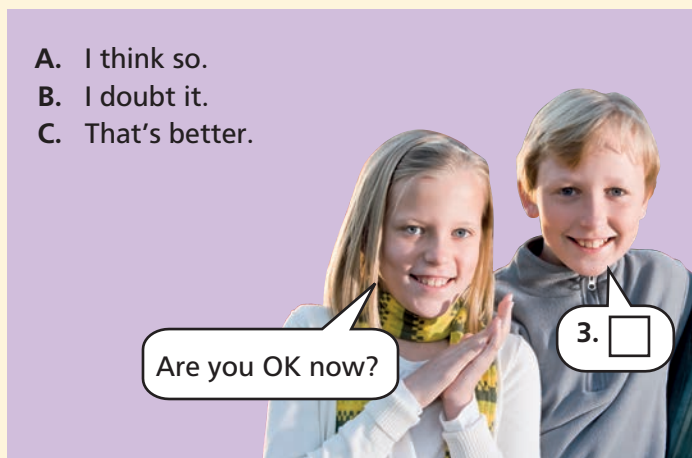
- A. He's tall with dark hair.
- B. He's easy-going.
- C. He likes flying.



- A. I'm going to work.
- B. I'm working.
- C. I'm a travel agent.



- A. I think so.
- B. I doubt it.
- C. That's better.





## Knowledge of Language Means

- 4 In sentences (1.-3.), out of the given answers, choose the one which corresponds with the picture. Write X in the box next to answer A, B or C.



- The woman sitting has got
  - straight hair.
  - wavy hair.
  - spiky hair.
- The make-up artist has got
  - a moustache.
  - freckles.
  - a ponytail.
- The man is a
  - make-up artist.
  - security guard.
  - hairstylist.



## Reading Comprehension

- 5 Read the text. Choose the correct answer. Write X in the box next to answer A, B or C.

From: Katie.jones@mail.co.uk

To: stephanie21@server.co.uk

Hi, Stephanie!

How is your job at the travel agent's? I don't work at Barney's Café as a waitress anymore – I'm a flight attendant now!

I work long hours and I get up really early. I have to be at the airport at seven in the morning, so I wake up at five thirty and catch the six thirty bus. I usually go on flights to Europe, but next week I'm going to North America. Maybe one day I can go to Australia – I want to see Sydney and Ayers Rock!

I love being a flight attendant. It's not well-paid, but I don't mind. I don't like waking up early in the mornings, but I like seeing new places and meeting new people.

Call me soon,  
Katie

1. What job does Stephanie do?



A.



B.



C.

2. What time does Katie get up?



A.



B.



C.

3. Where is Katie going next week?

**Australia**

A.

**North America**

B.

**Europe**

C.

4. Why is Katie writing the email to her friend?

- To tell her about her plans to visit Australia.
- To tell her about her new job.
- To tell her about the job she wants to do.



# 2a A freaky ferry trip

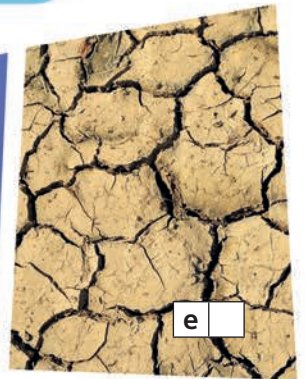
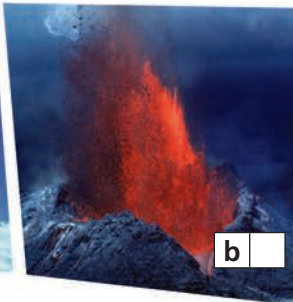
1 Complete the sentences. Then, use the numbers to break the secret code!

- A freak w  $\frac{a}{1}$  v  $\frac{e}{2}$  almost hit the ship.
- The skiers escaped just minutes before the  $\frac{a}{1}$   $\frac{1}{1}$   $\frac{11}{1}$   $\frac{1}{3}$   $\frac{6}{2}$  happened.
- There was very little food after last year's  $\frac{d}{9}$   $\frac{10}{7}$   $\frac{6}{5}$ .
- The  $\frac{1}{6}$   $\frac{5}{3}$   $\frac{3}{3}$  lit up the evening sky.
- The heavy f  $\frac{11}{10}$   $\frac{10}{10}$  covered the small village in water.
- The v  $\frac{10}{11}$   $\frac{1}{3}$   $\frac{e}{9}$   $\frac{7}{4}$   $\frac{5}{10}$   $\frac{3}{3}$  of Pompeii happened in 79 AD.
- The t  $\frac{5}{7}$   $\frac{3}{1}$   $\frac{8}{8}$  i caused damage in over ten countries.

The secret code is ...

$\frac{3}{3}$   $\frac{a}{1}$   $\frac{5}{7}$   $\frac{9}{9}$   $\frac{a}{1}$   $\frac{11}{11}$   $\frac{4}{4}$   $\frac{6}{6}$   $\frac{e}{2}$   $\frac{3}{3}$   $\frac{10}{10}$   $\frac{8}{8}$   $\frac{e}{2}$   $\frac{3}{3}$   $\frac{a}{1}$

2 Match the pictures to five of the sentences in Ex. 1.



3 Match the words to make phrases. Then, use the phrases to complete the sentences.

- 1 ferry  c
- 2 huge
- 3 cause
- 4 under
- 5 natural

- a disasters
- b damage
- ~~c boat~~
- d wave
- e control

- A tsunami is a **huge wave** that can cause floods.
- We went to France by \_\_\_\_\_.
- Earthquakes and other \_\_\_\_\_ can cause serious problems.
- Don't worry; we've got everything \_\_\_\_\_.
- Fortunately, the storm did not \_\_\_\_\_.

4 Read and fill in the phrases below.

I've got it under control

By the way

thank goodness

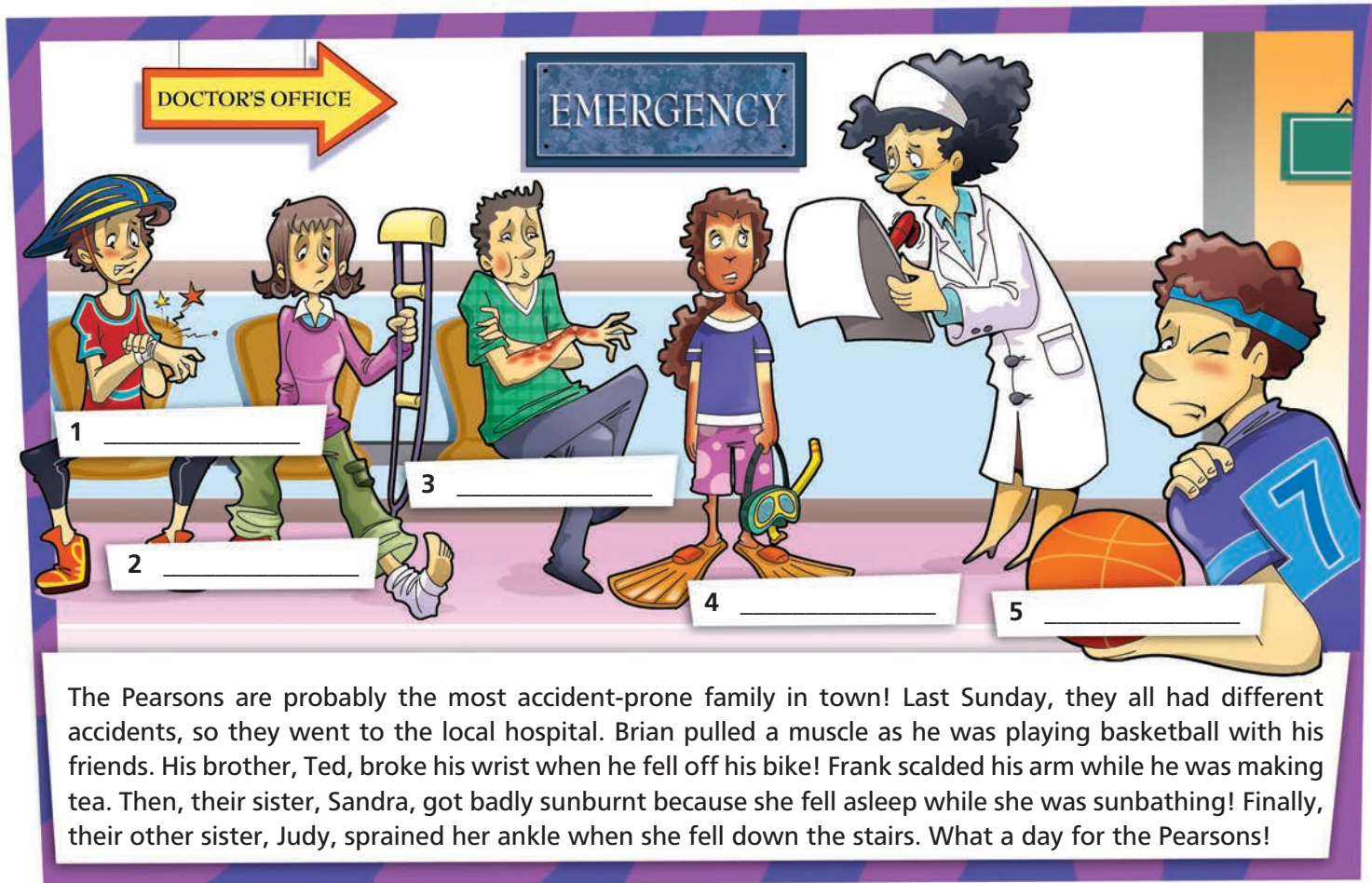
out of nowhere

- A: **By the way**, where are the children?  
B: They're in their room.
- A: Oh, no! What are we going to do?  
B: Don't worry. \_\_\_\_\_.
- A: We're lucky it didn't hit the boat!  
B: Yes, \_\_\_\_\_!
- A: What happened?  
B: A freak wave appeared \_\_\_\_\_.

# Accidents happen

# 2b

1 Look at the picture. Then, read the text and write the correct names.



The Pearsons are probably the most accident-prone family in town! Last Sunday, they all had different accidents, so they went to the local hospital. Brian pulled a muscle as he was playing basketball with his friends. His brother, Ted, broke his wrist when he fell off his bike! Frank scalded his arm while he was making tea. Then, their sister, Sandra, got badly sunburnt because she fell asleep while she was sunbathing! Finally, their other sister, Judy, sprained her ankle when she fell down the stairs. What a day for the Pearsons!

2 Complete the dialogue with the following:

- A. I think I pulled a muscle
- B. I hope it turns out to be nothing serious
- C. you poor thing
- D. ~~My back is killing me~~
- E. Did you put anything on it

A: Are you alright, Donna?  
 B: 1) **My back is killing me.**  
 A: Oh, 2) \_\_\_\_\_! What happened?  
 B: Well, 3) \_\_\_\_\_ while I was cleaning the house.  
 A: Oh, dear! 4) \_\_\_\_\_?  
 B: I put an ice pack on it and I've got a doctor's appointment tomorrow.  
 A: Well, 5) \_\_\_\_\_.  
 B: Thanks. I'll let you know.

3 Read and complete the sentences.

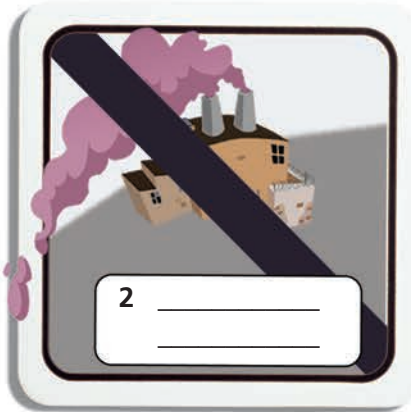
- |       |          |                    |
|-------|----------|--------------------|
| X-ray | plaster  | <del>bandage</del> |
| cream | ice pack | clean              |

- 1 After the injury, the football coach put a(n) **bandage** on my knee.
- 2 I cut my finger while I was cutting bread, so I put a(n) \_\_\_\_\_ on it.
- 3 Katie sprained her ankle, so her mum put a(n) \_\_\_\_\_ on it.
- 4 You should \_\_\_\_\_ the wound before you put a plaster on it.
- 5 Billy broke his arm, so he needs to have a(n) \_\_\_\_\_.
- 6 Cindy put some \_\_\_\_\_ on her back when she got sunburnt.



# Our endangered planet

1 Write the environmental problems.



2 Complete the poster with the words below.

3 Listen and write True or False.

products

habitats

appliances

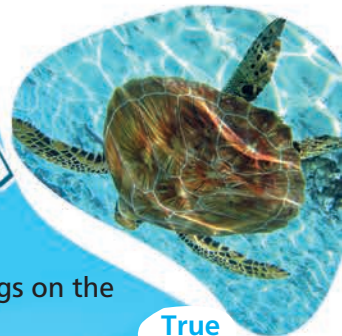
Reduce

transport

## Help to **SAVE!** Our Planet Now!

- Use eco-friendly cleaning 1) **products!**
- Turn off 2) \_\_\_\_\_ when not in use!
- Protect animals' 3) \_\_\_\_\_!
- Use public 4) \_\_\_\_\_!
- 5) \_\_\_\_\_, reuse and recycle!

## CARETTA-CARETTA



- 1 The *Caretta-caretta* lays its eggs on the beach.
- 2 We mustn't drive our cars on protected beaches.
- 3 We must help the baby turtles into the sea.
- 4 We shouldn't make any noise on the beach.
- 5 We can go near the nests.

True



## A story

1 Read the story and put the paragraphs in the correct order.

**The day everything went wrong!**



First, I dropped a milk bottle in the kitchen and my father was angry with me. Then, I missed the school bus because I was cleaning up the mess in the kitchen. I had to walk to school and I arrived late, so my teacher gave me detention!

I got home late because of detention and missed my favourite TV programme. Later, while I was helping my mother prepare dinner, I sprayed lemon juice in my eye! My mother told me I should go to bed early and I agreed. I wanted the day to end because I didn't want anything else to go wrong!

I was happy when, finally, lunchtime came, but there was more bad luck to come. My friend was dancing around and she bumped into me while I was drinking hot tea. It spilled on my hand and scalded me!

1 The day started as usual. My alarm clock woke me up at seven o'clock. But, from the minute I got out of bed, things started to go wrong!

2 Read the story again and underline the sentence that best describes the picture.



### Writing Tip

- When you start a story, always set the scene (*where it happened, when, who was involved*). Remember to put the events in the order they happened.
- Use linkers to show the order of events (*first, then, after that, when, so, later, finally, etc.*).

3 Read the story in Ex. 1 again and write a brief summary. Use *first, then, after that, finally*.

4 Imagine a day in your life when everything went wrong! Answer the questions.

- 1 When did it happen? Where?
- 2 What exactly happened?
- 3 How did you feel?

5 Write a short story for your school magazine with the title *The day everything went wrong!*. Use your answers from Ex. 4 and the plan below.

#### Paragraph 1

set the scene (*The day started as usual. My ..., but ...*)

#### Paragraphs 2, 3

describe the events in the order they happened (*First, I ... Then, I ... because ... As I was ...*)

#### Paragraph 4

what happened in the end & how you felt (*I got ... because of ... Later, while I ... I wanted the day to end because ...*)





# Grammar Focus

## Grammar (Past Simple)

### Form

- The **past simple affirmative** of regular verbs is formed by adding **-ed** to the verb.  
*I visit – I visited, I start – I started*
- We form questions with **did + the base form of the verb**.  
*They visited Rome last week. – Did they visit Rome last week?*
- We form negations with **did not (didn't) + the base form of the verb**.  
*They didn't visit Paris last week.*

### Spelling Rules

Verbs ending in **-e**, take only **-d**.

*I dive – I dived, I type – I typed*

Verbs ending in a **vowel + -y**, keep the **-y** and take **-ed**.

*I stay – I stayed*

Verbs ending in **one stressed vowel between two consonants**, **double the last consonant** and take **-ed**.

*I plan – I planned*

Verbs ending in a **consonant + -y**, drop the **-y** and take **-ied**.

*I carry – I carried*

Verbs ending in **-l**, double the **-l** and take **-ed**.

*I cancel – I cancelled*

### Irregular Verbs

Irregular verbs do not form the **past simple** by adding **-ed**.

*She ran. – Did she run? – She didn't run.*

*(See list of Irregular Verbs at the end of the book.)*

### Use

We use the **past simple** for:

- a **completed action in the past**.  
*He washed the car yesterday. (When? Yesterday.)*
- actions that happened one after the other**.  
*First he got dressed and then he left.*

### Time expressions used with the **past simple**:

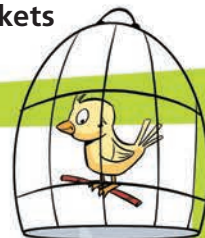
yesterday, the day before yesterday, last week/  
month/year, two hours/days/weeks/months/years  
ago, when, in 2009, etc.

1 Use the **past simple** forms of the verbs below to complete the sentences.

- buy      appear      happen  
go      ~~cause~~      eat

- The thunderstorm **caused** a lot of damage.
- What \_\_\_\_\_ last night at the party?
- Tim and I \_\_\_\_\_ to a Mexican restaurant.
- Susan \_\_\_\_\_ a sandwich for lunch.
- Suddenly, a black cat \_\_\_\_\_ out of nowhere.
- The Hendersons \_\_\_\_\_ a new car last month.

2 **Joke time:** Put the verbs in brackets into the **past simple** tense.



One day, a man 1) **walked** (walk) into a pet shop. He 2) \_\_\_\_\_ (not/have) a pet, so he decided to get a dog. He 3) \_\_\_\_\_ (see) a very cute puppy. 'Does your dog bite?' he asked the shop assistant. 'No, my dog doesn't bite,' the assistant replied. Then the man 4) \_\_\_\_\_ (try) to pet the puppy, but it 5) \_\_\_\_\_ (bite) him. 'Ouch! I thought you 6) \_\_\_\_\_ (say) your dog doesn't bite,' the man said. The shop assistant said, 'That's not my dog!'





## Grammar (Past Continuous)

### Affirmative

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

### Negative

I **was not (wasn't) playing**.  
 You **were not (weren't) playing**.  
 He/She/It **was not (wasn't) playing**.  
 We/You/They **were not (weren't) playing**.

### Interrogative/ Short answers

**Was I playing?**  
**Yes, you were.**  
**No, you weren't.**

**Were you playing?**  
**Yes, I was. / No, I wasn't.**

**Was he/she/it playing?**  
**Yes, he/she/it was.**  
**No, he/she/it wasn't.**

**Were we/you/they playing?**  
**Yes, we/you/they were.**  
**No, we/you/they weren't.**

### Use

We use the **past continuous** for:

- an action that was in progress at a stated time in the past.  
*She **was having** a piano lesson at 7 o'clock last night.*
- a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action).  
*I **was riding** my bike when I **dropped** my mobile phone.*
- two or more actions which were happening at the same time in the past (simultaneous actions).  
*Harry **was reading** a book while Ted **was making** a sandwich.*

**Time expressions used with the past continuous:** while, when, as, all day/night/morning, all day yesterday, etc.

### Note

- ... **when/while/as + past continuous** (longer action)
- ... **when + past simple** (shorter action)

### 3 Put the verbs in brackets into the *past continuous* tense.

- At eight o'clock last night, Mary **was watching** (watch) TV.
- Mum \_\_\_\_\_ (read) a newspaper while Ted \_\_\_\_\_ (do) his homework.
- Dad \_\_\_\_\_ (cook) dinner when the telephone rang.
- It \_\_\_\_\_ (not/rain) very heavily this morning.
- \_\_\_\_\_ (Lindy/drive) to work at eight o'clock yesterday morning?
- They \_\_\_\_\_ (not/work) all day yesterday.

### 4 Underline the correct word.

- I was watching TV **while/when** the earthquake happened.
- Steve called me **as/when** he got home from work.
- We went to Paris a month **last/ago**.
- Peter was studying **while/when** I arrived.

### 5 What were the Hills doing when their friends came to visit them? Look and complete.

1 Mrs Hill  **was ironing**.

2 Sue  \_\_\_\_\_ to music

while Ben  \_\_\_\_\_ a book.

3 Mr Hill  \_\_\_\_\_ the furniture.

4 Patrick  \_\_\_\_\_ a video game.



# Grammar Focus



## Grammar (Past Simple vs Past Continuous)

### Past Simple

We use the **past simple** for:

- an action which happened at a stated time in the past.  
*She **had** an English lesson yesterday.* (When? Yesterday.)
- actions which happened immediately one after the other in the past.  
*He **had** a shower, **read** a book for a while and then **went** to bed.*

### Past Continuous

We use the **past continuous** for:

- an action which was in progress at a stated time in the past.  
*At ten o'clock yesterday morning, Sue **was jogging** in the park.*
- two or more actions that were happening at the same time in the past. (simultaneous actions)  
*Ryan **was studying** while Jenny **was surfing** the Net.*
- a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action which interrupted it (shorter action).  
*We **were having** dinner **when** the doorbell **rang**.*

### 6 Read and complete what the people said to the police about their accidents.



1 As I **was coming** (come) home, I \_\_\_\_\_ (turn) into the wrong street and \_\_\_\_\_ (crash) into a tree.

2 I \_\_\_\_\_ (try) to kill a fly when I \_\_\_\_\_ (drive) into a telephone box.

3 As I \_\_\_\_\_ (take) my parrot to the vet, it \_\_\_\_\_ (get) out of its cage and \_\_\_\_\_ (fly) out of the window. The next thing I remember, there was a car crash.

4 An invisible car \_\_\_\_\_ (come) out of nowhere, \_\_\_\_\_ (hit) my car and \_\_\_\_\_ (disappear).

5 As I \_\_\_\_\_ (drive) along the street, a stop sign \_\_\_\_\_ (appear) out of nowhere.

### 7 Over to you: Complete the sentences about yourself.

1 I was playing football when I **pulled a muscle**.

2 While I was having breakfast, \_\_\_\_\_ .

3 As I was riding my bike, \_\_\_\_\_ .

4 I was waiting at the bus stop when \_\_\_\_\_ .

5 At nine o'clock last night, I \_\_\_\_\_ .

6 I was sleeping when \_\_\_\_\_ .

## Grammar (Modal Verbs – Present)

We use **can** to:

- express a general ability in the present.  
*I **can** swim. (I am able to swim.)*

We use **must/mustn't** to:

- express obligation or duty.  
*You **must** go to school. (It's your duty.)*
- express prohibition.  
*You **mustn't** talk in the library. (You aren't allowed to talk. It's against the rules.)*

We use **have to** to:

- express necessity.  
*You **have to** tidy your room. (It's necessary for you to tidy your room.)*

We use **don't have to** to:

- express lack of necessity.  
*You **don't have to** get up early. (It isn't necessary for you to get up early.)*

We use **may/might/could** to:

- express possibility.  
*He **may** call tonight. (It's possible that he'll call tonight.)*

We use **should/shouldn't** to:

- give advice.  
*You **should** use public transport. (It's a good idea to use public transport.)*

We use **must** to:

- express positive logical assumptions.  
*She's wearing a white coat; she **must** be a doctor. (I'm sure she's a doctor.)*

We use **can't** to:

- express negative logical assumptions.  
*They **can't** be at home; the lights are off. (I'm sure they're not at home.)*

### 8 Match the sentences.

- |                                    |                             |
|------------------------------------|-----------------------------|
| 1 The bird is not eating.          | A She must be asleep.       |
| 2 Susie's not answering her phone. | B He can't be at the shops. |
| 3 They look alike.                 | C They must be twins.       |
| 4 Shops are closed today.          | D It can't be hungry.       |

### 9 Put the words in the correct order.

HELP OUR PLANET 

- 1 animals./have/We/to/protect/the  
**We have to protect the animals.**
- 2 plant/trees./should/We/more  
\_\_\_\_\_
- 3 We/more./recycle/could  
\_\_\_\_\_
- 4 environmental/can/group./We/an/join  
\_\_\_\_\_
- 5 the/mustn't/We/drop/sea./rubbish/in  
\_\_\_\_\_
- 6 campaign./start/may/a/We/clean-up  
\_\_\_\_\_

### 10 Read and complete. Use: **mustn't**, **don't have to**, **may**, **should**, **have to**.

**NO SWIMMING**

GILLIAN'S CLUB  
Everyone Welcome

POOL closes at 9 p.m.

ALL FLIGHTS DELAYED

Please take lost property to Mrs Smith

- 1 You **mustn't** swim in this lake.
- 2 You \_\_\_\_\_ be a member to go to this club.
- 3 You \_\_\_\_\_ leave the pool at nine.
- 4 You \_\_\_\_\_ arrive in London late.
- 5 You \_\_\_\_\_ take any lost property to Mrs Smith.

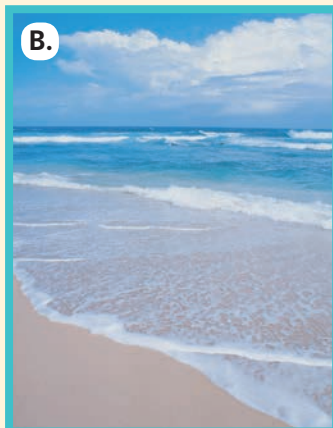
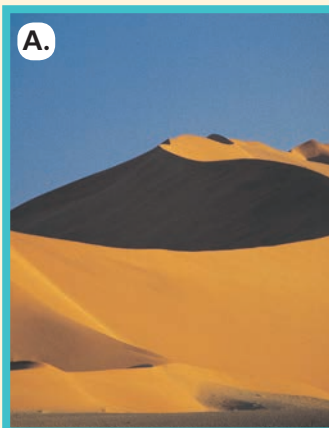
### Listening Comprehension

1 You will hear three texts twice. On the basis of the information in the recording, decide whether sentences (1.-3.) are true (YES) or false (NO). Write X in the box next to the correct answer.

- The boy is talking about a storm.
- They are waiting to see the doctor.
- The girl is talking about an injury.

YES <input type="checkbox"/>	NO <input type="checkbox"/>
YES <input type="checkbox"/>	NO <input type="checkbox"/>
YES <input type="checkbox"/>	NO <input type="checkbox"/>

2 You will hear three dialogues (1.-3.) twice. For each dialogue, choose the correct place (A-D). Write the answers in the boxes. Careful! One place is extra and does not match any of the dialogues.



1.

2.

3.

### Knowledge of Language Functions

3 Fill in each conversation with the missing line. Choose A, B or C.

1. X: Stay calm. I've got it under control.

Y:

- Don't worry!
- Thank goodness!
- That's serious!

2. X:

Y: Thanks. I'll let you know.

- I hope it turns out to be nothing serious.
- That's terrible.
- You poor thing.

3. X: When did the earthquake take place?

Y:

- In Japan.
- At sea.
- In 1952.

4 You are going to hear four questions (1.-4.) twice. Read the answers below. For every question (1.-4.), choose the right answer (A-E). Careful! One answer is extra.

- I fell off my bike.
- How awful!
- I'm going at 4 o'clock this afternoon.
- My wrist really hurts!
- An ice pack.



1.

2.

3.

4.



## Knowledge of Language Means

5 Read the text and choose the correct word (A-C) to fill each gap.

In the modern world, 1. \_\_\_\_\_ energy is a big problem. But there are some simple things you 2. \_\_\_\_\_ do to stop it. Turn off lights and 3. \_\_\_\_\_ in your house when you're not using them. 4. \_\_\_\_\_ showers instead of baths, and turn the heating down.

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. A. polluting | B. throwing   | C. wasting   |
| 2. A. can       | B. might      | C. have      |
| 3. A. products  | B. appliances | C. chemicals |
| 4. A. Bring     | B. Take       | C. Give      |



## Reading Comprehension

6 Read the texts. Decide which sentence (A, B or C) summarises each text correctly.

1.

### Siberian Tiger Fact Sheet

The beautiful Siberian tiger is an endangered species – there are less than 500 left in the world today. They are losing their habitat because people are cutting down trees to build roads through the forests where they live. People also kill Siberian tigers and sell them for money.

- A. Many Siberian tigers die in car accidents.
- B. Deforestation destroys the places Siberian tigers live in.
- C. People pay lots of money to see Siberian tigers in their natural habitat.

2.

**SMS received: 9:27**

Hi, Max! Mum says you're going fishing at Alberta Lake today. I know you love fishing – I do, too – but please don't go! You must have a special licence to fish there. Go to Sycamore River instead, where we usually go. Becky.

- A. Becky doesn't want Max to go fishing at Alberta Lake.
- B. Becky wants Max to meet her at Sycamore River.
- C. Becky wants Max to stop going fishing.

3.

Deforestation is a growing problem on planet Earth and it's our duty to do something about it! Woodlands Middle School is organising a **PLANT A TREE DAY** in Gatesford Forest.

**Come and join us at 10 am on 12th May!**  
**Meeting point – West Car Park, Gatesford Forest**

- A. The school wants to stop people cutting down trees in Gatesford Forest.
- B. The school wants to put trees in Gatesford Forest car park.
- C. The school wants to plant more trees in Gatesford Forest.