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Full Blast!

PLUS

3




mm
publications

STUDENT'S BOOK

Modules	Vocabulary	Structures	Functions
1 page 5 Teen trends	<ul style="list-style-type: none"> • Conversational English • Free-time activities • Collocations related to sports • Types of music • Phrases expressing like and dislike • Adjectives describing clothes and fashion • Personality adjectives 	<ul style="list-style-type: none"> • Present Simple vs Present Progressive • Stative verbs • Comparison of adjectives and adverbs • Some / Any / No / Every and their compounds • Past Simple • The verb <i>used to</i> 	<ul style="list-style-type: none"> • Distinguishing between habitual actions and current activities • Discussing future plans • Making comparisons • Discussing past habits and situations • Expressing likes/dislikes • Introducing oneself • Describing personality
2 page 17 Standing out	<ul style="list-style-type: none"> • Units of measurement • Sights and landmarks • Hairstyles • Conversational English • Words easily confused • Nouns ending in -ion, -ation, -ment • Places in a city 	<ul style="list-style-type: none"> • Relative pronouns: who / which / that / whose • Relative adverb: where • Conditional Sentences Type 1 • Time Clauses (Present-Future) • All / Both / Neither / None / Either • Clauses of result 	<ul style="list-style-type: none"> • Defining people, places and things • Referring to conditions and their results • Talking about the future • Finding things in common • Expressing result • Expressing opinion • Describing places/sights
Culture page 1: Mega Museums page 29 / Song 1: Boys or Girls? page 30			
3 page 31 Broaden your mind	<ul style="list-style-type: none"> • Words related to camps and courses • Conversational English • Words easily confused • Phrasal verbs (look, come) • Words related to cooking • Collocations and words related to education 	<ul style="list-style-type: none"> • Present Perfect Simple • Present Perfect Simple vs Past Simple • Present Perfect Progressive • Present Perfect Simple - Present Perfect Progressive • for-since 	<ul style="list-style-type: none"> • Talking about experiences • Expressing preference • Linking past and present time • Talking about the duration of an action • Focusing on the result of an action • Talking about food and quantities • Giving and following instructions • Giving news
4 page 43 The power of nature	<ul style="list-style-type: none"> • Words related to nature and wild animals • Words related to weather • Conversational English • Adverbial phrases • Natural disasters • -ed / -ing adjectives 	<ul style="list-style-type: none"> • Prepositions of time - place - movement • Question tags • Past Simple - Past Progressive • Time clauses (when / while / as / as soon as) • Past Perfect Simple 	<ul style="list-style-type: none"> • Asking for confirmation • Agreeing and disagreeing • Talking about past experiences • Sequencing past actions and events • Describing feelings • Narrating a story
Culture page 2: Food around the world page 55 / Song 2: Feel the flow page 56			
5 page 57 Nowadays	<ul style="list-style-type: none"> • Conversational English • Words/Phrases used in telephone conversations • Words related to sports and fitness • Words easily confused • Words related to technology • Words related to environmental problems • Adjectives ending in -ful, -less 	<ul style="list-style-type: none"> • can / could / may / will / would • must / have to / need (to) / can't • can / could / be able to • could / may / might • must / can't • Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future 'will' - Future 'going to' - modal verbs) 	<ul style="list-style-type: none"> • Talking on the phone • Making requests and offers • Asking for, giving and refusing permission • Expressing possibility • Expressing ability • Expressing obligation, lack of obligation and prohibition • Making deductions • Understanding the features of a webpage • Expressing opinion
6 page 69 Night	<ul style="list-style-type: none"> • Words related to astronomy • Conversational English • Expressions with 'way' • Words related to celebrations 	<ul style="list-style-type: none"> • The article 'the' • so / neither / too / either • Full and Bare Infinitive • -ing form 	<ul style="list-style-type: none"> • Discussing facts • Expressing agreement/ disagreement • Finding things in common • Inviting and making arrangements • Expressing purpose • Describing festivals / celebrations / events
Culture page 3: New York City Helicopter Ride page 81 / Song 3: Gadget freak page 82			
7 page 83 Challenge	<ul style="list-style-type: none"> • Words related to crime • Phrasal verbs 'turn' • Conversational English • Words related to fundraising events and competitions 	<ul style="list-style-type: none"> • Subject - Object Questions • Negative Questions • Reflexive Pronouns • Conditional Sentences Type 2 • Wishes 	<ul style="list-style-type: none"> • Asking for confirmation and expressing surprise • Understanding instructions • Asking for and giving advice • Talking about imaginary situations • Making wishes • Understanding dictionary entries • Expressing enthusiasm
8 page 95 Have a nice trip!	<ul style="list-style-type: none"> • Types of holiday • Conversational English • Expressions with 'time' • Words related to holiday misfortunes • Opposites (un-, dis-, im-) • Words related to gestures 	<ul style="list-style-type: none"> • Reported Speech (Statements, Commands, Requests, Questions) 	<ul style="list-style-type: none"> • Reporting • Narrating events and experiences • Discussing cultural differences • Asking for information
Culture page 4: All aboard! page 107 / Song 4: I'm sorry page 108			

Reading	Listening	Speaking (Pronunciation*)	Writing	21st century competencies
An Internet Forum: <i>Extreme sports</i> A magazine page: <i>Musical youth</i> A magazine article: <i>Jeans</i>	<ul style="list-style-type: none"> A telephone conversation between three teenagers A dialogue about music preferences A dialogue describing three people's personalities 	<ul style="list-style-type: none"> Pair work Group work Group survey: Do you...? Class discussion about friendships * /tʃ/, /dʒ/	<ul style="list-style-type: none"> A paragraph comparing two activities An e-mail introducing oneself to a new e-pal A paragraph about one's clothes A description of a person Developing skills: <ul style="list-style-type: none"> Linking words (<i>and, or, but, so, because</i>) 	
Quiz: <i>Famous landmarks</i> A magazine article: <i>Have your say! Graffiti</i> A magazine article: <i>Jamie Oliver, TV chef</i>	<ul style="list-style-type: none"> A monologue: A tour guide talking about Uluru Three short dialogues discussing hairstyles A radio programme: Beyoncé Knowles A dialogue about a trip to Madrid 	<ul style="list-style-type: none"> Pair work Pair work (Information gap activity) Questionnaire * /s/, /z/, /ʃ/	<ul style="list-style-type: none"> A postcard A paragraph about graffiti A description of a place Developing skills: <ul style="list-style-type: none"> Using a variety of adjectives 	
Three advertisements for summer camps A magazine article: <i>English around the world</i> A website recipe: <i>Churros with Chocolate</i>	<ul style="list-style-type: none"> A dialogue about a summer camp A TV cooking programme A dialogue about something that happened at school 	<ul style="list-style-type: none"> Class discussion Pair work Survey: Learning English! * /əʊ/, /aʊ/	<ul style="list-style-type: none"> An article about why you're learning English A recipe An e-mail giving news Developing skills: <ul style="list-style-type: none"> Set phrases for letters and e-mails 	
A magazine article: <i>Extraordinary plants</i> Real-life encounters with wild animals Two newspaper articles about natural disasters	<ul style="list-style-type: none"> A wildlife documentary A news report about a natural disaster An interview: a desert adventure 	<ul style="list-style-type: none"> Pair work Game: How many things do you know about your partner? Group work Role play (reporter and eyewitness) * Intonation of question tags	<ul style="list-style-type: none"> A paragraph about an imaginary event A story Developing skills: <ul style="list-style-type: none"> Linking words/phrases (time, contrast, result-consequence, cause-reason) 	
A fitness centre's internet website An article about robots A Q&A column of a magazine: <i>Environment</i>	<ul style="list-style-type: none"> Three voicemail messages A reporter at a science fair Four monologues about television 	<ul style="list-style-type: none"> Pair work Game: Guess the invention Class discussion * /ə/	<ul style="list-style-type: none"> A paragraph expressing opinion A short description of an invention An essay discussing the advantages and disadvantages of watching TV Developing skills: <ul style="list-style-type: none"> Linking words/phrases (to list points, to express contrast) Writing in a formal style 	
A magazine page: <i>The night sky</i> An extract from the novel: <i>The Canterville Ghost</i> A health magazine interview: <i>Feeling sleepy?</i>	<ul style="list-style-type: none"> A dialogue about constellations A radio play: <i>The Canterville Ghost</i> (continued) Four monologues describing dreams Three short dialogues about New Year's Eve 	<ul style="list-style-type: none"> Pair work Pair work (Information gap) Group work Class discussion * Stressed syllables	<ul style="list-style-type: none"> An e-mail inviting, giving information and making arrangements A short story based on a picture A short description of a dream A description of an event Developing skills: <ul style="list-style-type: none"> Planning paragraphs 	
A comic strip about a lift A quiz: <i>How far would you go for your BF?</i> A magazine article about Médecins Sans Frontières (MSF)	<ul style="list-style-type: none"> A dialogue following an instruction manual A dialogue between two friends about a problem A TV report on Red Nose Day Three short exchanges 	<ul style="list-style-type: none"> Group work: The alibi game Pair work Class discussion * Pronunciation of <i>gh</i> (/f/ or silent)	<ul style="list-style-type: none"> A letter asking for advice A letter giving advice An e-mail based on prompts Developing skills: <ul style="list-style-type: none"> Expanding notes 	
A feature article: <i>And you call that a holiday?</i> A blog about a holiday that went wrong A magazine article: <i>Travel tips: Cultural preferences</i>	<ul style="list-style-type: none"> A dialogue about a holiday Four monologues about holiday experiences A man calling a travel agency 	<ul style="list-style-type: none"> Pair work Pair work (Interview) Role play (travel agent and customer) * Stress and meaning	<ul style="list-style-type: none"> An account of a true event A formal letter asking for information Developing skills: <ul style="list-style-type: none"> Distinguishing between formal and informal language Using indirect questions Editing one's writing 	



3

Broaden your mind



Discuss:

- ▶ What do you think broadens a person's mind?
- ▶ How do you think learning a language helps broaden the mind?
- ▶ Do you get excited about new experiences?

Where can you find the following in this module? Go through the module and find the pictures.



In this module you will...

- ▶ talk about experiences you have had
- ▶ learn to use appropriate tenses to link the past with the present
- ▶ talk about school experiences and language learning
- ▶ learn to write an article
- ▶ talk about food and recipes
- ▶ learn to write an e-mail giving news



1

Read 

A. Discuss.

- Have you ever been to a summer camp?
- If yes, what was it like? Did you enjoy it?
- If not, would you like to go to one?

B. Look at the pictures of the three advertisements below. What do you think happens at these camps? Listen, read and check your answers.

LET'S GO TO CAMP

Bored of the same summer camp every year? Why not try something a bit out of the ordinary?

A.

SPACE CAMP

Have you always wanted to be an astronaut? Here's your chance!

- Ages 12-15
- 6 days/5 nights
- Available all year round
- Do scientific experiments
- Design your own space station in the computer lab
- Build your own lunar robot which you can take home!
- €899 per person (Cost includes meals, housing, clothing and activities)



Complete training
SIMILAR to
a real astronaut

C.



MARTIAL ARTS CAMP

Are you one of those people who have always wanted to take up karate or taekwondo but have never had the chance? Well, this camp is for you!

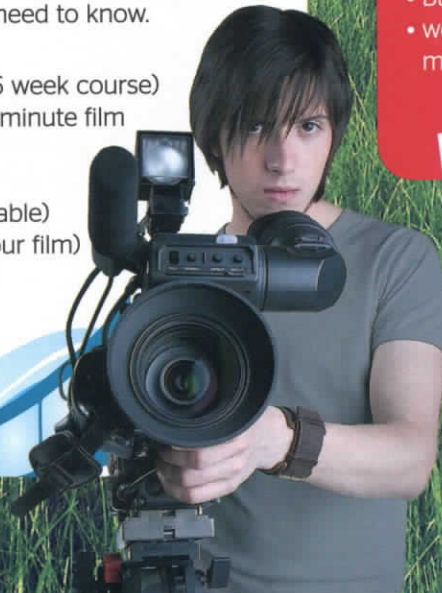
- From 7am to 6pm every day during the summer holidays
- Children of all ages are welcome
- Students train for 2 hours a day and learn skills which can help protect them in dangerous situations
- Lots of other summer camp activities available
- Students need to bring a packed lunch every day
- Bus service home every day
- weekly package → €180
- monthly package → €600

B.

Filmmaking Camp

Have you ever thought about becoming a famous director? Why not start here? Don't worry if you've never done anything like this before. We'll teach you all you need to know.

- 1-week course for 14-17 year-olds (Opportunity to return for a longer 3-6 week course)
- Write, produce and direct your own 3-minute film
- Screening at the end of the week
- Available during summer holidays (NEW! winter break courses also available)
- €1500 (Price includes DVD copy of your film)
- Accommodation and meals available at an extra cost



No skills
in martial
arts
needed



2 Grammar

Present Perfect Simple

- Danny **hasn't been** to a summer camp **before**, but he **has decided** where he wants to go.
- **A: Have you ever tried** water skiing?
B: No, I haven't but **I've always wanted to**.
A: I've done it twice.

NOTE

- **Thelma has gone** to camp. (She's still there.)
- **Thelma has been** to camp twice. (She has stayed at the camp twice but she isn't there now.)



C. Look at the words/phrases 1-9 from the advertisements and match them with the meanings a-i.

- | | |
|--------------------------------|---|
| 1. out of the ordinary (title) | a. practise an activity |
| 2. similar (ad A) | b. make |
| 3. opportunity (ad B) | c. fighting sports such as karate |
| 4. produce (ad B) | d. a place to stay |
| 5. accommodation (ad B) | e. unusual or different |
| 6. extra (ad B) | f. the chance to do something |
| 7. martial arts (ad C) | g. more than is expected |
| 8. train (ad C) | h. like someone or something but not exactly the same |
| 9. monthly (ad C) | i. lasting for a month |

D. Read the advertisements again and the statements below. Which advertisement do they refer to? Write A, B or C.

- You can't sleep at the camp unless you pay extra.
- This camp lasts less than a week.
- Meals aren't offered at this camp.
- You can go to this camp any time you like.
- This camp teaches you safety tips.
- You will receive something when the camp finishes. +
- Young children can go to this camp.
- This camp has the cheapest weekly cost.

Complete the sentences with the Present Perfect Simple of the verbs in the box.

be finish see not speak do go

- _____ you _____ playing that computer game yet?
- Alison isn't here. She _____ to her friend's house.
- That film is brilliant. I _____ it twice.
- My cousin _____ never _____ on a holiday to France before.
- Steven _____ to me all week. What's wrong with him?
- We _____ ten experiments so far this year. I love my Science class.

3 Listen

Listen to two people talking about a summer camp and complete the leaflet below.



Learn a new skill every day!

Monday: printing or painting

Tuesday: (1) _____ or comic making

Wednesday: computer graphics

Thursday: (2) _____ making

Friday: graffiti skills

(3) _____ at the end of the week

PRICE: (4) € _____ a week

(5) _____ not provided

TIP! Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.

4 Speak

Discuss the following.

- If you could go to one of the three camps in activity 1, which one would you choose? Why?
- Do you think summer camps are a good learning experience for children?
- Is there any other camp that you'd like to go to? Which one?

1 Read

A. Discuss.

- What do you know about sign language?
- Do you know anyone who uses sign language?

B. Look at the first picture. What do you think happened to Amy? Listen to the dialogue and check. Then read it out in pairs.

On the train...



Amy Ouch! Not again!

Liv What happened?

Amy Four people have stepped on me so far.

Liv Big deal! We're in a crowded train.

Amy Yeah, but that guy didn't even apologise. He just made a strange gesture, like he's hungry or something.

Liv What? I doubt it.

Amy Look. He's making more gestures with that boy over there. Oh, they're communicating with sign language.

Liv I watched a documentary about deaf people and sign language yesterday. Did you know that some signs mean letters and some mean words or even phrases?

Amy I didn't know that. I wonder what he said to me. I'm really curious.

Liv We'll check on the Net when we get to my place.

Amy What do you think they're talking about now?

Liv Beats me. Now stop staring!

Later at Liv's home...

Amy You've been on that laptop for half an hour. Have you found anything yet?

Liv This website about sign language. It's wicked! You can find anything you want here, and there are short videos that show you how to sign. Watch this one.

Amy That's what the boy on the train did! He made a circle on his chest with his fist. What does it mean?

Liv Sorry silly!

Amy You know what? I'd like to learn sign language. Maybe I'll have a go. They have classes at the youth club.

Liv Count me in, too. Sounds like fun!



C. Look at the expressions 1-6 from the dialogue and match them with the meanings a-f.

- | | |
|--------------------|--------------------------|
| 1. Big deal! | a. It's excellent! |
| 2. I doubt it. | b. It's nothing serious. |
| 3. Beats me. | c. I don't think so. |
| 4. It's wicked! | d. Include me. |
| 5. I'll have a go. | e. I have no idea. |
| 6. Count me in. | f. I'll try it. |

D. Read the dialogue again and answer the questions.

1. Why is Amy annoyed with the boy?
2. What does Amy think the boy's gesture means?
3. Can the girls understand what the boys are signing?
4. What's special about the website Liv has found?
5. How can you sign *Sorry*?
6. How can you tell that Amy finds sign language interesting?

2 Vocabulary

Complete with the words in the boxes.

look watch notice stare

- Are you going to _____ the game tonight?
- Did you _____ what Jane was wearing?
- Marial! Don't _____ at people. It's rude.
- _____ under that bush! There's a grey cat.

talk speak say tell discuss

- How many languages does Betty _____?
- Lee has decided to _____ the problem with his parents.
- _____ me about the party. I'm curious!
- Did you _____ goodbye to Greg? He left a few minutes ago.
- Let's _____ about something else.

wonder think imagine

- I can't _____ life without mobile phones.
- I _____ you should apologise to Tony. You weren't nice to him.
- I _____ what the teacher will say about my project. I hope she likes it.

3 Pronunciation

A. Listen and repeat. What's the difference between a and b?

a. know b. now

B. Listen and tick (✓) the sound you hear.

	know /əʊ/	now /aʊ/
doubt		
home		
over		
crowded		
council		
show		
totally		
allow		

4 Grammar

Present Perfect Simple vs Past Simple

A: I've **heard** this song many times before.

B: I **heard** it yesterday for the first time.

Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

- A: Where's Janice? She _____ (not come) round all week.

B: I don't know. She _____ (go) snowboarding in France with some friends last week. Maybe she _____ (not return) yet.
- A: _____ you and Sandra _____ (already/watch) the new James Bond film?

B: Yes, we _____ (watch) it yesterday.
- A: _____ you _____ (talk) to Paul last night?

B: No, I _____ (not see) him at the party.
- We _____ (visit) many interesting sights so far.

5 Speak

Talk in pairs. Discuss the following.

- Do you like learning new things? Why/Why not?
- Have you ever taken up an interesting course?
- What was it?
- When did you take it up?
- How long did it last?
- Did you find it useful?
- Would you like to take up a sign language course? Why/Why not?



1 Read 

A. Discuss.

- What are the most popular languages that people learn in your country?
- Where can you see or hear English today?
- Do you think English is an important language? Why/Why not?

B. Listen, read and choose the best title for the text.

- ENGLISH:** A Changing Language
- English** Throughout the Centuries
- ENGLISH** Around the World



Have you ever wondered how many people speak English? There are about 7 billion people in the world today and $\frac{1}{4}$ of the world's population can speak English. Now that's a lot! English is the official language in the UK, the USA, Australia, New Zealand and several other countries. However, three out of every four English speakers are non-native speakers.

English is everywhere! It's the language of finance, business, science, transport, entertainment, computers, etc. For instance, a great number of songs and films are in English. Also, most sites on the web are written in English. So if you know English, you can look up almost anything and be informed about any topic.

Learning English allows you to communicate with people from all over the world. Travelling to other countries is made easier, too. If you're in a foreign country and need information, don't panic. You'll definitely come across someone who speaks English.

As all languages, English has been developing throughout the years and new words have been entering the language for a long time. These are frequently used words and they come from a variety of fields that affect our everyday life. For example, the word *threequel*, which means the third film, book, etc. of a series, was created thanks to Hollywood. There are also new forms of English spoken in some countries. One example is Singlish, which is a variety of English spoken in Singapore, with elements from other local languages.

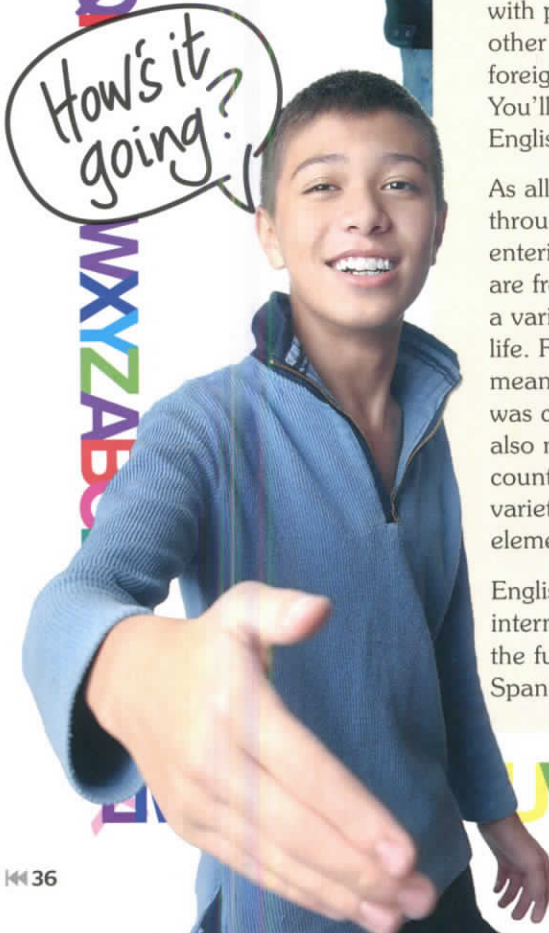
English has become the language of international communication. But, what about the future? Who knows? It might not be English but Spanish, Chinese or another language.



There are over 1 billion webpages with information written in English.

Can you come up with a definition for these words?
vlog
screenager

What do you think Italglish and Spanglish are?



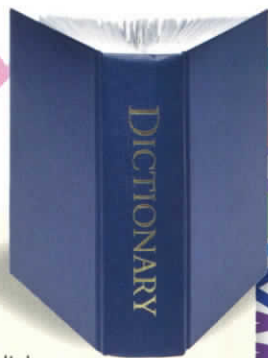
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2 Vocabulary

Read the sentences 1-7 below. What do the phrasal verbs in bold mean? Match them with the definitions a-g.

- I don't know that word. Let's **look it up** in the dictionary.
- Look out!** You're going to fall.
- I always **look after** my little sister when my parents are away.
- We're really **looking forward to** going to the concert tonight.
- Why don't you **come round** for dinner tomorrow?
- Mark always **comes up with** the best ideas.
- I **came across** Jane when I went to the supermarket.

- produce or find an answer
- take care of
- visit (usually a person's house)
- try to find information in a book or by using a computer
- meet or find something or someone by chance
- be careful
- feel excited about something that is going to happen



C. Read again and answer the questions.

- How many people speak English around the world?
- Are most English speakers non-native speakers?
- How many pages are written in English on the Internet?
- According to the text, how can English help people in their everyday lives? Name two ways.
- What kind of words are added to the language?
- Where do people speak English?

3 Grammar

Present Perfect Progressive (have/has + been + verb-ing)

- I **have been learning** English for five years.
- Karen is tired because she **has been studying** all day.

Present Perfect Simple - Present Perfect Progressive

- Tom **has been sending** e-mails since 10am.
- He **has sent** ten e-mails so far.

for - since

- They have been living in London **for eight months**.
- They have been living in London **since April**.
- I've had this car **since I finished** college.

Circle the correct words and complete with *for* or *since*.

- Mr Smith **has taught / has been teaching** English in this school _____ 1995.
- We **have entered / have been entering** competitions _____ many years, but we **haven't won / haven't been winning** any awards yet.
- I **have watched / have been watching** TV _____ three hours.
- Mark **has written / has been writing** three books _____ he moved to Paris.

4 Speak

SURVEY
Talk in pairs. Go to the Speaking Section.

5 Write

Read the plan below. Write an article for a local magazine about why you are learning English.

When you're writing an article about why you're learning English, follow the plan below.

PARAGRAPH 1

▶ Answer the following questions:

- How long have you been learning English?
- How old were you when you started?
- Where have you been learning English?
- How often do you have lessons?
- Do you enjoy them? Why/Why not?
- How many hours do you study a day?
- Has your English improved since last year?

PARAGRAPH 2

▶ Answer the following questions:

- Why are you learning English?
- What are your future plans?



1 Warm-up

Discuss.

- What's your favourite dish? What's in it?
- Is there any kind of food that you don't like?
- What's the strangest food you've heard of? Would you try it?
- Do you like trying food from other countries?

2 Vocabulary

Listen, look and try to guess the meaning of the verbs in bold.



peel the onions and **chop** them



fry the eggs



boil the water and add a tablespoon of salt



beat the eggs



stir the mixture



dip the strawberries into the chocolate



bake the biscuits
roast the chicken



melt the butter

3 Read



A. Look at the title and the picture of the website. What do you know about churros? Listen, read and find out more.



CHURROS WITH CHOCOLATE



Ingredients

- 1 cup water
- ¼ cup butter
- ¼ tsp salt
- 6 tbsp sugar
- 1 cup flour
- 2 eggs and 1 egg yolk
- vegetable oil or olive oil
- 1 tsp ground cinnamon
- 200g chocolate

Procedure

Prepare the churros:

- To make the dough, heat the water, butter, salt and 2 tablespoons of sugar in a saucepan. Stir in the flour. Beat with a spoon for about a minute until the dough forms a ball. Remove from the heat.
- Add the eggs, one by one (add egg yolk last), to the dough mixture and mix until it is smooth.
- Heat vegetable or olive oil to 180°C in a deep pan. Put the dough into a cake decorating tube with a large star tip. Carefully squeeze 7 cm strips of dough into the hot oil. Fry 3 or 4 strips at a time until they turn golden brown (3-4 minutes), turning them once. Put the churros on paper towels.
- If you want, you can cover your churros with sugar and cinnamon. To do so, mix the rest of the sugar with the cinnamon



in a bag. While the churros are still warm, put them in the bag one by one and shake. Leave the churros on a plate to cool completely.

Prepare the chocolate:

- Heat some water in a saucepan and put a bowl over the water. Break the chocolate into small pieces and add them to the bowl. Heat until the chocolate has melted, but don't overcook it!

Enjoy!

- Dip the churros into the chocolate and enjoy or eat them plain. You can even make lots of churros and keep them in the freezer for three months.

CULTURAL TIP

- In Spain, churros are usually dipped in hot chocolate. This is a typical Spanish breakfast.
- Churros in Spain are made without cinnamon mixed with sugar, but the cinnamon adds extra flavour.

C. Read again and decide if the pictures are correct or not. Put a (✓) or an (X).



4 Listen 

Listen to a TV cooking programme and answer the questions. Choose a or b.

1. What did the chef do to the chicken first?
 - a. He boiled it.
 - b. He fried it.
2. What did the chef use for frying?
 - a. olive oil
 - b. butter
3. What did the chef do to the potatoes first?
 - a. He peeled them.
 - b. He boiled them.
4. How much salt did he add to the salad?
 - a. 1 tablespoon
 - b. 1 teaspoon

5 Speak & Write

A. Work in pairs. Create a silly sandwich and present the recipe to the class.

B. Write your recipe.

B. Read the recipe again. What do the words in bold refer to?

1. You need six of **these**. _____
2. You need **this much** sugar to make the dough. _____
3. You fry the churros for **this long**. _____
4. You put sugar and cinnamon **there**. _____
5. You mustn't overcook **this**. _____
6. You can keep churros **there** for three months. _____
7. Spanish people usually dip churros in **this** for breakfast. _____



1 Vocabulary

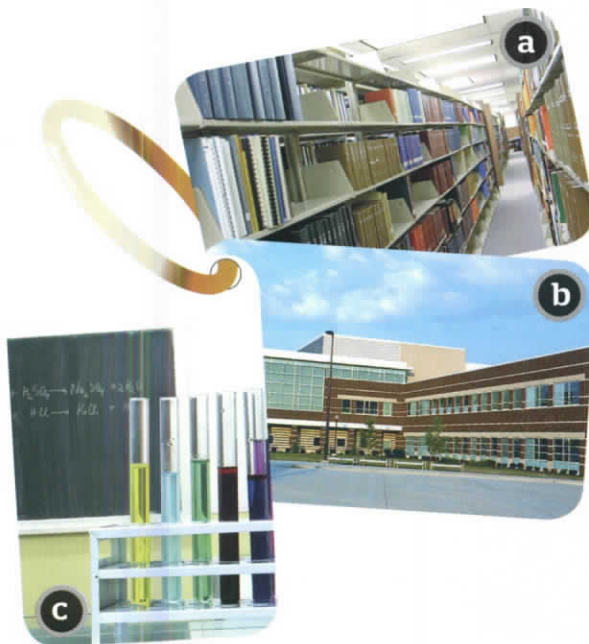
Read the phrases below and then complete the sentences 1-5 with the correct form of the verbs. Sometimes more than one answer is possible.

attend	a class / a lesson / a course / school
revise for	an exam / a test
sit (for) / take	an exam / a test
miss	an exam / a test / a class / a lesson / school
do well in / pass / fail	an exam / a test
get	exam results / good or bad marks

1. Wendy _____ her driving test yesterday and now she wants to buy a car.
2. I fell asleep while I was studying and I _____ my French lesson.
3. Sorry, I can't go out tonight. I have to _____ for my Maths exam.
4. Kelly _____ the Physics exam and she has to _____ it again tomorrow. She hopes to _____ good results this time.
5. Charlie and Mike _____ the same school but they aren't classmates.

2 Listen

A. Listen to two students talking about something that happened at school. Where did it take place?



B. Listen again and write T for True or F for False.

1. Simon doesn't usually have Science lessons with Mr Jackson.
2. Simon saw all of the experiment.
3. Jane didn't hear the loud noise.
4. Two things caught fire during the experiment.
5. Mr Jackson didn't get hurt in the accident.
6. Simon put out the fire.



3 Speak

Look at the pictures below and discuss the questions.



- ▶ What do you think has happened?
- ▶ How does the boy/girl feel?
- ▶ How does the teacher feel?
- ▶ How do you think the boy/girl will react?
- ▶ Has this ever happened to you?
- ▶ How did you react?
- ▶ What did your parents/teacher say?

TIP!

- Speak clearly.
- Don't worry if you make a mistake. Correct yourself if you can, otherwise just continue speaking.
- If you can't remember a word, don't stop. Try to use other words.

4 Speak & Write

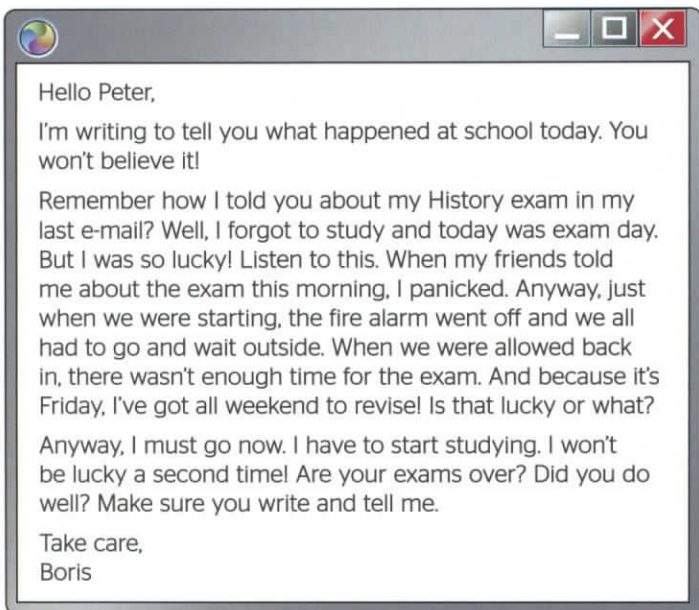
A. Read the e-mail and answer the following questions.

1. Who is writing the e-mail?
2. Why is he writing?
3. What is the relationship between the two boys?
4. What is the purpose of each paragraph? Match the phrases a-c with the paragraphs.

a. ending the e-mail and asking for news

b. giving news

c. reason for writing



B. Think about something that happened at school recently. Look at the questions in the speech bubble and make some notes. Then talk in pairs.

When did this happen?

...

Was it during a lesson? Which lesson?

...

What exactly happened?

...

How did you feel?

...

How did you react?

...

How did your teacher/classmates/parents react?

...

What happened in the end?

...



C. Read the plan and the phrases 1-6 below. In which part do they belong? Write the phrases in the plan.

1. Thanks for your letter/e-mail.
2. Well, that's all for now.
3. Anyway, enough about me. What have you been up to lately?
4. I haven't heard from you for ages.
5. I'm looking forward to hearing from you.
6. Well, here's the latest.

When you're writing a letter or an e-mail giving news, follow the plan below.

GREETING

► Greet the person you're writing to.

- Dear Harry, • Hi Kirsty, • Hello Jerry,

OPENING PARAGRAPH

► Begin your letter/e-mail and say why you're writing. Use phrases like:

- How's life?
- How have you been?
- How are things? I hope everything's OK.
- Sorry I haven't written for so long, but...
- It was great to hear from you again.
- I'm writing to tell you...
- Guess what! I have some exciting news to tell you.
- You won't believe what happened to me.

• _____
• _____

MAIN PART

► Give your news. Use phrases like:

- I've never seen... before...
- It was so... that...
- The good news is...
- I've also got some bad news...

• _____

CLOSING PARAGRAPH

► State anything you want to emphasise, ask for news and end your letter/e-mail. Use phrases like:

- I must go now.
- Write back soon.
- Waiting for your letter/e-mail/reply.
- Make sure you write and tell me all your news.
- What about you? Do you still...?
- How's everybody?
- Say hello to...

• _____
• _____
• _____

SIGNING OFF

► Use a signature ending and your first name below that.

- Take care, Mark
- Keep in touch, Anna
- Hugs and kisses, Susan
- Speak to you soon, Christopher

D. Write an e-mail to a friend who lives in another town to give him/her your latest news. If you like, you can write about something that happened at school today. Follow the plan above.

TIP! When writing a letter or an e-mail giving news:

- use expressions (e.g. **well, of course, anyway, you know, you see, actually**)
- use exclamations (e.g. **You won't believe it!**)
- use direct questions (e.g. **What about you?**)

Vocabulary

A. Circle the correct words.

- Does the tour **include / produce** a visit to an art gallery?
- When Dan grows up, he wants to become a(n) **robot / astronaut**.
- The **official / foreign** language of France is French.
- There's no need to **panic / affect**. Everything is going to be OK.
- There's not enough soup in the **plate / bowl**.
- I need the **frying pan / saucepan** to boil water for the pasta.
- Roast / Melt** the chicken for 45 minutes.
- I think you should **communicate / apologise** to Sally for being rude.

Score: / 8

B. Complete the sentences with prepositions.

- A:** We're going camping next weekend. Do you want to come?
B: Of course. Count me _____.
- I'm really looking forward _____ meeting your cousins from Canada.
- I need to revise _____ my History exam.
- Robert came _____ with the best idea.
- Look _____! You almost hit that car. You're a horrible driver.
- Jack didn't do well _____ his Geography test.
- Make sure you keep _____ touch when you move to Amsterdam.
- I was tidying my wardrobe when I came _____ 20 euros.

Score: / 8

Grammar

C. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

- Larry _____ (fall) asleep an hour ago.
- A:** _____ Rita and Tom _____ (direct) a film before?
B: Yes. They _____ (direct) a film last year.
- I _____ (be) to Korea twice. It's a beautiful country.
- A:** _____ you _____ (discuss) the problem with Jane yesterday?
B: No, I _____ (not see) her since the day we _____ (visit) her.
- Debbie _____ (never/dye) her hair red, but she wants to try it.

Score: / 8

D. Complete with the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.

- Helen and Fay _____ (look after) the children all day.
- Andy _____ (miss) three English lessons so far.
- That man _____ (stare) at you since we walked into the room. Do you know him?
- Lisa _____ (work) on a painting for the past month, but she _____ (not show) it to anyone yet.
- We _____ (not attend) this course for long. We started last week.

Score: / 6

E. Circle the correct words.

- Nancy's been looking for you **since / for** yesterday morning.
- Frank and Sam met three years **ago / before** at a baseball game.
- I've **never / ever** failed an exam in my life.
- Mike and I have been friends **for / since** five years.
- Ben hasn't returned **already / yet**. He's still in Italy.

Score: / 5

Communication

F. Complete the dialogue with the sentences a-e.

- I doubt it.
- What have you been up to lately?
- Big deal!
- I just can't wait till it's over.
- How's life?

A: Hey, Tim. (1) _____

B: Not bad. (2) _____

A: I've been training every day. The whole team is really nervous because the first match is coming up.

B: (3) _____ Your team is the best. You guys will probably win first place this year, again.

A: (4) _____ I don't think we're ready this time.

B: Come on now.

A: (5) _____

B: That's not like you.

Score: / 10

TOTAL SCORE: / 45

Now I can...

- use appropriate tenses to link the past with the present
- talk about my experiences
- talk about why I'm learning English
- talk about food and recipes
- write an article
- write an e-mail giving news