

Revision and Extension

Introduction

For each unit of the *English Alive! 4* Student's Book, there are two photocopiable worksheets:

- a revision worksheet, designed for students who need further practice of the grammar presented in the Student's Book
- an extension worksheet, designed to challenge and motivate students

You may want to give the whole class the same worksheet, or give different students different worksheets according to their needs.

Revision worksheets

Students who require additional practice of the grammar presented in the Student's Book can be given the revision worksheet for each unit. These focus on the key grammar points of the unit, at the same time recycling the vocabulary from the unit.

The revision worksheets have been designed so that students can work through them on their own. We recommend that you set the revision worksheets after students have studied the grammar points in the classroom. Students can then refer back to their Student's Book, if necessary, to help them to complete the tasks. Students should also be referred to the more detailed explanation of the grammar points in the Workbook Grammar Bank.

Extension worksheets

The extension worksheets have been designed to provide additional challenge and interest for your students. There are two main activity types in the extension worksheets:

- pairwork activities
- projects

The pairwork activities are designed to be used in the classroom. Photocopy each worksheet and cut it along the dotted line. Give one half to Student A and the other half to Student B. Students ask each other questions to find out information.

The projects have been designed to be used on an individual or group basis. Most of the projects require some preliminary research, which students can do as homework. The projects can then be completed either at home or in the classroom. We recommend that students display their projects in the classroom, if possible.

Correcting the worksheets

The answers to the revision and extension worksheets and checklists for the project work are given in the next section. The worksheets can be checked:

- orally with the whole class, if all students have completed the same worksheet
- by asking individual students to say the answers or write them on the board
- by collecting in and correcting the worksheets

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Starter unit Revision

Present simple and present continuous

- 1 Complete the sentences with the verbs in the box. Use the present simple or present continuous.

sit spend speak have watch ride
meet go write play take

My brother *rides* his bike every day.

- I usually _____ friends after school.
- Smile! Maria _____ a photo of us.
- _____ they _____ lunch now?
- We never _____ next to each other at school.
- '_____ you _____ text messages in class?' 'Sometimes.'
- Emma always _____ a lot of money at the weekend.
- Sssh! I _____ TV.
- British people often _____ on holiday to Spain.
- Leo isn't here. He _____ tennis.
- '_____ she _____ English?' 'Yes, she does.'

Past simple

- 2 Write sentences and questions. Use the past simple.

you / meet / Katie / on holiday / ?

Did you meet Katie on holiday?

- she / not take / a photo / of you

- Paul / buy / a lot of presents

- we / get up / early / yesterday

- I / go / to Ibiza / last summer

- how many / sandwiches / he / eat / ?

- we / not travel / by bus

- they / speak / on the phone / for an hour

- you / do / your homework / last night / ?

- my parents / win / €2000 / on the lottery

- Sam / not have / a good time

Quantifiers

- 3 Circle the correct words.

There aren't **much** / **many** places to visit.

- Is there **any** / **many** cheese in the fridge?
- We haven't got **much** / **many** money.
- There's **a lot of** / **many** pollution here.
- There are **some** / **any** good beaches.
- There isn't **some** / **any** noise.
- How **much** / **many** students are there in your class?
- Are there **many** / **some** restaurants in your town?
- There is **a lot of** / **much** cola.
- Do you know **much** / **any** people here?
- There aren't **some** / **a lot of** films on TV tonight.

Comparatives and superlatives

- 4 Complete the sentences with the correct adjective. Use the comparative or superlative form.

5★ hotels are *more expensive* than 3★ hotels.
(cheap / expensive)

- We didn't win any matches. We're _____ team in the league.
(good / bad)
- Let's take a photo! This is _____ place in the world. (beautiful / boring)
- Carlos is 1m 70. He's _____ than you. (tall / talented)
- 'Is your sister _____ than you?' 'Yes, she's only ten.' (boring / young)
- I haven't got much money. What's _____ phone in the shop?
(cheap / rich)
- It's 5°C. It's _____ than yesterday.
(cold / noisy)
- I love history. It's _____ than geography. (boring / interesting)
- They won the lottery. Now they're _____ people in town. (big / rich)

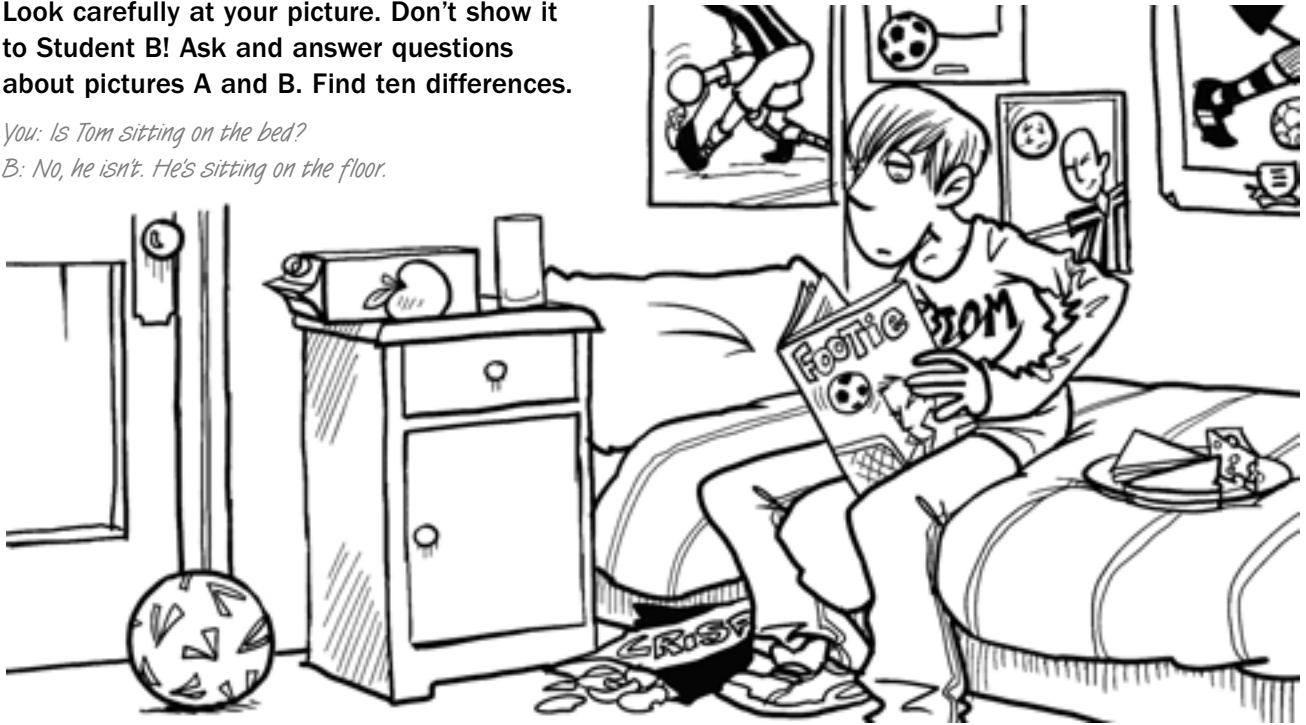
Starter unit Extension

Student A

- 1 Look carefully at your picture. Don't show it to Student B! Ask and answer questions about pictures A and B. Find ten differences.

You: Is Tom sitting on the bed?

B: No, he isn't. He's sitting on the floor.

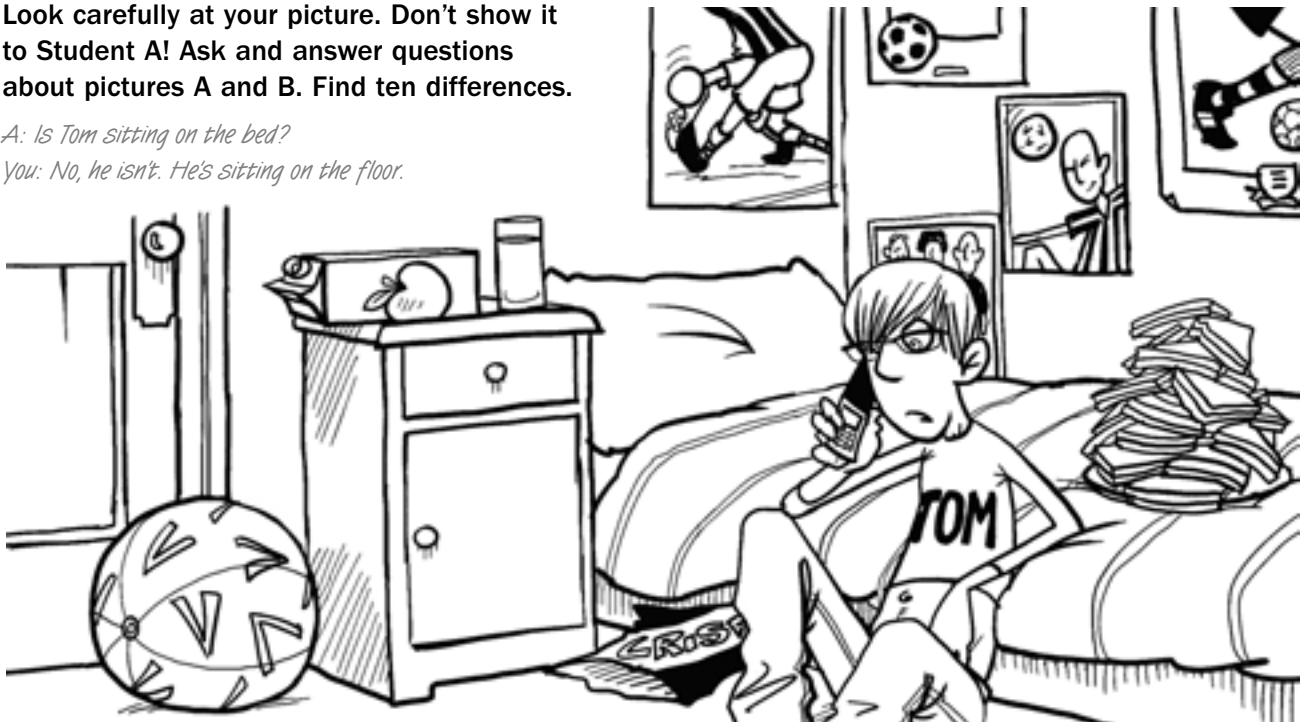


Student B

- 1 Look carefully at your picture. Don't show it to Student A! Ask and answer questions about pictures A and B. Find ten differences.

A: Is Tom sitting on the bed?

You: No, he isn't. He's sitting on the floor.



Unit 1 Revision

Past simple and past continuous

- 1** Complete the text with the correct form of the verbs. Use the past simple or past continuous.

I *was looking* (look) at some old family photos yesterday when I (1) _____ (find) a really funny one. I (2) _____ (be) about four in the photo but I can remember exactly what (3) _____ (happen). We (4) _____ (have) a picnic on a beach in Cornwall. We (5) _____ (eat) sandwiches when my dad (6) _____ (decide) to take a photo of us. Everyone (7) _____ (pose) for the photo when suddenly a seagull (8) _____ (take) my dad's sandwich. That's why my mum (9) _____ (scream) in the photo and all the children (10) _____ (laugh)!

- 2** Complete the sentences with the verbs in the box. Use the past simple or past continuous.

smile not look be ride have hug
not play wear hear watch wait

Alisha arrived while we *were having* lunch.

- John _____ his school uniform when I saw him yesterday.
- We _____ a horror film when Ella suddenly screamed.
- They _____ tennis because it was raining.
- I _____ all day because it was my birthday.
- She _____ her bike when the accident happened.
- We got wet while we _____ for the bus.
- My father was worried when he _____ the news.
- Pat made a face at the teacher while the teacher _____.
- They _____ each other when they said goodbye.
- The baby was crying because he _____ hungry.

Questions in the past

- 3** Choose the correct words.

Why **did** / **was** the teacher talking to Max?

- What** / **When** time did you go to bed last night?
- Who **did** / **were** you writing a text message to?
- Why** / **What** were you walking home?
- How many hours **was** / **were** you shopping yesterday?
- What** / **Where** did they go on holiday?
- How** / **Who** did the accident happen?
- What did we **have** / **having** for lunch today?
- Who** / **Where** did she play tennis with?
- How **did** / **were** you feel after the exam?
- Why **was** / **were** the girl screaming?

Subject and object questions

- 4** Complete the dialogue. Use the past simple affirmative or interrogative form of the verbs in brackets.

Mum Which band *played* (play) that song?

Lucy The Automatic. I've got their new CD.

Mum Really? Who (1) _____ (buy) it for you? You haven't got any money.

Lucy James gave it me yesterday.

Mum Why (2) _____ James _____ (give) you a CD?

Lucy Because he wanted to.

Mum Where (3) _____ you _____ (meet) him yesterday? In the park?

Lucy How (4) _____ you _____ (know) that? Who (5) _____ (tell) you?

Mum That doesn't matter. Why (6) _____ James _____ (kiss) you?

Lucy Kiss me? Who (7) _____ (see) us in the park?

Mum I did!

Unit 1 Extension

Writing a quiz

1 Circle the correct answers.

Test your knowledge

Art and literature ● ● ●

- 1 Who painted *Guernica*?
 a Picasso b Goya c El Greco
- 2 Who wrote *Romeo and Juliet*?
 a Cervantes b Lope de Vega c Shakespeare

Cinema and music ● ● ●

- 3 Who starred with Penélope Cruz in *Sahara* in 2005?
 a Tom Cruise b Matthew McConaughey c Daniel Craig
- 4 Who released the album *Premonición* in 2006?
 a La Pandilla b David Bisbal c Enrique Iglesias

History ● ● ●

- 5 When did Spain join the EU?
 a 1986 b 1988 c 1995
- 6 When did the euro replace the peseta?
 a 1 January 2000 b 1 January 2001 c 1 January 2002

Geography ● ● ●

- 7 Where did British tourists visit on the first package holiday in 1954?
 a Costa del Sol b Costa Blanca c Costa Brava
- 8 Where did Dali come from?
 a Figueres b Barcelona c Tarragona

Sport ● ● ●

- 9 What did Rafa Nadal win in June 2005?
 a Wimbledon b The French Open c The Australian Open
- 10 What took place in Spain in 1992?
 a The World Cup b The Olympics c Euro 92

2 Check your answers and compare scores.

3 Prepare your own quiz. You can choose different categories and include pictures. Make sure you:

- write questions in the past.
- include two alternative answers and the correct answer.
- write an answer key.

4 Swap quizzes and test your knowledge.

5 Display your quiz in the classroom.

Unit 2 Revision

Present perfect

- 1 Complete the sentences with the verbs in the box. Use the present perfect.

not live	write	stop	play	not eat
become	buy	spend	speak	win
visit				

We *ve played* football so we're tired.

- I _____ all my money now.
- _____ Jack _____ to you on the phone today?
- What's the most interesting place that you _____?
- Look! Ann _____ a text message.
- He's hungry. He _____ this morning.
- I _____ a responsible person.
- We _____ a present for you.
- _____ they ever _____ the lottery?
- Great! It _____ raining.
- They _____ in another country.

yet, already and just

- 2 Write the sentences. Use the present perfect and the words in brackets.

they / do a lot of work (just)

They've just done a lot of work.

- I / read this book (already)

- Sara / see a spider (just)

- Dad / not arrive (yet)

- they / leave the house (already)

- Kay's brother / go to school (just)

- you / take a photo / ? (yet)

- we / have lunch (already)

- they / not decide / (yet)

- the match / finish / ? (yet)

- the baby / make a funny face (just)

Past simple and present perfect

- 3 Complete the sentences with the correct form of the verbs. Use the past simple or the present perfect.

My family *moved* (move) to La Coruña last year.

- I _____ (not like) pizza when I was young.
- _____ they _____ (do) their homework yesterday?
- She _____ (send) 50 text messages since Monday.
- _____ you _____ (live) here all your life?
- We _____ (not sleep) well last night.
- Our new head teacher _____ (change) the school.
- I _____ (grow) a lot in the last two years.
- _____ you _____ (have) a good time today?
- Bill _____ (start) smoking when he was 16.
- We _____ (work) hard this year.

for, since and ago

- 4 Tick (✓) the correct sentence in each pair.

- | | | |
|-----|---|-------------------------------------|
| a | They've known each other since years. | <input type="checkbox"/> |
| b | They've known each other for years. | <input checked="" type="checkbox"/> |
| 1 a | It was my birthday for a week. | <input type="checkbox"/> |
| b | It was my birthday a week ago. | <input type="checkbox"/> |
| 2 a | Jess has been ill since Friday. | <input type="checkbox"/> |
| b | Jess has been ill for Friday. | <input type="checkbox"/> |
| 3 a | I haven't seen you last Christmas ago. | <input type="checkbox"/> |
| b | I haven't seen you since last Christmas. | <input type="checkbox"/> |
| 4 a | We last went to Australia 5 years ago. | <input type="checkbox"/> |
| b | We last went to Australia since 5 years. | <input type="checkbox"/> |
| 5 a | She's worked at this school since a few days. | <input type="checkbox"/> |
| b | She's worked at this school for a few days. | <input type="checkbox"/> |

Unit 2 Extension

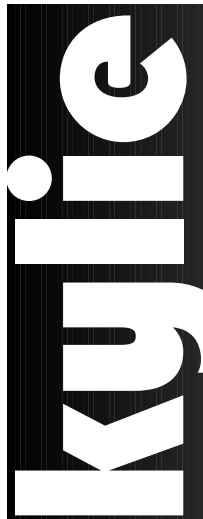
Student A

1 Read the text. Don't show it to Student B! Ask and answer questions and write the missing information.

You: Where was Kylie Minogue born?

B: She was born in Melbourne. What year was she born?

You: She was born in 1968.



Kylie Minogue was born in (1) _____, Australia, on May 28, 1968. Her mother, Carol, was originally from Wales, but she emigrated to Australia in (2) _____. Her father's family came from Ireland. Kylie has always been a (3) _____. She started acting in Australian soap operas when she was 11 and she first appeared in *Neighbours* in (4) _____. She sang for the first time on TV in 1983 and she signed a (5) _____ in 1987. Since 1989, she has appeared in eight films.

Kylie's most successful song so far has been (6) _____. It was number one in over forty countries in 2001. In 2005, Kylie became ill and she didn't sing in public for (7) _____ months. However, now she has started performing again. She has changed some dances, but pop journalists have said that she hasn't lost her (8) _____ and enthusiasm.

Kylie has written a children's book, *The Showgirl Princess*, and she has created a (9) _____ called 'Darling'.

Kylie has had several relationships, but she hasn't (10) _____ yet.

2 Compare texts. Did you find out the correct information?

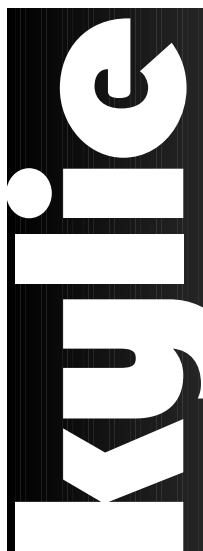
Student B

1 Read the text. Don't show it to Student A! Ask and answer questions and write the missing information.

A: Where was Kylie Minogue born?

You: She was born in Melbourne. What year was she born?

A: She was born in 1968.



Kylie Minogue was born in Melbourne, Australia, on May 28, (1) _____. Her mother, Carol, was originally from (2) _____, but she emigrated to Australia in 1955. Her father's family came from (3) _____.

Kylie has always been a performer. She started acting in Australian soap operas when she was (4) _____ and she first appeared in *Neighbours* in 1986. She (5) _____ for the first time on TV in 1983 and she signed a record contract in 1987. Since 1989, she has appeared in (6) _____ films.

Kylie's most successful song so far has been *Can't get you out of my head*. It was number one in over forty countries in (7) _____. In 2005, Kylie became ill and she didn't sing in public for 18 months. However, now she has started performing again. She has changed some (8) _____, but pop journalists have said that she hasn't lost her energy and enthusiasm.

Kylie has written a (9) _____, *The Showgirl Princess*, and she has created a perfume called 'Darling'.

Kylie has had several (10) _____, but she hasn't got married yet.

2 Compare texts. Did you find out the correct information?

Unit 3 Revision

Ability and obligation: can, could, have to

1 Circle the correct words.

What did you say? I **can** / **can't** hear you.

- 1 He **has to** / **have to** use the lift because he's disabled.
- 2 Question 4 was easy, but we **could** / **couldn't** do question 5.
- 3 You **can** / **have to** be 17 or older to drive a car.
- 4 Sian is deaf, but she **can** / **can't** understand what you're saying.
- 5 Many people **has to** / **have to** wear glasses to see.
- 6 'Can you / Do you **have to** wear a school uniform?' 'Yes, I do.'
- 7 We **had to** / **didn't have to** finish the exercise, but I wanted to.
- 8 It's free. You **have to** / **don't have to** pay.
- 9 I **could** / **couldn't** speak French, but I've forgotten everything.
- 10 They **had to** / **didn't have to** sit down because they were dizzy.

2 Complete the text with the words in the box.

could ~~have~~ can't can had didn't
has have couldn't had

My name's Alison. I *have* to avoid dairy products like milk or cheese because I'm allergic to them.

For example, if I eat chocolate, I

(1) _____ breathe and someone

(2) _____ to give me adrenalin as quickly as possible.

At first, I (3) _____ to go to hospital when I had an allergic reaction, but now I have

an 'epipen'. I (4) _____ to carry this with me at all times, but it's so small I

(5) _____ put it in my pocket.

I (6) _____ have to go to a special school when I was younger, but I

(7) _____ to have a helper with me at lunchtime. I (8) _____ sit with my

friends, but I (9) _____ try their food or even touch it!

must and have to

3 Complete the sentences. Use *must*, *mustn't*, *has*, *have* or *don't have*.

She *has* to go the dentist's every six months.

- 1 You _____ to train a lot to swim across the English Channel.
- 2 We're late. We _____ to leave now!
- 3 You _____ to wear a swimming hat in the pool. It's optional.
- 4 You _____ copy David Blaine. It's dangerous!
- 5 I'm really hungry. I _____ have something to eat!
- 6 Alex _____ to learn these words for a test tomorrow.
- 7 School starts at 9.00 a.m. You _____ be late.
- 8 We _____ to go to the party if we don't want to.
- 9 There's a 'No Smoking' sign. You _____ smoke in here.
- 10 I'm exhausted. I _____ go to bed now.

Possibility: could / might, must and can't

4 Tick (✓) the correct explanation for each sentence.

That must be painful.

a I'm sure that isn't painful.

b I'm sure that's painful.

1 You might feel dizzy at the top.

a It is possible you'll feel dizzy.

b You'll definitely feel dizzy.

2 He's very pale. He must be ill.

a Perhaps he's ill.

b I'm sure he's ill.

3 It might not rain.

a There's a possibility it will rain.

b There's a possibility it won't rain.

4 It can't be a trick.

a I'm sure it isn't a trick.

b Perhaps it isn't a trick.

5 That girl could be Alice.

a I don't know who it is, but I think it's Alice.

b I'm sure it's Alice.

Unit 3 Extension

Writing about an unusual sport

1 Read the text and answer the questions.

- 1 How often does the Man versus Horse Marathon take place?

- 2 Do the runners run a shorter distance? Why? / Why not?

- 3 What did Gordon Green want to prove?

- 4 How many times has a runner won the race?

- 5 Do you have to be Welsh to enter the race? Explain your answer.

2 Think of an unusual sport in your country. Find out information and plan your writing. Think about:

- 1 Where and when does it take place?

- 2 Who invented it?

- 3 Who can do it?

- 4 What clothes do you have to wear?

- 5 What equipment do you have to use?

- 6 What are the rules?

3 Write about your unusual sport.

- 1 Introduce the sport and explain the rules.
- 2 Describe its history.
- 3 Give your opinion about the sport.

4 Display your text in the classroom.

Man versus Horse Marathon

The Man versus Horse Marathon is an annual event in Britain. It takes place in Llanwrtyd Wells, in mid-Wales, on the second Saturday in June. It is a 22-mile race across the beautiful Welsh countryside. As the name suggests, horses with riders can enter the race too. The runners and horses have to complete exactly the same course.

The event started in 1980. Local resident, Gordon Green, wanted to test the theory that a man is equal to a horse over a long distance. For the first 24 years, this wasn't true. No runner could beat a horse. Then, in 2004, Huw Lobb finished the race in two hours, five minutes and 19 seconds. He was two minutes faster than the quickest horse and he won the £25,000 prize.

This must be one of the most unusual sporting events in Britain. It always attracts several hundred competitors from around the world. However, only horses have won since Lobb's success. It might be another 25 years until a runner wins again!

Unit 4 Revision

will and be going to

- 1 Complete the sentences with the words in the box.

'm # aren't 're won't 'll isn't
will 's 'm not

I don't think I *ll* earn a lot of money.

- 1 Adam loves football. He _____ going to watch the match.
- 2 It's a 5★ hotel. It _____ be cheap.
- 3 I _____ going to buy those shoes. They're too expensive.
- 4 It _____ be hot in Mallorca in July.
- 5 Jan and Phil are busy so they _____ going to come.
- 6 Brad Pitt _____ definitely win an Oscar.
- 7 I want a bicycle so I _____ going to go to an auction.
- 8 No, Liz _____ going to give away her watch.
- 9 It's Will's birthday. We _____ going to buy a present.

- 2 Look at the sentences in exercise 1. Are they predictions (PR) or plans and intentions (PL)?

PR

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |

- 3 Complete the text with the correct forms of *will* or *be going to* and the verbs in brackets.

My dad *is going to raise* (raise) some money because we (1) _____ (visit) Australia next year. So he's decided that he (2) _____ (enter) the TV quiz show *Who wants to be a millionaire?* He thinks he (3) _____ definitely _____ (win) some money. He (4) _____ (choose) his friend, Bill, to help him. He (5) _____ (not ask) my mum because she gets very nervous. I'm sure Dad (6) _____ (answer) the general knowledge questions, but he (7) _____ (know) the answers to the pop music questions. I think he (8) _____ probably _____ (get) about £16,000, but he (9) _____ (not win) a million.

Future: present simple, present continuous, uses of will

- 4 Complete the dialogue. Use the present simple or the present continuous form of the verbs in brackets.

Carl *Are you doing* (do) anything on Saturday?

Mike I (1) _____ (go) to the Chelsea match in the afternoon, but I (2) _____ (not do) anything in the evening. Why?

Carl Sally and I (3) _____ (have) a party in the evening. Would you like to come?

Mike Well, I (4) _____ (meet) Graeme at half past four and the match (5) _____ (start) at five.

Carl What time (6) _____ it _____ (finish)?

Mike It (7) _____ (finish) at 6.45.

Carl Great! Everyone (8) _____ (arrive) at 7.30, so you'll have time.

Mike Wait a minute! I won't know anyone.

Carl Don't worry! Diana (9) _____ (come)!

- 5 Complete the offers, promises and spontaneous decisions. Use the affirmative or negative of *will* and the verbs in the box.

move to a mansion have plastic surgery
phone the police tell anyone ~~donate £100~~
buy any more get a personal trainer

'The charity needs money.' 'I *ll donate £100.*'

- 1 I hate my nose. I _____.
- 2 We want to get fit. We _____.
- 3 'This house is too small.' 'We _____.'
- 4 'You've got a lot of clothes.' 'I _____.'
- 5 'Someone has stolen two paintings.' 'I _____.'
- 6 'I've got a secret.' 'Don't worry. We _____.'

Unit 4 Extension

Student A

- 1 Look at the entries in Louis' diary. Some are plans / intentions and others are arrangements. Ask questions to find the missing information. Answer B's questions about Lisa using complete sentences.

You: What is Louis going to get from the bank on Monday?

B: He's going to get dollars from the bank. What is Lisa going to buy on Monday?

You: She's going to buy a warm coat for Louis.

A week in the life of Louis Big

November	
Monday 22	* Get (1) _____ from the bank!
Tuesday 23	* fly to (2) _____ * flight leaves @ (3) _____
Wednesday 23	9.30 meet (4) _____ @ Hotel Volga p.m. buy present for Lisa in (5) _____
Thursday 24	a.m. visit St Basil's Cathedral p.m. look at (6) _____ in the Tretyakov Gallery
Friday 25	return to London * flight arrives (7) _____
Saturday 26	10.40 play (8) _____ with Jim p.m. watch Chelsea v. Arsenal
Sunday 27	

A week in the life of Lisa Big

November	
Monday 22	Buy a warm coat for Louis
Tuesday 23	8.00 take Louis to airport 12.30 p.m. have lunch with Isabella
Wednesday 23	a.m. get new outfit for tonight 7.30 see Kylie in concert
Thursday 24	8.00 go to charity sports auction *bid for signed football
Friday 25	2.30 go to airport to meet Louis * Flight BA 3456
Saturday 26	10.00 meet personal trainer in gym 2.30 play tennis with Sara
Sunday 27	Invite the Cashes for dinner

Student B

- 1 Look at the entries in Lisa's diary. Some are plans / intentions and others are arrangements. Ask questions to find the missing information. Answer A's questions about Louis using complete sentences.

A: What is Louis going to get from the bank on Monday?

You: He's going to get dollars from the bank. What is Lisa going to buy on Monday?

A: She's going to buy a warm coat for Louis.

A week in the life of Louis Big

November	
Monday 22	* Get dollars from the bank!*
Tuesday 23	fly to Moscow *flight leaves @ 10.35
Wednesday 23	9.30 meet Mr Dinerov @ Hotel Volga p.m. buy present for Lisa in Gum department store
Thursday 24	a.m. visit St Basil's Cathedral p.m. look at modern art collection in the Tretyakov Gallery
Friday 25	return to London * flight arrives 15.15
Saturday 26	10.40 play squash with Jim p.m. watch Chelsea v. Arsenal
Sunday 27	

A week in the life of Lisa Big

November	
Monday 22	Buy (1) _____
Tuesday 23	8.00 take Louis to (2) _____ (3) _____ p.m. have lunch with Isabella
Wednesday 23	a.m. get new outfit for tonight 7.30 see (4) _____ in concert
Thursday 24	8.00 go to charity sports auction *bid for (5) _____
Friday 25	2.30 go to airport to meet Louis * Flight (6) _____
Saturday 26	10.00 meet personal trainer in (7) _____ 2.30 play tennis with Sara
Sunday 27	Invite (8) _____ for dinner

Unit 5 Revision

Present, past and future passive: affirmative and negative

1 Circle the correct form of the verbs.

The information **were** / **was** found on the Internet.

- 1 More CDs **bought** / **are bought** online than in shops.
- 2 Charities **received** / **were received** the money.
- 3 That song **wrote** / **was written** by a ten-year-old boy.
- 4 The music **will play** / **will be played** on the radio.
- 5 The band **won't sing** / **won't be sung** that song any more.
- 6 Ten thousand tickets **sold** / **were sold** in an hour.
- 7 Often CDs are **gave** / **given** as presents.
- 8 I **keep** / **are kept** my CDs in that box.
- 9 Special songs **are sung** / **sang** at Christmas.
- 10 Her picture will **be printed** / **print** in all the papers.

2 Rewrite the sentences in the passive. Include the agent where necessary.

Machines make CDs.

CDs are made by machines.

- 1 The government will ban that song.

- 2 A Danish band won the competition.

- 3 They introduce new technology every year.

- 4 A lot of fans support the band.

- 5 The Beatles influenced his music.

- 6 They won't show that video on TV.

- 7 They heard the lyrics on the radio.

- 8 People play music on mobile phones.

- 9 They didn't take that photo here.

- 10 They don't produce cassettes any more.

Passive: questions

3 Write the questions in the correct order.

was / when / made / phone call / the first / ?

When was the first phone call made?

- 1 said / words / what / were / ?

- 2 was / text messaging / introduced / when / ?

- 3 every day in the UK / are / text messages / how many / sent / ?

- 4 a lot of / are / mobile phones / where / produced / ?

- 5 old phones / is / done / what / with / ?

- 6 music / nowadays / on phones / played / is / ?

- 7 be / what / will / in the future / seen / changes / ?

4 Write the answers to the questions in exercise 3. Use the information in the box.

Over 45 million. Many are recycled. In Asia. In 1994. Yes, they're like MP3 players. Phones will do more and more things. 'Mr Watson, come here, I want you!' ~~In 1876.~~

In 1876.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

Unit 5 Extension

Writing a film review

1 Read the text and answer the questions.

Casino Royale

The film **Casino Royale** is based on Ian Fleming's first novel about James Bond. This was published in 1953. Bond's '00' status is given to him at the beginning of the story. In his first '007' mission, he has to destroy a terrorist network.

James Bond is played by the British actor, Daniel Craig. He did a lot of physical training to prepare for the role. As a result, a lot of the stunts in the film were performed by Craig, and not by stuntmen.

Casino Royale was filmed in the Czech Republic, the Bahamas, Italy and the UK. In the film, Bond falls in love with Vesper

Lynd. She is played by the French actress, Eva Green. Green was first discovered by the director Bernardo Bertolucci, when he made *The Dreamers*.

The film's title song, *You know my name*, was written and sung by Chris Cornell. Cornell is the lead singer of Audioslave, an American alternative-rock band.

Casino Royale is the twenty-first James Bond film, and it is the most successful one ever. It is full of action, intrigue and romance, and Craig is fantastic. Who will James Bond be played by in the next film? Daniel Craig, we hope!

1 Who was the novel *Casino Royale* written by?

2 Why did Daniel Craig have to get fit for the film?

3 Where does Eva Green come from?

4 Who was *The Dreamers* directed by?

5 What sort of music does Cornell like? Explain your answer.

6 How many James Bond films are there?

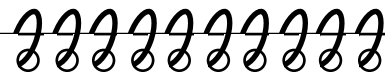
2 Think of a film you want to review. Find out information and plan your writing. Think about:

- 1 What is the film based on? (For example, a novel / a true story)
- 2 Who are the main characters played by?
- 3 What happens in the film?
- 4 Where is it filmed?
- 5 Are there any songs in the film? Who are they sung by?

3 Write your film review.

- 1 Introduce the film and explain the story.
- 2 Describe the main characters.
- 3 Give your opinion about the film.

4 Display your review in the classroom.



The film is based on ...

Unit 6 Revision

used to

1 Tick (✓) the correct sentence in each pair.

- a Juan used to fly helicopters.
- b Juan use fly helicopters.
- 1 a They didn't used have electricity in their house.
- b They didn't use to have electricity in their house.
- 2 a Jane did use want to be an astronomer.
- b Jane used to want to be an astronomer.
- 3 a I used to love that TV programme.
- b I used love that TV programme.
- 4 a No, we didn't use to smoke.
- b No, we did use to smoke.
- 5 a My uncle used to have a beard.
- b My uncle use to have a beard.
- 6 a Surgeons didn't used to use anaesthetic.
- b Surgeons didn't use to use anaesthetic.

Relative pronouns

2 Complete the sentences with *who*, *which* or *where* and the phrases in the box.

exploded in Green Street people gamble
you were born are famous I'm writing with
painted *The Last Supper* is very intelligent

- A mathematician is someone *who is very intelligent*.
- 1 A casino is a place _____.
- 2 Lily lent me the pen _____.
- 3 Is that the hospital _____?
- 4 Celebrities are people _____.
- 5 Nobody was injured by the bomb _____.
- 6 Leonardo da Vinci is the artist _____.

Gerunds and infinitives

3 Complete each pair of sentences with a verb in the box. Use the gerund or infinitive form.

go relax ~~invent~~ have learn write

Inventing things is fun.

He wants *to invent* practical things.

- 1 After _____ breakfast, he got dressed.
- 2 I need _____ breakfast as soon as I get up.
- 3 You go to school _____.
- 4 School is a place for _____.
- 5 They decided _____ to Rome.
- 6 The travel agent recommended _____ to Rome.
- 7 It is useful _____ new vocabulary in a book.
- 8 We don't like _____ letters.
- 9 People do yoga _____.
- 10 I'm not very good at _____.

4 Complete the text. Use the gerund or infinitive form of the verbs in brackets.

How to go Green

I really enjoy *watching* (watch) a TV programme called *How to go Green*. It's about a family who have decided (1) _____ (live) a completely eco-friendly way of life. (2) _____ (make) their house a 'solar home' was the first thing they did and now they are planning (3) _____ (grow) all their own vegetables.

In general, people in Britain are trying (4) _____ (be) more eco-friendly. They are learning (5) _____ (recycle) glass and paper, and many avoid (6) _____ (eat) GM food. However, (7) _____ (be) completely green can be hard (8) _____ (do).

If you're interested in (9) _____ (become) more green, I really recommend (10) _____ (watch) this programme!

Unit 6 Extension

Student A

1 Take it in turns to choose a picture. Don't say its name or number! Describe its use in three sentences.

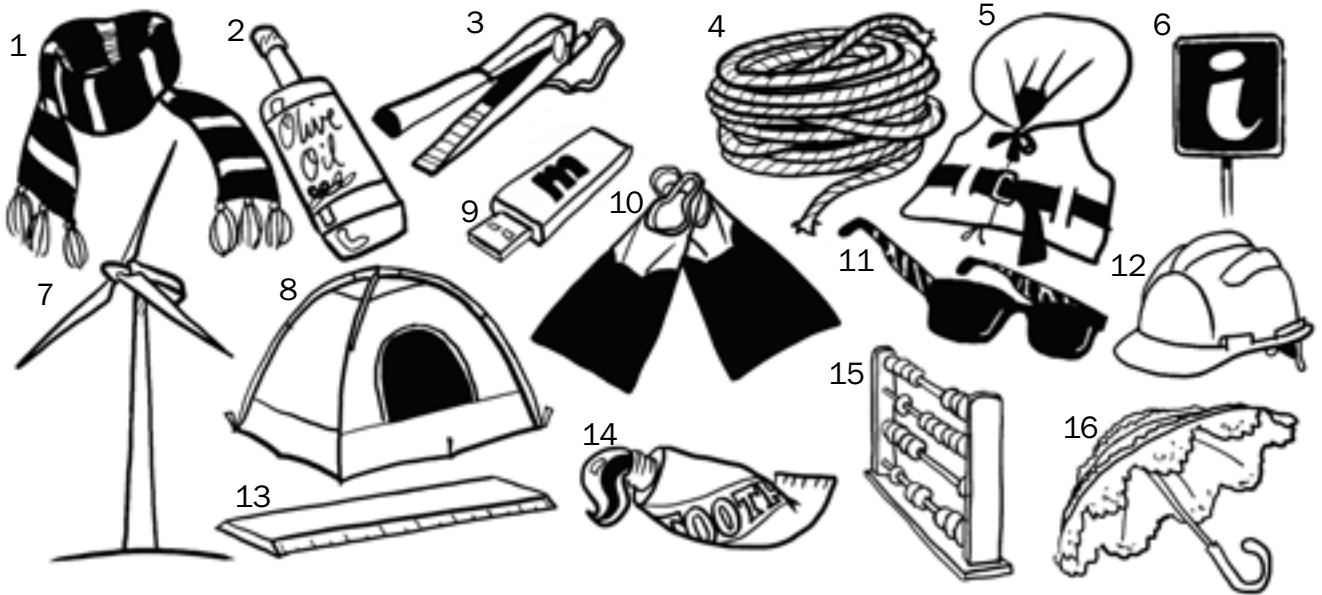
Can B guess what you're describing?

You: This is an object which isn't used now. People used to use it in an office or a shop. It's a thing for counting.

B: Is it picture 15?

You: Yes, it is.

B: This is something which ...



Student B

1 Take it in turns to choose a picture. Don't say its name or number! Describe its use in three sentences.

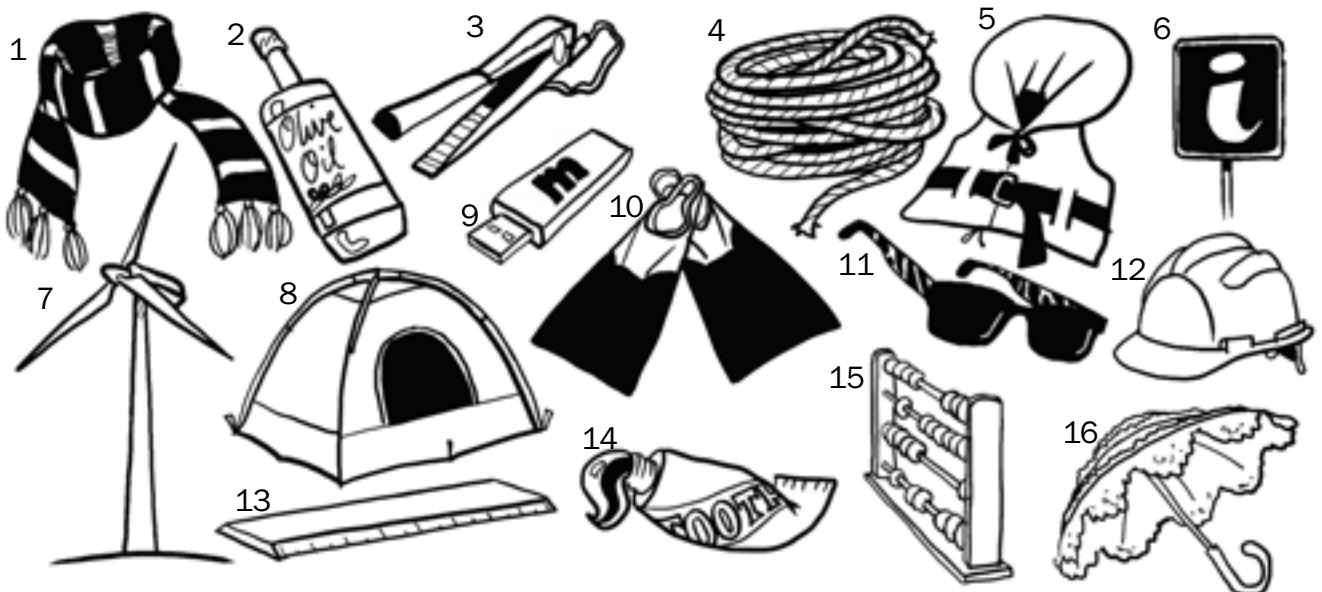
Can A guess what you're describing?

A: This is an object which isn't used now. People used to use it in an office or a shop. It's a thing for counting.

You: Is it picture 15?

A: Yes, it is.

You: This is something which ...



Unit 7 Revision

like + -ing and would like

- 1 Complete the sentences. Use the gerund or infinitive form of the verbs in the box.

do receive visit listen be wear
spend watch flirt

I'd like *to be* a genius.

- 1 We'd love _____ Paris again. It's so romantic.
- 2 He prefers _____ to his iPod.
- 3 I wouldn't like _____ a love letter.
- 4 Jenny loves _____ eccentric clothes.
- 5 They don't mind _____ their homework.
- 6 I don't like _____ with girls.
- 7 Which programme would you prefer _____?
- 8 My boyfriend hates _____ money.

too, so and such

- 2 Complete the sentences. Use *too, so* or *such*.

I hate them. They're *such* geeks.

- 1 We were _____ tired that we fell asleep.
- 2 Carl is _____ a bully.
- 3 Who's that actor? He's _____ good-looking.
- 4 They're only 14. They're _____ young to drive.
- 5 You're _____ annoying when you do that.
- 6 That isn't true! You're _____ a liar.
- 7 You have to be under 18. You're _____ old.
- 8 It's _____ dark in here to see anything.
- 9 You've got _____ big eyes.

First and second conditional

- 3 Complete the first conditional sentences with the verbs in brackets. Use the present simple or *will* + infinitive.

I don't know how I'll feel if he *kisses* (kiss) me.

- 1 Jane _____ (say) yes if you ask her out.
- 2 If everyone _____ (go) to the disco, it'll be great.
- 3 You _____ (meet) my boyfriend if you come.
- 4 If they play that music, we _____ (not dance).
- 5 If Max cheats on her, she _____ (be) so upset.
- 6 I'll tell the teacher if he _____ (bully) me?
- 7 If you tell me, I _____ (not say) a word.
- 8 You _____ (look) amazing if you wear this dress.
- 9 They _____ (not get) into the club if they're only 16.

- 4 Circle the correct form of the verbs.

I **hated** / **'d hate** it if I was a loner.

- 1 It'd be great if we **went** / **'d go** to Paris for the weekend.
- 2 Your teacher would be angry if you **don't** / **didn't** do your homework.
- 3 If you **are** / **were** a genius, you'd pass all your exams.
- 4 I'd send him a text message if I **had** / **'d had** his number.
- 5 If you **'d won** / **won** the lottery, how would you feel?
- 6 She'd have an allergic reaction if she **ate** / **'ll eat** nuts.
- 7 I **wouldn't** / **won't** accept if Mark asked me out.
- 8 If he **'d see** / **saw** Hannah with another boy, he'd have an argument.
- 9 They'd sit down if they **felt** / **feel** dizzy.

Unit 7 Extension

Writing an advert

1 Read the adverts. In pairs, discuss the answers to the questions.

Lonely Hearts

1

Flirty Gemini, F. 23. is looking for fun-loving partner to hang out with. Must be outgoing and sociable, and enjoy clubbing. Bores and geeks needn't apply!

2

Sporty M. Sagittarius. ISO tall, brown-eyed F, Aries, Leo or Pisces. Must enjoy watching football and cooking.

3

Romantic male, 31. WLTM sophisticated female for long-term relationship. Must like going to the cinema and theatre.

4

Sociable F. Virgo. wants to hang out with good-looking male, over 25. Must have GSOH, but mustn't be immature or unreliable.

5

Gorgeous M. blond hair and blue eyes, ISO shy girl. Great at telling jokes and will make you laugh!

6

Amusing Capricorn M. 26. is looking for fun-loving, long-term partner. Enjoys good conversation and good food.

7

Tall, dark, attractive Piscean woman, 28. WLTM interesting and reliable man for serious relationship. Prefers watching films to football. Hates eating Chinese food.

8

Quiet M. Taurus. wants to meet mature F, 20–30, to share walks in the country. An interest in astronomy would be an advantage.

9

Pretty F. 22. Pisces. would really like to meet compatible partner. Must be interested in travel and the Arts.

10

friendly and fun female. ISO good-looking male to hang out with. Must enjoy going to the gym and be interested in most sports.

- 1 What do the people in the adverts want to find? _____
- 2 What do M and F mean? _____
- 3 ISO means 'in search of'. What do you think WLTM means? _____
- 4 Someone who is a joker has a GSOH. What do you think it means? _____

2 In pairs. Read the adverts again. Discuss who you would / wouldn't go out with.

A: I wouldn't go out with number 5. He sounds like such a bighead.

B: I agree, and number 8 sounds so boring.

3 In pairs. Try to find appropriate partners for 1–4. If you don't agree with your partner, explain why.

A: I think 6 is the best person for number 1 because they both like having fun.

B: But they wouldn't get on well because their star signs aren't compatible.

A: I don't think that would matter.

4 Write your own lonely hearts advert. Include:

- appearance
- personality
- age
- star sign
- interests
- the sort of person you would like to meet
- appropriate language, for example, WLTM or ISO

5 Display your advert in the classroom.

Unit 8 Revision

Past perfect and past simple

1 Circle the correct form of the verbs.

The London Marathon

I ran / *had run* the London Marathon last month.

I (1) *didn't run* / *hadn't run* a-- marathon before, but

I (2) *had always wanted* / *always wanted* to do it.

The race (3) *was* / *had been* incredibly hard even though

I (4) *did* / *had done* a lot of training before. I (5) *wore* /

had worn a silly hat which my friends (6) *made* / *had*

made for me.

When I (7) *realised* / *had realised* that I (8) *finished* /

had finished the race, I felt tired and emotional. I (9) *felt* /

had felt better after I (10) *had* / *had had* something to

eat!

2 Complete the sentences. Use the past simple and the past perfect form of the verbs in brackets.

My mum *had split up* with my dad before she *met* Paul. (split up / meet)

1 We _____ his name because he _____ us. (know / tell)

2 She _____ anything so she _____ well. (not drink / not feel)

3 I _____ that you _____ your purse. (think / lose)

4 Diana _____ some money after she _____ the poverty there. (raise / see)

5 Everyone _____ each other after they _____ their exams. (hug / finish)

6 We suddenly _____ that we _____ before. (realise / meet)

7 I _____ to the hospital because I _____ my foot. (go / injure)

8 The children I _____ for days so they _____ extremely hungry. (not eat / be)

Third conditional

3 Tick (✓) the correct ending.

You would have played tennis if

a it hadn't rained.

b it rained.

1 If we had bought a sports car,

a we would have spent a lot of money.

b we would spend a lot of money.

2 I would have screamed if

a I had seen the gun.

b I would have seen the gun.

3 I'd have felt scared if

a there'd been an earthquake.

b there was an earthquake.

4 If Chris had known the answer,

a he would have tell you.

b he would have told you.

5 If they had had a bodyguard,

a they wouldn't died.

b they wouldn't have died.

6 We wouldn't have lit a fire if

a we hadn't had some matches.

b we hadn't have some matches.

4 Complete the sentences with the verbs in brackets. Use the past perfect or *would have* + past participle.

I would have walked if I *hadn't hurt* (not hurt) my leg.

1 If they had had some food, they _____ (survive).

2 We wouldn't have gone there if we _____ (know) about the heat.

3 You'd have passed your exams if you _____ (work) harder.

4 He _____ (not travel) if he hadn't had a passport.

5 If you _____ (meet) him, you would have liked him.

6 I _____ (not be) late if I'd had an alarm clock.

7 You would have seen everyone if you _____ (come) to the party.

8 They _____ (feel) hungry if they hadn't had breakfast.

Unit 8 Extension

Writing a biography

1 Read the text and answer the questions.

Elizabeth Fry

1780–1845

Elizabeth Gurney was born in England in 1780. Her mother visited the poor and sick and, as a young girl, Elizabeth used to help her.

In 1800, Elizabeth married Joseph Fry and moved to London. She continued doing charity work and visited Newgate Prison for the first time in 1813. Prison life was very hard during that period. Fry had not seen such terrible conditions in her life, and she decided to help the women and children there. She took the prisoners warm clothes, and straw to sleep on. Then, she started campaigning for prison reform throughout the country.

Thanks to Fry, after Parliament had passed an act in 1823, female prisoners were only looked after by women. Also, prisoners started receiving education and training in order to improve their lives.

Fry helped the homeless, too. She set up a night refuge in London after she had found the body of a young boy on a street one winter. Later, in 1840, she established the first training course for nurses.

When she died in 1845, she had spent more than 50 years helping others. Life would have been much worse for many people if Elizabeth Fry had not lived.

1 When did Fry first start helping people?

2 Why did she move to London?

3 How long had she lived in London when she first visited Newgate Prison?

4 Why did Fry decide to help the prisoners in Newgate?

5 Did Fry only help at Newgate prison? Explain your answer.

6 Apart from prisoners, who else did Fry help? How?

2 Think of someone you admire. This could be someone in history or someone you know. Find out information and plan your writing.

Think about:

- 1 their background.
- 2 the main events in their life.
- 3 their achievements.
- 4 what would have been different if this person had not done something.

3 Write your biography.

- 1 Introduce the person and give background details.
- 2 Describe the main events of their life and their achievements.
- 3 Explain why you admire this person.

4 Display your biography in the classroom.

Unit 9 Revision

Reported speech

1 Match the verb forms 1–8 with a–g. Use one verb form twice.

Direct speech	–	Reported speech
1 Present simple	–	d Past simple
2 Present continuous	–	_____
3 <i>be going to</i> (present)	–	_____
4 Past simple	–	_____
5 Present perfect	–	_____
6 <i>will / would</i>	–	_____
7 <i>can</i>	–	_____
8 <i>must</i>	–	_____
a <i>be going to</i> (past)	e	<i>could</i>
b <i>had to</i>	f	Past continuous
c <i>would</i>	g	Past perfect
d Past simple		

2 Complete the sentences with the correct verb forms.

'We didn't enjoy the film.'

They said that they *hadn't enjoyed* the film.

1 'I'm telling the truth.'

Rani said that she _____ the truth.

2 'I can remember the dream.'

He said that he _____ remember the dream.

3 They said that they were going to have a chat about it.

'We _____ have a chat about it.'

4 'It's hard to say sorry.'

You told me that it _____ hard to say sorry.

5 Paco said he would tell some jokes.

'I _____ tell some jokes.'

6 'I must go home.'

Tim said that he _____ go home.

7 She told us that she had just seen a spider.

'I _____ just _____ a spider.'

8 'They had a discussion with the teacher.'

Juana said that they _____ a discussion with the teacher.

Reported questions

3 Tick the correct reported question in each pair.

'What time is it?'

a He asked me what was it time.

b He asked me what time it was.

1 'Did you have a good time?'

a They wanted to know we had had a good time.

b They wanted to know if we had had a good time.

2 'Nina, will you marry me?'

a He asked Nina if she would him marry.

b He asked Nina if she would marry him.

3 'Who are you talking to, David?'

a I asked David who he was talking to.

b I asked David who she was talking to.

4 'Where has James gone?'

a The teacher asked where James had gone.

b The teacher asked where James has gone.

5 'How can you be such a liar?'

a I asked my boyfriend how he could be such a liar.

b I asked my boyfriend how he could be such a liar?

6 'How many verbs do you know?'

a Tania asked me how many verbs did I know.

b Tania asked me how many verbs I knew.

4 Complete the reported questions.

'Do you like your new bike?'

He wanted to know *if I liked my new bike*.

1 'How much did it cost?'

She asked me _____.

2 'Are they going to win?'

I wanted to know _____.

3 'Have you ever told a lie?'

Lucas asked me _____.

4 'Will you write to me?'

I asked Marina _____.

5 'Why do you want to have a chat?'

You asked Helen _____.

6 'Can you understand my accent?'

I asked them _____.

7 'How many people are coming to the party?'

Mum asked me _____.

Unit 9 Extension

Student A

1 Ask Student B what the people in 1–5 said. Listen to the reported speech and write the direct speech in the bubble. Then change roles and answer Student B's questions.

You: What did Juana say?

B: She said that she was fifteen.

You: (writing) I'm fifteen.

1 [Empty bubble] Juana

2 [Empty bubble] Paul

3 [Empty bubble] Mike and Laura

4 [Empty bubble] Ana

5 [Empty bubble] Lorenzo

6 I can't understand the lyrics. Katy

7 We haven't seen the film. David and Pepe

8 I don't like hip hop music. Ben

9 It's going to rain. Katrina

10 I'm feeling dizzy.

2 Compare speech bubbles. Did you write the correct information?

Student B

1 Answer Student A's questions with reported speech. Then change roles. Ask Student A what the people in 6–10 said. Listen to the reported speech and write the direct speech in the bubble.

A: What did Juana say?

You: She said that she was fifteen.

A: (writing) I'm fifteen.

1 I'm fifteen. Juana

2 I'll stay in contact. Paul

3 We're going to split up. Mike and Laura

4 I've eaten the crisps. Ana

5 I must go home. Lorenzo

6 [Empty bubble] Katy

7 [Empty bubble] David and Pepe

8 [Empty bubble] Ben

9 [Empty bubble] Katrina

10 [Empty bubble]

2 Compare speech bubbles. Did you write the correct information?