

Бюджетное общеобразовательное учреждение
Сокольского муниципального района
«Средняя общеобразовательная школа №5»



УТВЕРЖДАЮ
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Рабочая образовательная программа по английскому языку

составлена в соответствии с федеральным государственным образовательным
стандартом основного общего образования

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1. ПЛАНИРУЕМЫЕ ПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ ПРЕДМЕТА «АНГЛИЙСКИЙ ЯЗЫК»

• Предметные результаты

Коммуникативные умения

Говорение. Диалогическая речь

Выпускник научится:

- вести диалог (диалог этикетного характера, диалог—расспрос, диалог побуждение к действию; комбинированный диалог) в стандартных ситуациях неофициального общения в рамках освоенной тематики, соблюдая нормы речевого этикета, принятые в стране изучаемого языка. Объем диалога: 5-7 класс от 3 реплик, 8-9 класс до 4-5 реплик. Продолжительность диалога: 5-7 класс – 1-2 минуты, 8-9 – 2.5 – 3 минуты.

Выпускник получит возможность научиться:

- вести диалог-обмен мнениями;
- брать и давать интервью;
- вести диалог-расспрос на основе нелинейного текста (таблицы, диаграммы и т. д.). Объем диалога: 5-7 класс от 3 реплик, 8-9 класс до 4-5 реплик. Продолжительность диалога: 5-7 класс – 1-2 минуты, 8-9 – 2.5 – 3 минуты.

Говорение. Монологическая речь

Выпускник научится:

- строить связное монологическое высказывание с опорой на зрительную наглядность и/или вербальные опоры (ключевые слова, план, вопросы) в рамках освоенной тематики;
- описывать события с опорой на зрительную наглядность и/или вербальную опору (ключевые слова, план, вопросы);
- давать краткую характеристику реальных людей и литературных персонажей;
- передавать основное содержание прочитанного текста с опорой или без опоры на текст, ключевые слова/ план/ вопросы;
- описывать картинку/ фото с опорой или без опоры на ключевые слова/ план/ вопросы.

Объем монологического высказывания: 5-7 класс – 8-10 фраз, 8-9 класс – 10-12 фраз. Продолжительность высказывания: 5-9 класс – 1.5-2 минуты.

Выпускник получит возможность научиться:

- *делать сообщение на заданную тему на основе прочитанного;*
- *комментировать факты из прочитанного/ прослушанного текста, выражать и аргументировать свое отношение к прочитанному/ прослушанному;*
- *кратко высказываться без предварительной подготовки на заданную тему в соответствии с предложенной ситуацией общения;*
- *кратко высказываться с опорой на нелинейный текст (таблицы, диаграммы, расписание и т. п.);*
- *кратко излагать результаты выполненной проектной работы.*

Объем монологического высказывания: 5-7 класс – 8-10 фраз, 8-9 класс – 10-12 фраз. Продолжительность высказывания: 5-9 класс – 1.5-2 минуты.

Аудирование

Выпускник научится:

- *воспринимать на слух и понимать основное содержание несложных аутентичных текстов, содержащих некоторое количество неизученных языковых явлений; время звучания текстов: 5-7 класс – до 1 минуты, 8-9 класс – до 2 минут.*

- *воспринимать на слух и понимать нужную/интересующую/ запрашиваемую информацию в аутентичных текстах, содержащих как изученные языковые явления, так и некоторое количество неизученных языковых явлений. ; время звучания текстов: 5-7 класс – до 1 минуты, 8-9 класс – до 1.5 минут.*

Выпускник получит возможность научиться:

- *выделять основную тему в воспринимаемом на слух тексте;*
- *использовать контекстуальную или языковую догадку при восприятии на слух текстов, содержащих незнакомые слова. ; время звучания текстов: 5-7 класс – до 1 минуты, 8-9 класс – до 2 минут.*

Чтение

Выпускник научится:

- читать и понимать основное содержание несложных аутентичных текстов, содержащие отдельные неизученные языковые явления; объем текстов: 5 класс – до 100 слов, 6-7 класс – до 200 слов, 8- до 450 слов, 9 класс – до 550 слов.

- читать и находить в несложных аутентичных текстах, содержащих отдельные неизученные языковые явления, нужную/интересующую/ запрашиваемую информацию, представленную в явном и в неявном виде; объем текстов: 5 класс – до 70 слов, 6-7 класс – до 100 слов, 8- до 250 слов, 9 класс – до 350 слов.

- читать и полностью понимать несложные аутентичные тексты, построенные на изученном языковом материале; объем текстов: 5 класс – до 60 слов, 6-7 класс – до 100 слов, 8- до 200 слов, 9 класс – до 300 слов.

- выразительно читать вслух небольшие построенные на изученном языковом материале аутентичные тексты, демонстрируя понимание прочитанного.

Выпускник получит возможность научиться:

- *устанавливать причинно-следственную взаимосвязь фактов и событий, изложенных в несложном аутентичном тексте;*

- *восстанавливать текст из разрозненных абзацев или путем добавления выпущенных фрагментов.*

Письменная речь

Выпускник научится:

- заполнять анкеты и формуляры, сообщая о себе основные сведения (5-7 класс: имя, фамилия, возраст, гражданство; 8-9 класс: имя, фамилия, пол, возраст, гражданство, национальность, адрес и т. д.);

- писать короткие поздравления с днем рождения и другими праздниками, с употреблением формул речевого этикета, принятых в стране изучаемого языка, выражать пожелания (объем: 5-7 класс- 10-20 слов, 8-9 класс - 30–40 слов, включая адрес);

- писать личное письмо в ответ на письмо-стимул с употреблением формул речевого этикета, принятых в стране изучаемого языка: сообщать краткие сведения о себе и запрашивать аналогичную информацию о друге по переписке; выражать благодарность, извинения, просьбу; давать совет и т. д. (объем: 5-7 класс – 50-70 слов, 8-9 класс - 100–120 слов, включая адрес);

- писать небольшие письменные высказывания с опорой на образец/ план. (объем: 5-7 класс – 30-50 слов, 8-9 класс - 100–120 слов);

Выпускник получит возможность научиться:

- *делать краткие выписки из текста с целью их использования в собственных устных высказываниях;*
- *писать электронное письмо (e-mail) зарубежному другу в ответ на электронное письмо-стимул;*
- *составлять план/ тезисы устного или письменного сообщения;*
- *кратко излагать в письменном виде результаты проектной деятельности;*
- *писать небольшое письменное высказывание с опорой на нелинейный текст (таблицы, диаграммы и т. п.).*

Языковые навыки и средства оперирования ими

Орфография и пунктуация

Выпускник научится:

- правильно писать изученные слова; (количество лексических единиц для запоминания к уроку: 5 класс – 10, 6-7 класс – до 13, 8-9 класс – до 15.)
- правильно ставить знаки препинания в конце предложения: точку в конце повествовательного предложения, вопросительный знак в конце вопросительного предложения, восклицательный знак в конце восклицательного предложения;
- расставлять в личном письме знаки препинания, диктуемые его форматом, в соответствии с нормами, принятыми в стране изучаемого языка.

Выпускник получит возможность научиться:

- *сравнивать и анализировать буквосочетания английского языка и их транскрипцию.*

Фонетическая сторона речи

Выпускник научится:

- различать на слух и адекватно, без фонематических ошибок, ведущих к сбою коммуникации, произносить слова изучаемого иностранного языка; (количество лексических единиц для запоминания к уроку: 5 класс – 10, 6-7 класс – до 13, 8-9 класс – до 15.)

- соблюдать правильное ударение в изученных словах;
- различать коммуникативные типы предложений по их интонации;
- членить предложение на смысловые группы;
- адекватно, без ошибок, ведущих к сбою коммуникации, произносить фразы с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный, альтернативный и разделительный вопросы), в том числе, соблюдая правило отсутствия фразового ударения на служебных словах.

Выпускник получит возможность научиться:

- *выражать модальные значения, чувства и эмоции с помощью интонации;*
- *различать британские и американские варианты английского языка в прослушанных высказываниях.*

Лексическая сторона речи

Выпускник научится:

- узнавать в письменном и звучащем тексте изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные в пределах тематики основной школы;
- употреблять в устной и письменной речи в их основном значении изученные лексические единицы (слова, словосочетания, реплики-клише речевого этикета), в том числе многозначные, в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей;
- соблюдать существующие в английском языке нормы лексической сочетаемости;
- распознавать и образовывать родственные слова с использованием словосложения и конверсии в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей;
- распознавать и образовывать родственные слова с использованием аффиксации в пределах тематики основной школы в соответствии с решаемой коммуникативной задачей:
 - глаголы при помощи аффиксов *dis-*, *mis-*, *re-*, *-ize/-ise*; (9 класс)
 - имена существительные при помощи суффиксов *-or/ -er*, *-ist*, *-sion/-tion*, *-nce/-ence*, *-ment*, *-ity*, *-ness*, *-ship*, *-ing*; (6 класс)

- имена прилагательные при помощи аффиксов *inter-*; *-y*, *-ly*, *-ful* , *-al* , *-ic* , *-ian/an*, *-ing*; *-ous*, *-able/ible*, *-less*, *-ive*; (9 класс)
- наречия при помощи суффикса *-ly*; (7 класс)
- имена существительные, имена прилагательные, наречия при помощи отрицательных префиксов *in-*, *im-/in-*; (8 класс)
- числительные при помощи суффиксов *-teen*, *-ty*; *-th*.(5 класс)

Выпускник получит возможность научиться:

- *распознавать и употреблять в речи в нескольких значениях многозначные слова, изученные в пределах тематики основной школы;*
- *знать различия между явлениями синонимии и антонимии; употреблять в речи изученные синонимы и антонимы адекватно ситуации общения;*
- *распознавать и употреблять в речи наиболее распространенные фразовые глаголы;*
- *распознавать принадлежность слов к частям речи по аффиксам;*
- *распознавать и употреблять в речи различные средства связи в тексте для обеспечения его целостности (*firstly*, *to begin with*, *however*, *as for me*, *finally*, *at last*, *etc.*);*
- *использовать языковую догадку в процессе чтения и аудирования (догадываться о значении незнакомых слов по контексту, по сходству с русским/родным языком, по словообразовательным элементам.*

Грамматическая сторона речи

Выпускник научится:

- оперировать в процессе устного и письменного общения основными синтаксическими конструкциями и морфологическими формами в соответствии с коммуникативной задачей в коммуникативно-значимом контексте:
- *распознавать и употреблять в речи различные коммуникативные типы предложений: повествовательные (в утвердительной и отрицательной форме) вопросительные (общий, специальный, альтернативный и разделительный вопросы), побудительные (в утвердительной и отрицательной форме) и восклицательные;*

- распознавать и употреблять в речи распространенные и нераспространенные простые предложения, в том числе с несколькими обстоятельствами, следующими в определенном порядке;

- распознавать и употреблять в речи предложения с начальным *It*; (5 класс)

- распознавать и употреблять в речи предложения с начальным *There + to be*; (5-7 класс)

- распознавать и употреблять в речи сложносочиненные предложения с сочинительными союзами *and, but, or*; (6 класс)

- распознавать и употреблять в речи сложноподчиненные предложения с союзами и союзными словами *because, if, that, who, which, what, when, where, how, why*; (7 класс)

- использовать косвенную речь в утвердительных и вопросительных предложениях в настоящем и прошедшем времени; (9 класс)

- распознавать и употреблять в речи условные предложения реального характера (Conditional I – *If I see Jim, I'll invite him to our school party*) (7 класс) и нереального характера (Conditional II – *If I were you, I would start learning French*); (9 класс)

- распознавать и употреблять в речи имена существительные в единственном числе и во множественном числе, образованные по правилу, и исключения; (5-6 класс)

- распознавать и употреблять в речи существительные с определенным/неопределенным/нулевым артиклем; (5-9 класс)

- распознавать и употреблять в речи местоимения: личные (в именительном и объектном падежах, в абсолютной форме), (5 класс) притяжательные (5-6 класс), возвратные (9 класс), указательные (6 класс), неопределенные (6-7 класс) и их производные, относительные (8 класс), вопросительные (5-9 класс);

- распознавать и употреблять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, и исключения (5-7 класс);

- распознавать и употреблять в речи наречия времени и образа действия и слова, выражающие количество (*many/much, few/a few, little/a little*); наречия в

положительной, сравнительной и превосходной степенях, образованные по правилу и исключения (7 класс);

- распознавать и употреблять в речи количественные и порядковые числительные (5-9 класс);

- распознавать и употреблять в речи глаголы в наиболее употребительных временных формах действительного залога: Present Simple, Future Simple и Past Simple (5 класс), Present и Past Continuous (6-7 класс), Present Perfect (7 класс);

- распознавать и употреблять в речи различные грамматические средства для выражения будущего времени: Simple Future, *to be going to*, Present Continuous (6-7 класс);

- распознавать и употреблять в речи модальные глаголы и их эквиваленты (*may, can, could, be able to, must, have to, should*) (5-9 класс);

- распознавать и употреблять в речи глаголы в следующих формах страдательного залога: Present Simple Passive, Past Simple Passive (9 класс);

- распознавать и употреблять в речи предлоги места, времени, направления (5-9 класс); предлоги, употребляемые при глаголах в страдательном залоге (9 класс).

Выпускник получит возможность научиться:

- *распознавать сложноподчиненные предложения с придаточными: времени с союзом since; цели с союзом so that; условия с союзом unless; определительными с союзами who, which, that;*(8-9 класс)

- *распознавать и употреблять в речи сложноподчиненные предложения с союзами whoever, whatever, however, whenever;*(8 класс)

- *распознавать и употреблять в речи предложения с конструкциями as ... as; not so ... as; either ... or; neither ... nor;*(6-7 класс)

- *распознавать и употреблять в речи предложения с конструкцией I wish;*(9 класс)

- *распознавать и употреблять в речи конструкции с глаголами на -ing: to love/hate doing something; Stop talking;*(7 класс)

- *распознавать и употреблять в речи конструкции It takes me ...to do something; to look / feel / be happy;*(6 класс)

- *распознавать и употреблять в речи определения, выраженные прилагательными, в правильном порядке их следования;*(8 класс)

- *распознавать и употреблять в речи глаголы во временных формах действительного залога: Past Perfect, Present Perfect Continuous, Future-in-the-Past;*(9 класс)

- *распознавать и употреблять в речи глаголы в формах страдательного залога Future Simple Passive, Present Perfect Passive;*(8-9 класс)

- *распознавать и употреблять в речи модальные глаголы need, shall, might, would;*(9 класс)

- *распознавать по формальным признакам и понимать значение неличных форм глагола (инфинитива, герундия, причастия I и II, отглагольного существительного) без различения их функций и употреблять их в речи;*(9 класс)

- *распознавать и употреблять в речи словосочетания «Причастие I+существительное» (a playing child) и «Причастие II+существительное» (a written poem).*(9 класс)

Социокультурные знания и умения

Выпускник научится:

- *употреблять в устной и письменной речи в ситуациях формального и неформального общения основные нормы речевого этикета, принятые в странах изучаемого языка;*

- *представлять родную страну и культуру на английском языке;*

- *понимать социокультурные реалии при чтении и аудировании в рамках изученного материала.*

Выпускник получит возможность научиться:

- *использовать социокультурные реалии при создании устных и письменных высказываний;*

- *находить сходство и различие в традициях родной страны и страны/стран изучаемого языка.*

Компенсаторные умения

Выпускник научится:

- выходить из положения при дефиците языковых средств: использовать переспрос при говорении.

Выпускник получит возможность научиться:

- *использовать перифраз, синонимические и антонимические средства при говорении;*

- *пользоваться языковой и контекстуальной догадкой при аудировании и чтении.*

2. СОДЕРЖАНИЕ УЧЕБНОГО ПРЕДМЕТА

Образовательная программа обучения английскому языку направлена на развитие у учащихся способности к межкультурному общению на иностранном языке.

Отбор содержания проводится с учетом необходимости и достаточности содержания для достижения поставленной цели обучения, с учетом возрастных особенностей учащихся, а так же с учетом возможностей учащихся усвоить отобранный материал.

Содержание обучения иностранному языку составляют:

- языковой материал (фонетический, лексический, грамматический) и способы его употребления в различных сферах общения;
- тематика, проблемы и ситуации в различных сферах общения;
- речевые умения, характеризующие уровень практического владения иностранным языком;
- знания о национально-культурных особенностях и реалиях страны изучаемого языка;
- общеучебные и компенсаторные умения.

При овладении различными видами речевой деятельности на английском языке учащимся должны быть обеспечены условия **регулярной практики в говорении:**

- отработка и развитие навыков произношения и интонации;
- описание повседневных событий;
- выражение личного мнения, чувств;
- поиск и сообщение определенной информации;
- ролевая игра;
- стратегия диалога (начало, поддержание);
- выбор языковых средств по условиям диалогического контекста;
- выражение согласия или несогласия;

В письме:

- написание фраз, предложений, коротких текстов;
- передача информации, неизвестной адресату;
- описание повседневных событий;
- выражение собственных мыслей и чувств; обоснование своего мнения;
- составление вопросов и ответов (в письменной форме);

- использование услышанного или прочитанного для создания собственных текстов;

В аудировании:

- внимательное прослушивание материалов;
- выполнение четких указаний и инструкций;
- прослушивание «в целях выделения (нахождения) определенной информации»;

В чтении:

- следование четким указаниям и инструкциям;
- просмотр текстов для нахождения определенной информации;
- чтение для удовлетворения собственных интересов и потребностей;

В целях **развития общелингвистических умений и навыков** учащиеся должны иметь возможность, изучая и применяя иностранный язык:

- учить (и рассказывать) наизусть небольшие тексты (стихи, песни, загадки, скороговорки и т.д.);
- изучать правила соотношения звучащей и письменной речи;
- осознавать язык как систему;
- использовать лингвистические знания для раскрытия значения текстов и развития собственных иноязычных умений;
- приобретать навыки межъязыковой интерпретации.

Для развития **социокультурного сознания** учащихся им должна быть предоставлена возможность:

- работать с аутентичными материалами из стран изучаемого языка;
- изучать и обсуждать сходства и различия между культурами России и стран изучаемого языка;
- изучать традиции и учиться применять правила речевого и социального этикета стран изучаемого языка.

Формы проведения занятия

- Групповые занятия под руководством учителя (обучение в сотрудничестве).
- Самостоятельная работа.
- Работа в парах.
- Групповая работа над проектами.

Формы контроля и подведения итогов реализации дополнительной образовательной программы внеурочной деятельности

- Фронтальная и индивидуальная проверка выполненной работы.
- Устные выступления по заданным темам.
- Тестовые задания.
- Итоговый проект. Презентация группового проекта.

3. Календарно-тематическое планирование с указанием количества часов, отводимых на усвоение каждой темы.

№ п/п	Название темы	5 класс	6 класс	7 класс	8 класс	9 класс	ИТОГО	Воспитательный аспект
1	Моя семья. Взаимоотношения в семье. Конфликтные	22	11	9	21	9	72	Беседа этическая, дискуссия, игра, проект, портфолио,

	<p>ситуации и способы их решения.</p> <p>Мои друзья. Лучший друг/подруга. Внешность и черты характера. Межличностные взаимоотношения с друзьями и в школе.</p>							<p>работа в парах, работа в группах</p>
2	<p>Свободное время. Досуг и увлечения (музыка, чтение; посещение театра, кинотеатра, музея, выставки). Виды отдыха. Поход по магазинам. Карманные деньги. Молодежная мода.</p>	7	18	23	24	29	101	<p>Беседа, викторина, дебаты, виртуальная экскурсия, проект</p>
3	<p>Здоровый образ жизни. Режим труда и отдыха, занятия спортом, здоровое питание, отказ от вредных привычек.</p> <p>Спорт. Виды спорта. Спортивные игры. Спортивные соревнования.</p>	13	7	3	10	23	56	<p>Беседа, викторина, работа в парах и группах, дискуссия, проект, тренинг</p>
4	<p>Школа. Школьная жизнь. Правила поведения в школе. Изучаемые предметы и отношения к ним. Внеклассные мероприятия. Кружки.</p>	18	18	4	4	3	47	<p>Беседа, дебаты, работа в парах и группах, мозговой штурм, проект</p>

	Школьная форма. Каникулы. Переписка с зарубежными сверстниками.							
5	Выбор профессии. Мир профессий. Проблема выбора профессии. Роль иностранного языка в планах на будущее.	5	3	1	4	11	24	Круглый стол, работа в группах, тренинг, проект
6	Окружающий мир Природа: растения и животные. Погода. Проблемы экологии. Защита окружающей среды. Жизнь в городе/ в сельской местности.	14	13	23	13	10	73	Дискуссия, викторина, работа в парах и группах, проект
7	Средства массовой информации Роль средств массовой информации в жизни общества. Средства массовой информации: пресса, телевидение, радио, Интернет.	4	6	11	11	3	35	Диспут, работа в парах, доклад, проект, реферат.
8.	Страны изучаемого языка и родная страна Страны, столицы, крупные города. Государственные	19	26	28	15	11	99	Беседа, работа в группах, викторина, проект, виртуальная экскурсия, доклад, реферат

<p>СИМВОЛЫ.</p> <p>Географическое положение. Климат. Население. Достопримечательности. Культурные особенности: национальные праздники, памятные даты, исторические события, традиции и обычаи. Выдающиеся люди и их вклад в науку и мировую культуру.</p> <p>Путешествия.</p> <p>Путешествия по России и странам изучаемого языка. Транспорт.</p>							
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№ урока	Наименование раздела, тема урока, <i>региональный компонент</i>
1.	Повторение и обобщение пройденного материала за 4 класс.
2.	Входная контрольная работа.
3.	<i>Моя семья.</i> Взаимоотношения в семье. Введение и активизация новых лексических единиц.
4.	Взаимоотношения в семье. Притяжательный падеж существительных. Числительные.
5.	Школа. <i>Моё рабочее место.</i> Предлоги места.
6.	Школа. Школьные принадлежности. Развитие умения аудирования.
7.	Окружающий мир. Жизнь в городе и сельской местности. Введение и активизация новых лексических единиц.
8.	Город моей мечты. Развитие умения диалогической речи.
9.	<i>Мой город.</i> Развитие умения аудирования.
10.	Страны изучаемого языка и родная страна. Государственные символы. Население. <i>Моя страна.</i> Формирование социокультурной компетенции.
11.	Свободное время. Уборка в комнате. Развитие умения чтения и говорения.
12.	Страны изучаемого языка. Столицы. Развитие умения ведения проектной деятельности.
13.	Контрольная работа по разделу.
14.	Школа. Изучаемые предметы. Введение и активизация новых лексических единиц.
15.	Школьная жизнь. Расписание уроков. Развитие умения письменной речи.
16.	Школьные принадлежности и предметы повседневного обихода. Развитие умения аудирования и говорения.

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17.	Грамматическая структура Have got + a/an, some, any. Совершенствование грамматических навыков.
18.	Здоровый образ жизни. Здоровое питание. Развитие умения диалогической речи.
19.	Исчисляемые и неисчисляемые существительные. Совершенствование грамматических навыков.
20.	<i>Моя школа.</i> Развитие умения аудирования и чтения.
21.	Школы в Англии. Формирование социокультурной компетенции.
22.	Любимые школьные предметы и отношение к ним. Развитие умения чтения и говорения.
23.	Латинские и греческие заимствования. Развитие умения ведения проектной деятельности.
24.	Контрольная работа по разделу.
25.	Свободное время. <i>Мои повседневные дела.</i> Введение и активизация новых лексических единиц.
26.	Простое настоящее время. Совершенствование грамматических навыков.
27.	<i>Мои друзья.</i> Развитие умения аудирования.
28.	Лучший друг. Развитие умения говорения.
29.	Правила поведения в школе. Развитие умения диалогической речи.
30.	Повелительное наклонение. Совершенствование грамматических навыков.
31.	<i>Моя дорога до школы.</i> Развитие умения чтения и аудирования.
32.	Страна изучаемого языка. Ирландия. Формирование социокультурной компетенции.
33.	Персонажи зарубежной литературы. Развитие умения чтения.
34.	Оригами. Развитие умения ведения проектной деятельности.
35.	Контрольная работа по разделу.
36.	Свободное время. Обязанности по дому. Введение и активизация новых лексических единиц.
37.	Настоящее длительное время. Совершенствование грамматических навыков.
38.	Свободное время. Досуг и увлечения. Развитие умения говорения.
39.	Наречия частоты. <i>Мои обязанности по дому.</i> Развитие умения диалогической речи.
40.	Окружающий мир. Проблемы экологии. Отходы. Развитие умения чтения и аудирования.
41.	Настоящее простое и длительное время. Совершенствование грамматических навыков.
42.	Свободное время. Помощь по дому. Развитие умения аудирования.
43.	Досуг и увлечения. Обязанности детей по дому в британских семьях. Формирование социокультурной компетенции.
44.	Защита окружающей среды. Развитие умения чтения и говорения.
45.	Проблемы экологии. Утилизация отходов. Развитие умения ведения проектной деятельности.
46.	Контрольная работа по разделу.
47.	<i>Мои друзья.</i> Внешность и черты характера. Введение и активизация новых лексических единиц.

48.	Сравнительная степень прилагательных. Совершенствование грамматических навыков.
49.	<i>Моя семья.</i> Развитие умения аудирования.
50.	Превосходная степень прилагательных. Совершенствование грамматических навыков.
51.	Окружающий мир. Животные. Развитие умения аудирования и чтения.
52.	<i>Животные Вологодской области.</i> Развитие умения диалогической речи.
53.	Жизнь в городе и сельской местности. Развитие умения чтения и аудирования.
54.	Страны изучаемого языка. Природа Северной Ирландии. Формирование социокультурной компетенции.
55.	Окружающий мир. <i>Исчезающие виды животных России.</i> Развитие умения чтения.
56.	Природа. Растения – национальные символы. Формирование умения ведения проектной деятельности.
57.	Контрольная работа по разделу.
58.	Школа. Школьная форма. Введение и активизация новых лексических единиц.
59.	Правила поведения в школе. Глагол <i>have to</i> . Совершенствование грамматических навыков.
60.	Спорт. Команды. Развитие умения чтения и аудирования.
61.	Спортивные игры и правила. Глаголы <i>can/could, have to</i> . Развитие навыков устной и письменной речи.
62.	Правила дорожного движения. Развитие умения аудирования и говорения.
63.	<i>Правила дорожного движения в моем городе.</i> Развитие умения говорения.
64.	Спорт. Развитие умения чтения и аудирования.
65.	Школы в Великобритании. Формирование социокультурной компетенции.
66.	Традиционный английский десерт. Развитие умения чтения.
67.	Правила личной безопасности. Развитие умения ведения проектной деятельности.
68.	Контрольная работа по разделу.
69.	Выбор профессии. Мир профессий. Введение и активизация новых лексических единиц.
70.	Глагол <i>to be</i> в прошедшем простом времени. Совершенствование грамматических навыков.
71.	Описание событий в прошлом. Развитие умения аудирования.
72.	Правильные глаголы <i>Past Simple</i> . Совершенствование грамматических навыков.
73.	Прошедшее простое время. Развитие умения аудирования и говорения.
74.	Неправильные глаголы <i>Past Simple</i> . Совершенствование грамматических навыков.
75.	Школьная поездка. Развитие умений устной и письменной речи.
76.	Страны изучаемого языка и родная страна. Исторические события. Формирование социокультурной компетенции.
77.	Выдающиеся люди и их вклад в науку и мировую культуру. Развитие умений чтения.
78.	Информационные технологии. Развитие умения ведения проектной деятельности.
79.	Контрольная работа по разделу.

80.	Свободное время. Введение и активизация новых лексических единиц.
81.	Свободное время. <i>Моё утро</i> . Развитие умения диалогической речи.
82.	Виды отдыха. Развитие умения чтения и аудирования.
83.	Специальные вопросы Past Simple. Совершенствование грамматических навыков.
84.	Персонажи зарубежной литературы. Развитие умения аудирования.
85.	Повествование о событиях в прошлом. Развитие умения монологического высказывания.
86.	<i>Моя автобиография</i> . Развитие умения аудирования и чтения.
87.	Окружающий мир. Защита окружающей среды в Новой Зеландии. Формирование социокультурной компетенции.
88.	Персонажи зарубежной литературы. Развитие умения чтения.
89.	Страны изучаемого языка и родная страна. Выдающиеся люди России и их вклад. Развитие умения ведения проектной деятельности.
90.	Контрольная работа по разделу.
91.	Каникулы. Планы на будущее. Развитие умения аудирования и говорения.
92.	Каникулы. Конструкция going to. <i>Мои планы на будущее</i> . Развитие умения письменной речи.
93.	Свободное время. Досуг и увлечения. Развитие умения аудирования и чтения.
94.	Будущее простое время. Совершенствование грамматических навыков.
95.	Досуг и увлечения. Введение и активизация новых лексических единиц.
96.	Конструкция Want to/ Let's и инфинитив. Развитие умения диалогической речи.
97.	Страны изучаемого языка. Достопримечательности. Развитие умения письменной речи.
98.	Страны изучаемого языка. Туризм в Канаде. Формирование социокультурной компетенции.
99.	<i>Мои каникулы</i> . Развитие умения чтения.
100.	Английский язык. Развитие умения ведения проектной деятельности.
101.	Контрольная работа по разделу.
102.	Повторение обобщение пройденного материала за год.

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Тематическое планирование

7 класс

№ урока	Наименование раздела, тема урока, региональный компонент-для классов по ФГОС
1	Повторение и обобщение лексики по темам: "Личная информация", "Описание людей", "Семья", "Одежда", "Школьные предметы"
2	Повторение глагола to be, have got, can, порядок слов в вопросительных предложениях, притяжательный падеж
3	Входная контрольная работа
4	Свободное время. Досуг и увлечения. Музыкальные инструменты. Введение и активизация новых лексических единиц
5	Музыка и исполнители. Формирование умений в чтении. Извлечение необходимой информации
6	Симфонический оркестр. Формирование умения ведения проектной деятельности
7	Present Simple: утвердительные, отрицательные и вопросительные

	предложения; wh-вопросы
8	Оценочная лексика. Введение и активизация новых лексических единиц. Извлечение необходимой информации из звучащего текста и ответы на вопросы по тексту
9	Страна изучаемого языка. Музыка в Великобритании. Формирование межкультурной компетенции.
10	Наречия частотности. Фразовое ударение. Развитие умений говорения и письма
11	<i>Рецензия</i> . Формирование умения выражать свои мысли в письменной форме в жанре краткого отзыва
12	<i>Индивидуальные предпочтения</i> . Развитие навыков диалогической речи.
13	Повторение и обобщение пройденного материала
14	Контрольная работа по разделу
15	Страна изучаемого языка. Культурные особенности: праздники и торжества. Введение и активизация новых лексических единиц
16	Праздники в Великобритании. Развитие умений в чтении: понимание основного содержания, извлечение необходимой информации.
17	Праздники древности. Формирование умения ведения проектной деятельности
18	Present Continuous: утвердительные, отрицательные и вопросительные формы предложения. Произношение /i:/ и /I/
19	Страна изучаемого языка: памятные даты. Введение и активизация новых лексических единиц.
20	Праздники в США. Извлечение информации из текста, ответы на вопросы
21	Повторение и практическое употребление present simple и present continuous, употребление present continuous для выражения будущего времени
22	<i>Письмо – приглашение</i> . Развитие навыков письменной речи
23	Разговор по телефону. Обсуждение общих планов. Развитие навыков диалогической речи
24	Повторение и обобщение пройденного материала
25	Контрольная работа по разделу
26	<i>Мир вокруг меня</i> . Дом. Квартира. Введение и активизация новых лексических единиц
27	«Дом, который построил Бен». Аудиторное чтение с извлечением полной информации
28	Города древности. Формирование умения ведения проектной деятельности
29	Обороты there is/are в утвердительной, отрицательной и вопросительной форме; a/an, some and any. Совершенствование грамматических навыков
30	Выбор профессии. Мир профессий. Введение и активизация новых лексических единиц. Извлечение необходимой информации из звучащего текста.
31	Страна изучаемого языка. Достопримечательности Канады. Формирование межкультурной компетенции

32	Much, many, a lot of совершенствование грамматических навыков
33	Описание своей комнаты по клише. Развитие навыков письменной речи
34	Ориентация в городе. Обсуждение выбора дороги/ пути куда-либо. Развитие навыков диалогической речи
35	Повторение и обобщение пройденного материала
36	Контрольная работа по разделу
37	Средства массовой информации .Телевидение и кино. Введение новых лексических единиц и речевых оборотов
38	История мультипликации. Аудиторное чтение с полным пониманием содержания текста
39	Художественные произведения и их экранизации. Формирование умения ведения проектной деятельности
40	Past Simple; was/were в утвердительных и отрицательных формах. Совершенствование грамматических навыков
41	Жанры кино. Введение и активизация новых лексических единиц
42	Страна изучаемого языка. Индия. Индустрия кино. Формирование межкультурной компетенции
43	Повторение: Past Simple вопросы и краткие ответы. Порядок слов в вопросительных предложениях.
44	Описание просмотренного фильма. Развитие навыков письменной речи
45	ТВ программы, симпатии и антипатии. Развитие навыков диалогической речи
46	Повторение и обобщение пройденного материала
47	Контрольная работа по разделу
48	Окружающий мир. Явления природы, стихийные бедствия, погода. Введение и активизация новых лексических единиц
49	Новостной репортаж. Развитие умений в чтении: понимание основного содержания с извлечением необходимой информации
50	Землетрясения и цунами. Формирование умения ведения проектной деятельности
51	Past Continuous в утвердительной и отрицательной формах. Совершенствование грамматических навыков
52	Наречия. Формирование навыков словообразования. Извлечение необходимой информации из звучащего текста о правилах безопасности.
53	Страна изучаемого языка. США: природные катаклизмы. Формирование межкультурной компетенции
54	Past Continuous :вопросы и краткие ответы. Совершенствование грамматических навыков
55	Описание событий в прошедшем времени. Развитие навыков письменной речи
56	Беседа о погоде. Развитие навыков диалогической речи
57	Повторение и обобщение пройденного материала
58	Контрольная работа по разделу
59	Свободное время. Досуг и увлечения. Игры. Введение и активизация новых лексических единиц
60	Компьютерные игры. Развитие умений изучающего и ознакомительного

	чтения
61	Компьютерные технологии. Формирование умения ведения проектной деятельности
62	Степени сравнения имен прилагательных. Совершенствование грамматических навыков
63	Компьютеры. Введение и активизация новых лексических единиц
64	Страна изучаемого языка. Национальные игры Шотландии. Формирование межкультурной компетенции
65	Модальные глаголы could/couldn't; should/shouldn't Совершенствование грамматических навыков
66	<i>Рецензия на товар</i> . Развитие навыков письменной речи
67	<i>Советы и рекомендации</i> . Развитие навыков диалогической речи
68	Повторение и обобщение пройденного материала
69	Контрольная работа по разделу
70	<i>Моя семья</i> . События из жизни. Введение новых лексических единиц и речевых оборотов
71	Аудиторное чтение с полным пониманием содержания текста и беседа по вопросам экологии.
72	Окружающий мир. Источники энергии. Формирование умения ведения проектной деятельности
73	Повторение и закрепление в речи форм будущего времени will/won't. Совершенствование грамматических навыков
74	Утилизация и переработка материалов. Введение и активизация новых лексических единиц
75	Страна изучаемого языка. Англия: проблемы экологии. Формирование межкультурной компетенции
76	Условное наклонение первого типа. Совершенствование грамматических навыков
77	<i>Сочинение о загрязнении окружающей среды</i> . Развитие навыка письменной речи
78	Школа. Изучаемые предметы и отношение к ним. Развитие навыков диалогической речи
79	Повторение и обобщение пройденного материала
80	Контрольная работа по разделу
81	Путешествия. Виды транспорта. Введение и активизация новых лексических единиц
82	Международный скаутский слёт. Развитие умений в чтении
83	Здоровый образ жизни. Сбалансированное питание. Формирование умения ведения проектной деятельности
84	Развитие навыков употребления в речи be going to, would like to, wouldn't like to
85	Проблемы со здоровьем и оказание первой помощи. Введение новых лексических единиц и речевых оборотов. Извлечение необходимой информации из звучащего текста (В аптеке)

86	Страна изучаемого языка. Южная Африка: культурные особенности. Формирование межкультурной компетенции
87	Модальный глагол <i>must/mustn't</i> . Совершенствование грамматических навыков
88	Путешествия. Советы путешественникам. Развитие навыков письменной речи
89	Транспорт. Поездка на автобусе. Развитие навыков диалогической речи
90	Повторение и обобщение пройденного материала
91	Контрольная работа по разделу
92	<i>Личные проблемы</i> . Решение проблем. Введение и активизация новых лексических единиц
93	Советы психолога. Аудиторное чтение с полным пониманием содержания текста
94	Писатели и их произведения. Формирование умения ведения проектной деятельности
95	Present Perfect: утвердительная форма. Совершенствование грамматических навыков
96	Характер человека. Введение новых лексических единиц и речевых оборотов
97	Страна изучаемого языка. Северная Ирландия. Формирование навыков межкультурной компетенции
98	Повторение: настоящее, прошедшее и будущее время. Совершенствование грамматических навыков
99	<i>Рассказ о друге</i> . Развитие навыка письменной речи
100	Получение информации. Развитие навыков диалогической речи
101	Повторение и обобщение пройденного материала
102	Контрольная работа по разделу

Тематическое планирование 8 класс

№ урока	Наименование раздела, тема урока, региональный компонент-для классов по ФГОС
1	Повторение изученной лексики по теме «Великобритания».
2	Повторение грамматики, изученной в 7 классе.
3	Входная контрольная работа.
4	Досуг и увлечения. Личные достижения. Введение и активизация новых лексических единиц.
5	Права женщин. Формирование умений ведения проектной деятельности.
6	Простое настоящее и настоящее продолженное время. Утвердительная, вопросительная и отрицательная формы.
7	Черты характера человека. Введение и активизация новых лексических единиц. Извлечение необходимой информации из звучащего текста.
8	Женщины – лауреаты Нобелевской премии. Формирование межкультурной компетенции.
9	Простое прошедшее время глагола <i>to be</i> . Развитие умений говорения и письма.
10	Характеристика актера. Формирование умения выражать свои мысли в письменной форме.

11	Путешествия. Встреча на вокзале/ в аэропорту. Развитие навыков диалогической речи.
12	Повторение и обобщение пройденного материала.
13	Контрольная работа по разделу.
14	Анализ контрольной работы.
15	Межличностные отношения. Преступления и преступники. Введение и активизация новых лексических единиц.
16	На судебном заседании. Формирование умения ведения проектной деятельности.
17	Простое прошедшее время. Совершенствование грамматических навыков.
18	Преступления. Развитие умения аудирования с полным пониманием услышанного. Фразовые глаголы.
19	Профилактика преступности в Великобритании и в <i>Вологодской области</i> . Формирование социокультурной компетенции.
20	Простое прошедшее и прошедшее продолженное время. Развитие умений говорения и чтения.
21	Транспорт. Отчет о происшествии. Формирование умения выражать свои мысли в письменной форме.
22	Путешествия. Обсуждение маршрута. Формирование умения диалогического общения.
23	Повторение и обобщение пройденного материала.
24	Контрольная работа по разделу.
25	Анализ контрольной работы.
26	Покупки. Деньги. Введение и активизация новых лексических единиц.
27	Бюджет. Вычисление доли в процентном отношении. <i>Бюджет моей семьи</i> . Формирование умения ведения проектной деятельности.
28	Степени сравнения прилагательных. Развитие умения чтения с полным пониманием прочитанного.
29	Реклама. Деньги. Введение и активизация новых лексических единиц. Развитие умения аудирования с полным пониманием услышанного.
30	Подростковая культура в Великобритании. Формирование социокультурной компетенции.
31	Количественные наречия <i>some, any, much, many, a lot of</i> . Развития умения в говорении и письме.
32	Письмо-благодарность. Развитие умения в написании личного письма.
33	Покупки. Формирование умения диалогического общения.
34	Повторение и обобщение пройденного материала.
35	Контрольная работа по разделу.
36	Анализ контрольной работы.
37	Спорт. Экстремальные виды спорта. Введение и активизация новых лексических единиц.
38	Строение человека. Формирование умения ведения проектной деятельности.
39	Настоящее завершённое время. Утвердительная и отрицательная формы.
40	Спорт. Чувства человека. Введение и активизация лексических единиц с окончаниями – <i>ed, -ing</i> .
41	Службы спасения в Великобритании и в <i>Соколе</i> . Формирование социокультурной компетенции.
42	Настоящее завершённое время. Вопросы и краткие ответы. Формирование умения аудирования и говорения.
43	Интернет. Блог. <i>Написание материала для своего блога</i> .
44	Помощь при несчастном случае. Формирование умения диалогического общения.
45	Повторение и обобщение пройденного материала.
46	Контрольная работа по разделу.
47	Анализ контрольной работы.
48	Средства массовой информации и коммуникации. Введение и активизация новых лексических единиц.
49	Компьютерный язык. Формирование умения ведения проектной деятельности.

50	Настоящее завершённое время с for, since. Формирование умения чтения с полным пониманием прочитанного.
51	Интернет. Пресса. Введение и активизация новых лексических единиц. Развитие умения аудирования, говорения и изучающего чтения.
52	Молодежные СМИ в Великобритании и в <i>Вологодской области</i> . Формирование социокультурной компетенции.
53	Настоящее завершённое и простое прошедшее время. Сравнение временных форм.
54	Отзыв о веб-сайте. Формирование умения написания отзыва.
55	Обсуждение планов на будущее. Формирование умения диалогического общения.
56	Повторение и обобщение пройденного материала.
57	Контрольная работа по разделу.
58	Анализ контрольной работы.
59	Вселенная и человек. Освоение космоса. Предлоги движения.
60	Химические элементы. Формирование умения ведения проектной деятельности.
61	Глаголы will, might. Развитие умения говорения.
62	Планы, связанные с путешествиями. Развитие умения аудирования с полным пониманием услышанного.
63	Путешествие в Антарктику. Формирование социокультурной компетенции.
64	Условное наклонение первого типа. Развитие умения аудирования, чтения, говорения.
65	Описание места и местности. Развитие навыков письменной речи.
66	Общественный транспорт. Формирование умения диалогического общения.
67	Повторение и обобщение пройденного материала.
68	Контрольная работа по разделу.
69	Анализ контрольной работы.
70	Глобальные проблемы человечества. Введение и активизация новых лексических единиц.
71	Проблемы экологии. Глобальное потепление. Формирование умения ведения проектной деятельности.
72	Условное наклонение второго типа. Развитие грамматических навыков, умения аудирования, чтения и говорения.
73	Словосочетания с глаголом get. Дилеммы. Развитие умения аудирования и говорения.
74	Покупки. Формирование социокультурной компетенции.
75	Наречия со значением возможности и вероятности. Развитие умения аудирования и говорения.
76	Письменное высказывание с элементами рассуждения. Формирование умения написания сочинения.
77	Выражение согласия/ несогласия. Формирование умения диалогического общения.
78	Повторение и обобщение пройденного материала.
79	Контрольная работа по разделу.
80	Анализ контрольной работы.
81	Домашние обязанности. Введение и активизация новых лексических единиц.
82	Межличностные взаимоотношения в семье. Европейский союз. Формирование умения ведения проектной деятельности.
83	Модальный глагол have to. Развитие умения чтения с полным пониманием содержания.
84	Домашние обязанности. Грамматические омонимы. Развитие умения говорения и изучающего чтения.
85	Права и обязанности подростков в Великобритании. Формирование социокультурной компетенции.
86	Грамматические структуры с глаголами can, could, be allowed to.
87	<i>Правила в моей семье</i> . Развитие навыков письменной речи.
88	Транспорт. ПДД. Выражение совета и необходимости. Формирование умения диалогического общения.
89	Повторение и обобщение пройденного материала.
90	Контрольная работа по разделу.

91	Анализ контрольной работы.
92	Внешность и черты характера человека. Введение и активизация новых лексических единиц.
93	Материалы. Формирование умения ведения проектной деятельности.
94	Страдательный залог в простом настоящем времени. Развитие умения говорения.
95	Описание процесса. Префиксы прилагательных. Развитие умения аудирования.
96	Проблемы молодежи в США. Формирование социокультурной компетенции.
97	Страдательный залог в простом прошедшем времени. Развитие умения говорения и письма.
98	Описание фотографии. Развитие навыков письменной речи.
99	Приглашение. Формирование умения диалогического общения. Развитие умения письменной речи.
100	Повторение и обобщение пройденного материала.
101	Контрольная работа по разделу.
102	Анализ контрольной работы.

Тематическое планирование 9 класс

№ урока	Наименование раздела, тема урока, региональный компонент
1	Повторение лексики, изученной в 8 классе
2	Повторение грамматики, изученной в 8 классе
3	Входная контрольная работа
4	Молодежная мода. Материалы. Введение и активизация новых ЛЕ
5	История моды. Формирование умений ведения проектной деятельности.
6	Простое настоящее и настоящее продолженное время. Сравнение двух видо-временных форм.
7	Модные аксессуары. Развитие умения аудирования с полным пониманием содержания.
8	Молодежные субкультуры. Формирование социокультурной компетенции.
9	Относительные местоимения. Формирование грамматических навыков.
10	Описание рекламного плаката. Формирование умения выражать свои мысли в письменной форме.
11	Решение конфликтных ситуаций. Жалобы и претензии. Развитие навыков диалогической речи.
12	Повторение и обобщение пройденного материала.
13	Контрольная работа по разделу.
14	Анализ контрольной работы.
15	Здоровый образ жизни. Спасение людей. Введение и активизация новых ЛЕ. Чтение с полным пониманием прочитанного.
16	Оказание первой медицинской помощи. Формирование умений ведения проектной деятельности.
17	Простое прошедшее и прошедшее продолженное время. Совершенствование грамматических навыков.
18	Факты и вымысел. Развитие умения аудирования с полным пониманием содержания.
19	Культурные особенности страны изучаемого языка. Исторические

	реконструкции. Формирование социокультурной компетенции.
20	Настоящее совершенное время. Совершенствование грамматических навыков.
21	Рецензия на прочитанное произведение. Развитие навыков письменной речи.
22	Выражение согласия и несогласия. Формирование умения диалогического общения.
23	Повторение и обобщение пройденного материала.
24	Контрольная работа по разделу.
25	Анализ контрольной работы.
26	Страны изучаемого языка. Язык жестов. Введение и активизация ЛЕ.
27	Эмиграция. Формирование умений ведения проектной деятельности.
28	Настоящее совершенное и простое прошедшее время. Сравнение двух видо-временных форм.
29	Британский и американский варианты английского языка. Аудирование.
30	Получение гражданства Великобритании. Формирование социо-культурной компетенции.
31	Прошедшее совершенное время. Совершенствование грамматических навыков.
32	Роль иностранного языка в планах на будущее. Написание эссе.
33	Устный экзамен. Формирование умения диалогического общения.
34	Повторение и обобщение пройденного материала.
35	Контрольная работа по английскому языку.
36	Анализ контрольной работы.
37	Выбор профессии. Введение и активизация ЛЕ. Чтение с полным пониманием прочитанного.
38	Экономическая география. Формирование умений ведения проектной деятельности.
39	Грамматические структуры, используемые для выражения будущего времени. Развитие умения чтения и говорения.
40	Внешность и черты характера человека. Формирование умения аудирования с полным пониманием услышанного.
41	Проблема выбора профессии. Формирование социокультурной компетенции.
42	Герундий и инфинитив. Тренировочные упражнения.
43	Официальное письмо. Формирование умения излагать свои мысли в письменной форме.
44	Собеседование. Формирование умения диалогического общения.
45	Повторение и обобщения пройденного материала.
46	Контрольная работа по разделу.
47	Анализ контрольной работы.
48	Проблемы экологии. Введение и активизация ЛЕ. Чтение с полным пониманием прочитанного.
49	Климат, погода. Природа приливов, отливов. Формирование умений ведения проектной деятельности.
50	Условные предложения I и II типа. Чтение с полным пониманием.
51	Защита окружающей среды. Развитие умения аудирования, говорения,

	изучающего чтения.
52	Здоровое питание. Развитие умений во всех видах речевой деятельности.
53	Условные предложения III типа. Формирование грамматических навыков.
54	Эссе «За и против». Формирование умения излагать свои мысли в письменной форме.
55	Выражение извинения. Формирование умения диалогического общения.
56	Повторение и обобщение пройденного материала.
57	Контрольная работа по разделу.
58	Анализ контрольной работы.
59	Досуг и увлечения. Изобразительное искусство. Введение и активизация ЛЕ. Изучающее и ознакомительное чтение.
60	Стили архитектуры. <i>Вологодское зодчество</i> . Формирование умений ведения проектной деятельности.
61	Страдательный залог. Утвердительные и отрицательные предложения.
62	Культурные особенности страны изучаемого языка. Фестиваль песчаных культур.
63	Современное искусство Великобритании. Формирование социокультурной компетенции.
64	Страдательный залог. Вопросительные предложения.
65	Описание предмета искусства. Составление плана и тезисов письменного сообщения.
66	Выражение мнения о предметах искусства. Формирования диалогического общения.
67	Повторение и обобщение пройденного материала.
68	Контрольная работа по разделу.
69	Анализ контрольной работы.
70	Здоровый образ жизни. Спорт. Введение и активизация ЛЕ.
71	Социальные службы. Формирование умений ведения проектной деятельности.
72	Модальные глаголы. Формирование и развитие грамматических навыков.
73	Органы чувств человека. Аудирование с полным пониманием услышанного, говорение.
74	Здоровый образ жизни. Дислексия. Формирование социокультурной компетенции.
75	Модальные глаголы. Тренировочные упражнения.
76	Биография. Формирование умения излагать свои мысли в письменной форме.
77	Запрос разрешения. Формирование умения диалогического общения.
78	Повторение и обобщение пройденного материала.
79	Контрольная работа по разделу.
80	Анализ контрольной работы.
81	Мои друзья и я. Межличностные взаимоотношения. Введение ЛЕ.
82	Выдающиеся люди Великобритании. У. Шекспир. Формирование умений ведения проектной деятельности.
83	Косвенная речь. Формирование и развитие грамматических навыков.
84	Глаголы, вводящие косвенную речь. Развитие умения говорения и

	изучающего чтения.
85	Средства массовой информации. Интернет. Социальные сети. Формирование социокультурной компетенции.
86	Общие вопросы в косвенной речи. Тренировочные упражнения.
87	Электронное письмо. Формирование умения написания личного письма.
88	Приглашение на свидание. Формирование умения диалогического общения.
89	Повторение и обобщение пройденного материала.
90	Контрольная работа по разделу.
91	Анализ контрольной работы.
92	Путешествия. Описание местности. Введение и активизация новых ЛЕ. Развитие умения изучающего чтения.
93	Чудеса света. Формирование умений ведения проектной деятельности.
94	Грамматическая структура used to. Развитие умения говорения.
95	Каникулы в различное время года. Развитие умения аудирования с полным пониманием услышанного.
96	Путешествия. Вокруг света. Формирование социокультурной компетенции.
97	Обзор грамматических времен. Развитие умения говорения и письма.
98	Каникулы в различное время года. Написание эссе о планах на предстоящие каникулы.
99	Итоговая контрольная работа.

Контрольная работа № 1. 5 класс

Progress check

Check you can do these things.

1 I know the names of nine family relationship words.

Unscramble the words.

1 grandfather

1 gfrndatareh

2 theraf

3 tuna

4 hrobetr

5 thmoer

6 streis

7 gmorahdntre

8 cnelu

9 unicos

2 I can talk about family relationships using the possessive 's and possessive adjectives.

Look at Tom's family tree. Answer the questions.

1 She's Justin's mother. She's his mother.

1 Who is Susan? (Justin)

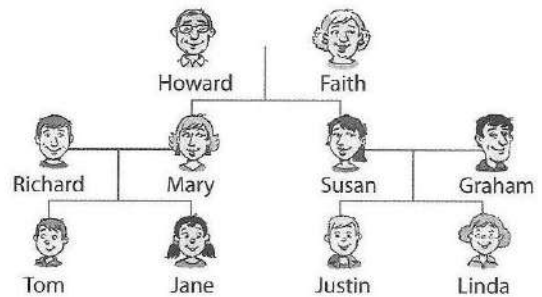
2 Who is Tom? (Jane)

3 Who are Justin and Linda? (Tom)

4 Who are Howard and Faith? (Linda)

5 Who is Richard? (Justin)

6 Who is Graham? (Linda)



3 I can say where things are.

Answer the questions about your desk with It is / They are and the prepositions in / on / under / next to.

1 Where are your pens?

2 Where is your rubber?

3 Where are your books?


4 Where is your dictionary?

5 Where are your pencils?

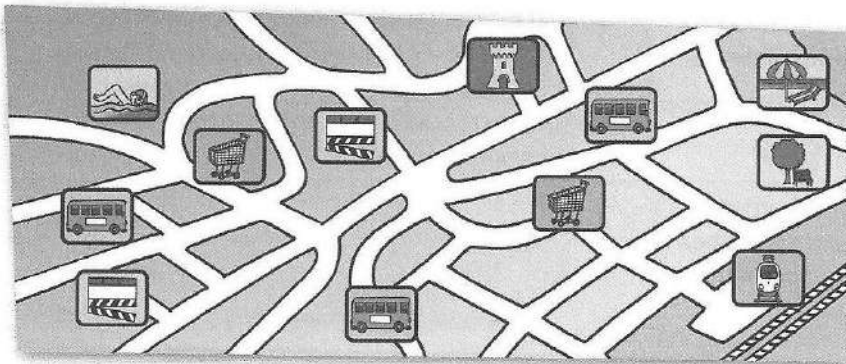
6 Where is your pencil case?

4 I can talk about places in a town or city.

Look at the map. Make sentences with There's / There isn't a ... and There are ... / There aren't any ...

 There are two supermarkets. ...

supermarket café beach castle hotel museum park
railway station cinema swimming pool bus station

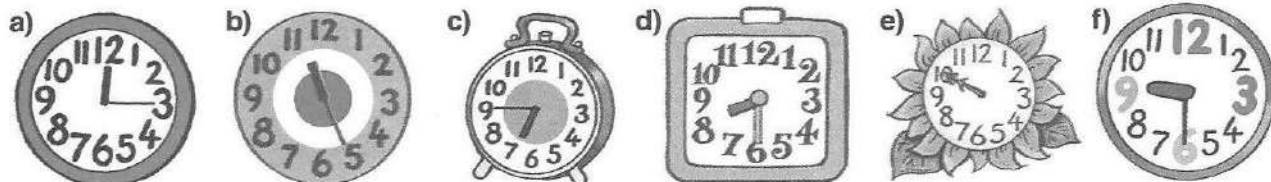


Progress check

Check you can do these things.

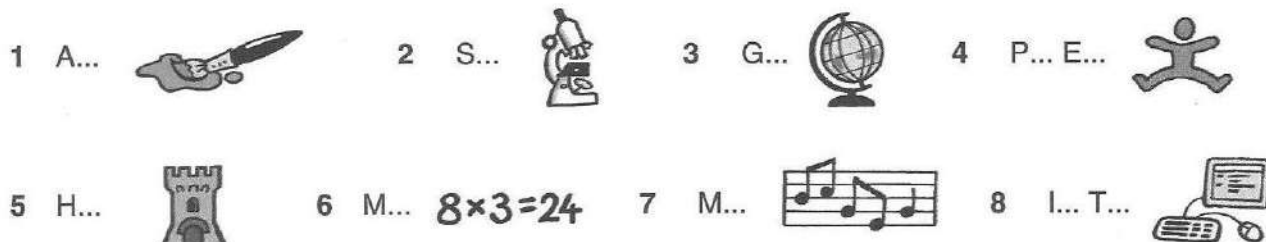
1 I can tell the time.

Tell the time in each picture.



2 I know the names of some school subjects.

In your notebook, write the names of these school subjects.



3 I can talk about my school timetable.

Choose a day of the week and describe your timetable.

On Monday I've got Maths at eight o'clock. Then I've got Music at ten past nine. After that, I've got Art at half past ten.

4 I can make sentences with 'have got'.

Make true sentences with:

- | | |
|---------------------|---------------------------------|
| 1 I've got ... | 3 My best friend has got ... |
| 2 I haven't got ... | 4 My best friend hasn't got ... |

5 I can talk about quantity.

Complete with a / an, two, some, any.

- Jack Have you got (1)... sweets?
 Fiona No, I haven't got (2)... sweets but I've got (3)... chocolate bar.
 Jack Have you got (4)... sandwiches?
 Fiona Yes, I've got (5)... sandwiches and I've got (6)... drink.
 Jack Have you got (7)... mobile phone?
 Fiona No, I haven't got (8)... mobile phone.
 Jack What else have you got?
 Fiona I've got (9)... apple and (10)... keys.
 Jack What about rubbish? Have you got (11)... rubbish?
 Fiona No, I haven't got (12)... rubbish but I've got (13)... tissues.



Progress check

Check you can do these things.

1 I know these words.

Write the words in the order that you do them every day.

do homework go to bed go to school get up wake up have breakfast
get dressed leave home have dinner get home have a snack

2 I can talk about daily routine.

Can you remember the Glow family's daily routine? Tell the story.

In the morning, we wake up at ten to seven. ...

In the morning, we (1) ... up at ten to seven. We (2) ... up and (3) ... dressed. Then we (4) ... breakfast at half past seven. We (5) ... home at quarter to eight and (6) ... to school. The twins (7) ... by car and I (8) Rudolph (9) ... his bike and Helga (10) ... to school. In the afternoon, we (11) ... home at quarter past three. Then we (12) ... a snack and (13) ... our homework. In the evening, we (14) ... dinner and then we all (15) ... to the living room. And at midnight we all (16) ... to bed.



3 I can use adverbs of frequency.

Make true sentences about you.

- 1 I never eat ...
- 2 I sometimes go ...
- 3 I often play ...
- 4 I usually wake up at ...
- 5 I always watch ...

4 I can answer present simple questions.

Answer the questions.

- | | |
|-----------------------------|---------------------------------------|
| 1 Are you eleven years old? | 5 Are you happy? |
| 2 Do you like spinach? | 6 Are you always on time for lessons? |
| 3 Are you from England? | 7 Do you play football? |
| 4 Do you go to school? | 8 Do you make models? |

5 I can answer questions about my journey to school.

Answer the questions.

- | | |
|-------------------------------------|---------------------------------------|
| 1 How far is your home from school? | 4 How long does your journey take? |
| 2 How do you go to school? | 5 Do you like your journey to school? |
| 3 Do you go to school on your own? | |

6 I can understand instructions.

Please do these things.

- | | |
|--------------------|-----------------------------|
| 1 Stand up. | 6 Look at your teacher. |
| 2 Sit down. | 7 Pick up your pen. |
| 3 Open your book. | 8 Write your name. |
| 4 Read your book. | 9 Put your pen on the desk. |
| 5 Close your book. | 10 Count to 10 in English. |

Progress check

Check you can do these things.

1 I can use the present simple and the present continuous.

Choose the correct words to complete the postcard.

- 1 write/'m writing
- 2 listen/'m listening
- 3 come/'m coming
- 4 play/'m playing
- 5 go/'m going
- 6 doesn't like/isn't liking
- 7 sits/'s sitting



Hi Eric.

I (1) ... this postcard on the beach. It's a beautiful day and I (2) ... to music. I (3) ... to the beach every day. I usually (4) ... beach football and (5) ... swimming in the sea with my dad. My mum (6) ... sitting in the sun. She (7) ... under a beach umbrella now.

See you soon.

Rich

Eric Jones

2 I know the names of some chores.

What chores are the children doing? Make sentences with He's / She's / They're.

1 She's laying the table.



3 I can use expressions of frequency.

Make four true sentences about yourself with:

- 1 every day
- 2 once or twice a week
- 3 every afternoon
- 4 two or three times a month

1 I watch TV every day.

4 I can say what things are made of.

Make sentences with It's / They're made of ... Use the initial letters to help you.

1 It's made of glass.



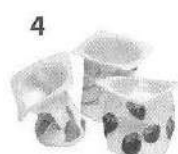
g...



c...



m...



p...



p...



g...

Progress check

Check you can do these things.

1 I know when to use the comparative and the superlative.

Complete the dialogue with:

old older oldest good better best

- A Who's the (1) ... boy in your class?
 B Tony.
 A How (2) ... is he?
 B He's nearly twelve.
 A Is he (3) ... than Susan?
 B No, he isn't. Susan's 12.
 A And who's the (4) ... at sport in your class?
 B Becky. She's in the school netball team.
 A Is she (5) ... than you?
 B Yes, she is. I'm not very (6) ... at sport.



2 I know how to write comparative and superlative adjectives.

Copy and complete the table.

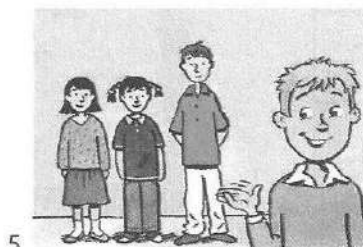
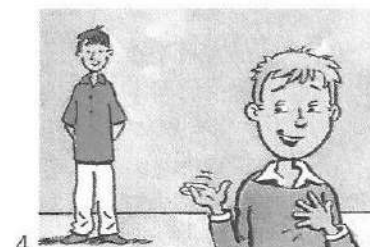
Adjective	Comparative	Superlative
big	bigger	biggest
good		
intelligent		
funny		
dangerous		
fit		
friendly		
bad		

3 I can use object pronouns.

What is the boy saying? Make sentences with He's taller than ... and the pronouns:

me you him her us them

1 He's taller than us.





Progress check

Check you can do these things.

1 I can ask questions about rules.

a) Complete the questions with **Can you** or **Do you have to**.

- 1 ... wear slippers in the classroom?
- 2 ... hang out with your friends any time you like?
- 3 ... eat food you don't like?
- 4 ... sit with your friends in class?

b) Now answer the questions about you.

2 I can understand rules.

Match the swimming pool rules with the pictures.

- 1 You can't jump into the water.
- 2 You have to use the steps.
- 3 You have to shower.
- 4 You can't throw balls.
- 5 You can't wear shoes.

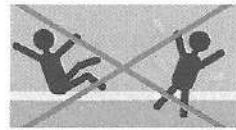
a)



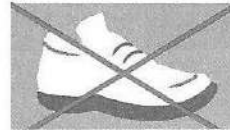
b)



c)



d)



e)



3 I can talk about traffic rules.

Choose **must** or **mustn't** to complete these rules.

1



You **must** / **mustn't** wear a helmet on a motorbike.

2



You **must** / **mustn't** turn left here.

3



You **must** / **mustn't** cross when you see the red man at a pedestrian crossing.

4



You **must** / **mustn't** cycle in a cycle lane.

5



You **must** / **mustn't** wait for the green man at a pedestrian crossing.

6



You **must** / **mustn't** enter a street with this sign.

Progress check

Check you can do these things.

1 I can use the past simple of 'be' and occupations.

Write about the famous people choosing the correct words.

dancer athlete astronomer artist writer scientist queen

1 Anna Pavlova was a dancer.

1 Anna Pavlova 2 The Brontë sisters 3 Leonardo da Vinci 4 Cleopatra
5 Marie and Pierre Curie 6 Jesse Owens 7 Nicolaus Copernicus

2 I can talk about nationalities.

Match the nationalities with the famous people in exercise 1.

1 The Brontë sisters were English.

1 English 2 Russian 3 Italian 4 Polish 5 American 6 French 7 Egyptian

3 I can ask and answer past simple questions.

Ask and answer questions about life in 1900. Use the words in the box.

travel in space play football cycle to work use computers
ski in the mountains watch TV

Did people travel in space?

No, they didn't.

4 I can describe activities in the past simple.

What did Ian do last Saturday? Use the initial letters to help you.

1 In the morning he got up early and had a shower.



1 In the morning he ... up early and ... a s...



2 He ... T... and he ... to m...



3 Then he ... a b... to town and ... some new j...



4 In the afternoon he ... to the p... and ... f...



5 Then he ... on the g... and ... a m...



6 In the evening he ... his f... and they ... to the c...



7 They ... a comedy f...





Progress check

Check you can do these things.

1 I can use irregular verbs to describe activities in the past.

a) Make sentences about the Glows with the words in A and B.

1 Martha swam in the sea.

- | A | B |
|---------------------|------------------------|
| 1 Martha swam | a) a wetsuit. |
| 2 Sam and Pam built | b) a donkey. |
| 3 Vera read | c) in a café. |
| 4 Mandy wrote | d) along the beach. |
| 5 Rudolph hung out | e) in the sea. |
| 6 Helga spoke | f) a lot of postcards. |
| 7 Gordon rode | g) a huge sandcastle. |
| 8 Vincent ran | h) in the shade. |
| 9 Cynthia wore | i) balls for Bonehead. |
| 10 Bernard threw | j) to two fishermen. |

b) Describe from memory what the Glows did at the seaside.

2 I can answer past simple questions.

Answer the questions. Write full sentences.

1 I went to bed at half past nine.

- | | |
|--|--|
| 1 What time did you go to bed last night? | 4 What did you have for breakfast? |
| 2 Where did you go last weekend? | 5 When did you do your homework? |
| 3 How did you travel to school this morning? | 6 What time did you get up this morning? |

3 I can tell the story of Gulliver arriving in Lilliput.

Work with a classmate. How quickly can you complete the story with the words in the box? Tell the story.

small waves morning arrows took thirsty meal English bow horses island
food soldiers stand up wagon water centimetres hit storm hungry mouth

1 storm

My name is Lemuel Gulliver and I'm a ship's doctor. On November 5th, 1699 there was a terrible (1) ... There were huge (2) ... and my ship (3) ... a rock. I swam to an (4) ...

The next (5) ... I woke up on the beach. There was a very (6) ... man a few (7) ... from my nose. He was a soldier and had a (8) ... and arrow.

There were hundreds of (9) ... and they all had bows and arrows. I tried to (10) ... but the soldiers shot arrows at me. The (11) ... were very small but I didn't try to stand up again.

I was very (12) ... and (13) ... I asked for (14) ... and (15) ... but the soldiers didn't understand. They didn't speak (16) ... I pointed to my (17) ... and they understood. The soldiers fed me.

I was very tired after my (18) ... and slept. That night the soldiers (19) ... me to their city. A thousand (20) ... pulled the (21) ...





Progress check

Check you can do these things.

1 I can talk about plans and intentions.

Match the activities with the pictures. Make true sentences about your plans for this summer using **going to / not going to** and the activities.

visit relatives do school work stay in bed all morning
hang out with friends play a lot of sport



1 I'm going to hang out with my friends.

2 I can make suggestions.

a) Name the activities. Use the initial letters to help you.



h...-r...



r...



g...-k...



r... C...



C...



W... S...

b) Make suggestions with **Let's ...** for each picture.

1 Let's go horse-riding.

3 I can write about what I want to do.

Write five sentences about what you want to do this weekend.

I want to go to the cinema. ...

4 I can write about what I don't want to do.

Fill in the gaps to make true sentences about you.

1 I don't want to go rock climbing. It's too scary.

1 I don't want to ... It's too scary.

2 I don't want to ... It's too difficult.

3 I don't want to ... It's too boring.

4 I don't want to ... It's too cold.

5 I can make predictions about the future.

Make questions. Then ask and answer with a classmate.

1 live in another country?

2 get married?

3 be famous?

4 be rich?

5 be happy?

Will you live in another country?

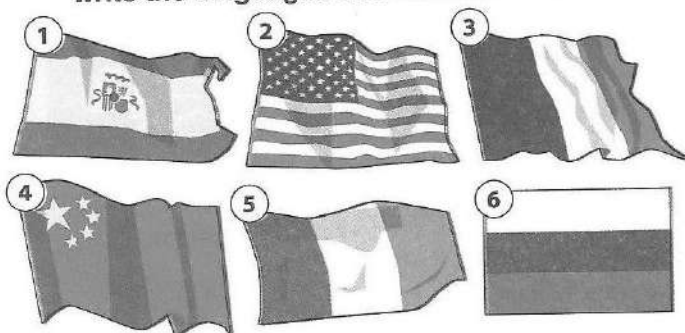
No, I won't.



Progress check

Languages, countries and nationalities

1 Match the countries and the flags. Then write the languages and nationalities.



The USA Spain Russia China Ireland France

Adjectives

2 Find five pairs. Then translate the words into your language.

old sad new difficult interesting
happy small boring easy big

be

3 Complete the sentences with the affirmative or negative form of *be*. Write true sentences.

- 1 I ... a student.
- 2 Australia and New Zealand ... in Europe.
- 3 Seville ... the capital of Spain.
- 4 New York ... in the USA.
- 5 I ... from Scotland.
- 6 Polish people ... from Poland.

Possessive adjectives and 's

4 Choose the correct words.

- 1 Johnny Depp is from the USA. **His / Her** first language is English.
- 2 My **mums' / mum's** birthday is in June.
- 3 We study English. **Our / Their** teacher is called Ms Smith.
- 4 My **cousins' / cousin's** names are Julie and Jill.
- 5 Ireland is in Europe. **Its / It's** flag is green, white and orange.
- 6 Shakira is from Colombia. **She / Her** first language is Spanish.

be: questions and question words

5 Match 1–5 with a–e. Then answer the questions.

- | | |
|---------|-----------------------------|
| 1 Where | a) old are you? |
| 2 How | b) is your favourite actor? |
| 3 When | c) are you from? |
| 4 What | d) is your birthday? |
| 5 Who | e) is your teacher's name? |

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Complete the conversation with these words.

how 'm are who is what your
it's isn't my very



- Boy** Hello! Where (1) ... you from?
Man I (2) ... from California in the USA.
Boy What's (3) ... first language?
Man (4) ... first language is Miwok. (5) ... a Native American language.
Boy (6) ... it very common?
Man No, it (7) Only three people speak Miwok now.
Boy Really? (8) ... are they?
Man Me, my father and my grandfather.
Boy Your grandfather?! (9) ... old is he?
Man Oh, he's (10) ... old now!
Boy (11) ...'s 'goodbye' in Miwok?
Man 'Eyya manay kanni'.
Boy OK. Eyya manay kanni!
Man Goodbye!



Progress check

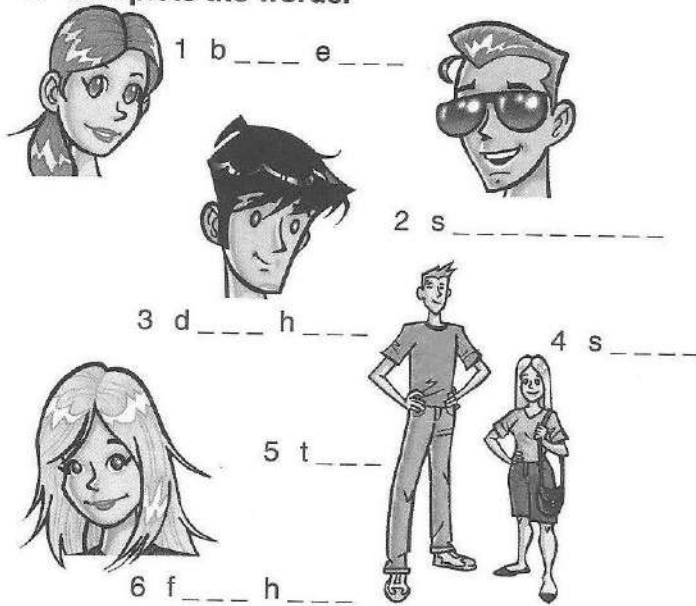
Family

1 Complete the sentences with family words.

- 1 Your father's brother is your ...
- 2 Your ... is your mother's mother.
- 3 Your aunt and uncle's children are your ...
- 4 Your father's sister is your ...
- 5 Your ... is your mother's father.
- 6 Have you got any brothers or ...?

Describing people

2 Complete the words.



have got

3 Look at the information. Complete the sentences with the correct affirmative or negative form of *have got*.

	Ann	Bob	Carl
brothers	2	x	2
sisters	1	x	x
cousins	x	4	2

- 1 Ann and Carl ... two brothers.
- 2 Ann ... one sister.
- 3 Bob ... a brother.
- 4 Bob and Carl ... sisters.
- 5 Bob and Carl ... cousins.
- 6 Ann ... a cousin.

4 Write questions. Then look at the pictures in exercise 3 and write short answers.

- 1 Ann / brown hair?
- 2 Bob and Carl / glasses?
- 3 Carl / green eyes?
- 4 Ann and Bob / long hair?
- 5 Carl / fair hair?

How many ...?

5 Order the words to make questions. Then write true answers.

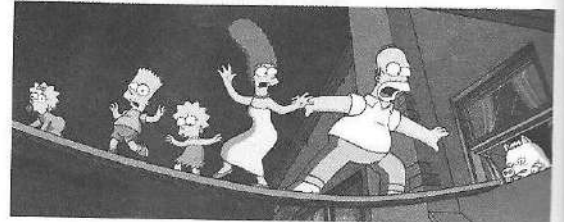
- 1 cousins / How / have / many / got / you ?
- 2 got / you / many / How / grandparents / have
- 3 many / your / classroom / desks / How / has / got ?
- 4 regions / Russia / got / has / How / many ?
- 5 How / students / class / your / got / many / ha

Cumulative grammar 1 2 3 4 5 6 7 8

6 Choose the correct words. Then do the quiz

Are you a SIMPSONS fan?

Try our quiz ...



- 1 **How / What** many fingers have the Simpsons got?
a) three b) six
- 2 What colour hair **have / has** Marge got?
a) yellow b) blue
- 3 **When / Where** are the Simpsons from?
a) Springfield b) New York
- 4 What are Bart's **sister's / sisters'** names?
a) Louise and May b) Lisa and Maggie
- 5 **Have / Has** the Simpsons got a pet?
a) Yes, they have. b) No, they haven't.

Answers: 1a 2b 3a 4b 5a



Progress check

Free time

1 Complete the sentences with these words.

read go watch play listen

- 1 My parents ... to classical music.
- 2 Do you ... music magazines?
- 3 We ... to the beach every weekend.
- 4 I often ... DVDs on Saturdays.
- 5 My brother and I ... computer games.

Daily routines

2 Join words from box A and B to make six routines.

A

clean tidy have get do go

B

to school your homework breakfast
your teeth your room dressed

3 Match the routines from exercise 2 with the pictures.



Present simple

4 Complete the sentences with the affirmative form of the verbs in brackets.

- 1 My mum ... (study) English.
- 2 I ... (go) shopping every weekend.
- 3 My sister ... (have) lunch at home.
- 4 My friends ... (watch) TV in the evening.
- 5 The class ... (finish) at ten o'clock.

5 Make the sentences in exercise 4 negative.

6 Complete the questions with *Do* or *Does*. Then write short answers.

- 1 ... your friends read comics? (X)
- 2 ... Homer watch TV? (✓)
- 3 ... your parents go to the cinema? (X)
- 4 ... Bart go to school? (✓)
- 5 ... your classmates speak English? (✓)
- 6 ... Lisa play basketball? (X)

Adverbs of frequency

7 Put the adverbs in the correct place in the sentences.

- 1 I get up at six o'clock. (never)
- 2 Our English class starts at nine o'clock. (always)
- 3 My grandparents visit at the weekend. (often)
- 4 My friends and I play football in the park. (sometimes)
- 5 We don't have lunch at school. (usually)

Cumulative grammar

8 Complete the text with the correct form of the verbs in brackets.



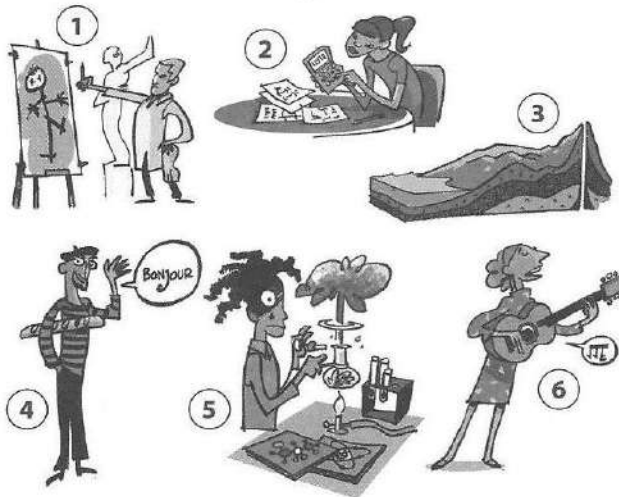
Jason is Jack's cousin. He (1) ... (be) 15 years old. He's British, but now he (2) ... (live) in Australia with his family. They (3) ... (have got) a big house near the beach. Jason (4) ... (have got) a lot of new friends in Australia. They (5) ... (be) very good at surfing, but Jason (6) ... (not be) an expert! He (7) ... (prefer) volleyball – he (8) ... (play) in the school team. He (9) ... (not play) football in Australia, but he still (10) ... (love) Arsenal!



Progress check

School subjects

1 Write the school subjects.



Skills and abilities

2 Complete the sentences with these words. Use *can* and *can't*.

speak play drive use sing ride

- 1 I ... a car. X
- 2 I ... a bike. ✓
- 3 My grandfather ... a computer. ✓
- 4 He ... a foreign language. X
- 5 We ... English songs. X
- 6 ... you ... an instrument? ✓

love, hate, (don't) like + -ing

3 Match the words and symbols.



don't like hate love like

4 Write sentences.

- 1 I / ♥ / study / English
- 2 I / 😞😞 / get up / early
- 3 My mum / 😞 / drive
- 4 I / ♥♥ / listen / to music
- 5 My brother / 😞😞 / tidy / his room

Object pronouns

5 Match the subject and object pronouns.

I you he she it we you they

you us them her it me him you

6 Complete the sentences with subject or object pronouns.

- 1 My brother plays football. I sometimes go with
- 2 My aunt lives in Mexico. ...'s a teacher.
- 3 Art and Drama are my favourite subjects. ...'re great.
- 4 We live in a big house, and our grandfather lives with
- 5 My brother and I are twins. ... go to the same school.
- 6 I don't understand this. Can you explain it to ...?

Review of question forms

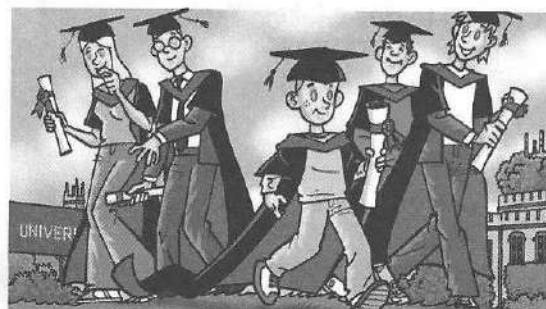
7 Write the questions for these answers.

- 1 I'm fine, thanks.
- 2 Yes, I have. I've got one sister and two brothers.
- 3 I go to bed at half past ten.
- 4 He's from Spain.
- 5 She lives in London.
- 6 No, I don't. I hate dancing!

Cumulative grammar 1 2 3 4 5 6 7 8 9

8 Choose the correct words.

- A (1) **How** / **How many** old are you?
 B I (2) **have got** / **am** 12.
 A And where (3) **you study** / **do you study**?
 B At Edinburgh University!
 A That's amazing! What's your (4) **favourite subject** / **subject favourite**?
 B French. I love (5) **learn** / **learning** languages.
 A How many foreign languages (6) **can you speak** / **you can speak**?
 B Oh ... about ten.
 A Ten languages? (7) **Do you travel** / **You travel** a lot then?
 B Oh, no. I (8) **never travel** / **travel never**. I just read books!

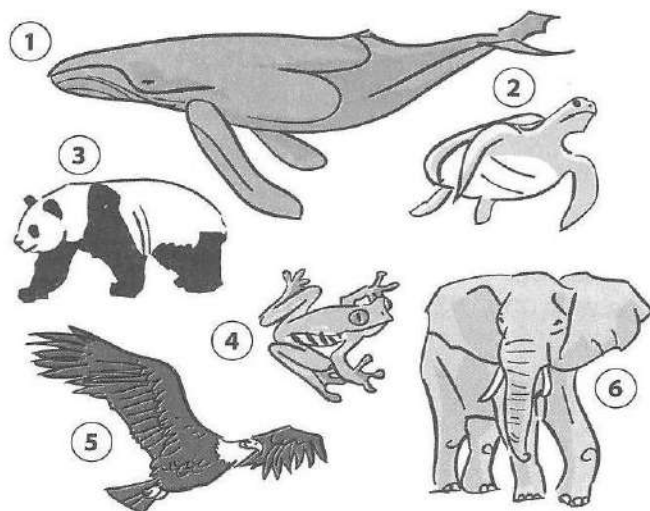




Progress check

Endangered animals

1 Write the animal words.



Adverbs of manner

2 Choose the correct words.

- 1 Tigers can run **quick** / fast.
- 2 Please be **quiet** / quietly!
- 3 Elephants can swim **good** / well.
- 4 Is this snake **safe** / safely?
- 5 Cats aren't good swimmers. They swim **bad** / badly.
- 6 Some frogs are very **loud** / loudly. You can hear them at night.

Present continuous

3 Complete the sentences with the present continuous affirmative form of the verbs in brackets.

- 1 We ... (sit) in the park.
- 2 David ... (study) Chinese.
- 3 I ... (work) at the moment.
- 4 The dogs ... (eat) in the kitchen.
- 5 Sarah ... (have) breakfast.

4 Make the sentences in exercise 3 negative.

5 Write present continuous questions. Then write short answers.

- 1 you / do / a test? ✓
- 2 your teacher / sleep? ✗
- 3 your friends / study? ✓
- 4 it / rain / today? ✗
- 5 your classmates / sing? ✗
- 6 your dad / work? ✓

Present simple and continuous

6 Choose the correct answers.

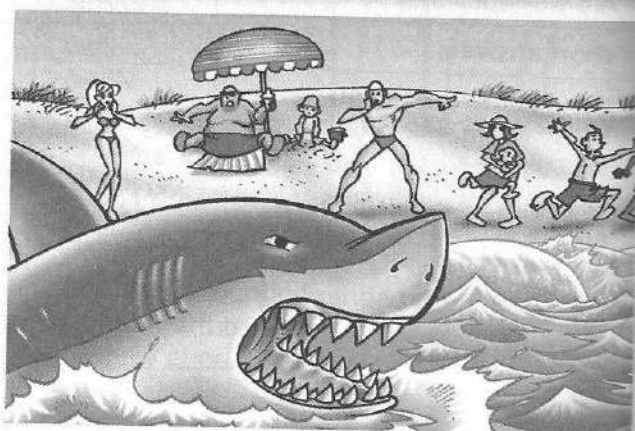
- 1 Thousands of people ... the zoo every week.
a) are visiting b) visit
- 2 At the moment the monkeys ... lunch.
a) have b) are having
- 3 They ... at two o'clock in the afternoon.
a) usually eat b) are usually eating
- 4 The wolves ... now.
a) sleep b) are sleeping
- 5 Wolves ... at night.
a) aren't sleeping b) don't sleep
- 6 What ... at the moment?
a) do the tigers do b) are the tigers doing

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Complete the text with these words.

be live about swimming eat are die got



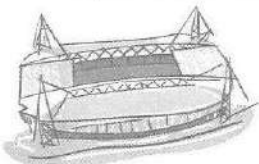
Great white sharks (1) ... near the coast of southern Australia. They (2) ... usually about four metres long and they've (3) ... a lot of teeth. They normally (4) ... fish and seals, but they can (5) ... very dangerous for humans too. Every year, about 30 people (6) ... in shark attacks. So, if you like (7) ... in the sea, be careful! How (8) ... going to a swimming pool instead?



Progress check

Places

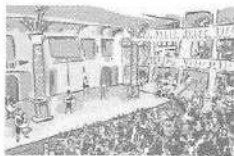
1 Complete the names of these places.



1 s _____



2 c _____



3 t _____



4 c _____



5 g _____



6 s _____

Food and drink

2 Match the boxes to find seven more words for food and drinks.

potato

pot	gr	vege	me	su	ch
e	ate	room	ape	at	eeese
mush	but	gg	table	ter	gar

Countable and uncountable nouns

3 Are the words in exercise 2 countable or uncountable?

countable	uncountable
potato	

a / an, some and any

4 Complete the dialogue with *a / an, some or any*.

A What have you got in your lunchbox?

B I've got (1) ... sandwich, (2) ... orange and (3) ... water.

A Have you got (4) ... crisps?

B No, I haven't. What about you?

A No, I haven't got (5) ... crisps or sweets. But I've got (6) ... biscuits! Do you want one?

there is / there are

5 Look at the picture and write sentences. Use *there is / there are* or *there isn't / there aren't*.



a cathedral

There isn't a cathedral.

1 an aeroplane

4 two people

2 some shops

5 any department stores

3 a theatre

6 a statue

Prepositions of place

6 Look at the picture again. Complete the sentences with these words.

in front of in on above between

- There's a clothes shop ... the sports shop and the shoe shop.
- The people are sitting ... the café.
- The aeroplane is flying ... the shops.
- The boy is ... the sports shop.
- The bird is ... the statue's head.

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct words.

Waiter Yes, Madam. Can I (1) **to help / help** you?

Woman Yes, I'd like (2) **some / any** tomato soup, please.

Waiter I'm sorry, we haven't got (3) **some / any** tomato soup today. We (4) **'ve got / 's got** some delicious chicken soup.

Woman OK, then. Chicken soup is fine.

Later ...

Woman Waiter, (5) **there's / there are** a fly in my soup!

Waiter Really? What (6) **'s it doing / does it do**?

Woman (7) **Is / It's** swimming in my bowl!

Waiter Don't worry, madam. It (8) **don't / doesn't** cost extra.





Progress check

History makers

1 Complete the sentences with these words.

architect explorer astronauts composers
director painter

- 1 Neil Armstrong and Buzz Aldrin were American They went to the moon in 1969.
- 2 Vasco da Gama was a Portuguese He was the first to sail directly to India.
- 3 The ... Santiago Calatrava designed the airport in Bilbao.
- 4 Leonid Gaidai is a famous Russian Yuri Nikulin often acted in his films.
- 5 Goya was a Spanish You can see some of his work at the Prado Museum.
- 6 Beethoven and Bach were German They wrote and played classical music.

Irregular verbs

2 Find six irregular past forms in the wordsquare. What are the infinitives?

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

Past simple: *be; there was / were*

3 Complete the dialogue with *was, were, wasn't* or *weren't*.

- A (1) ... Tutankhamun's tomb in the Great Pyramid of Giza?
 B No, it (2) ... It (3) ... in a smaller pyramid in the Valley of the Kings.
 A (4) ... there a lot of mummies inside the tomb?
 B No, there (5) ... Just Tutankhamun's mummy. But there (6) ... a lot of treasure.
 A What kind of treasure?
 B There (7) ... sculptures and clothes and a lot of jewellery.
 A (8) ... there a death mask?
 B Yes, there (9) ... You can see it in the Egyptian Museum in Cairo.

Past simple affirmative

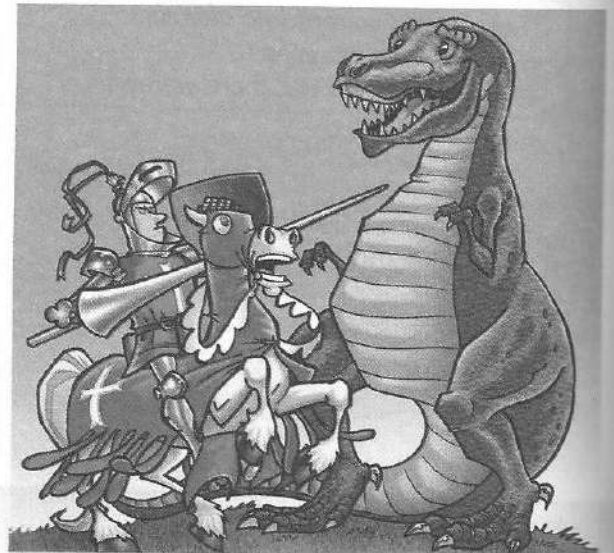
4 Complete the text with the past simple form of the verbs in brackets.

Neil Armstrong (1) ... (be) the first man to walk on the moon. He (2) ... (travel) there on the Apollo 11 spaceship in July 1969. Armstrong (3) ... (wear) special clothes and a helmet and he (4) ... (take) photographs of the moon. He (5) ... (speak) to the American President and he (6) ... (leave) an American flag on the moon. He (7) ... (stay) there for about three hours and then he (8) ... (return) to Earth. About 500 million people (9) ... (watch) the moon landing on television.

Cumulative grammar 1 2 3 4 5 6 7 8 9

5 Choose the correct words.

There (1) **is / are** stories about dragons in all cultures, but (2) **isn't / there isn't** any evidence of real dragons. So, where (3) **are / do** dragons come from? Some people (4) **say / says** that dinosaurs (5) **was / were** probably the origin. Perhaps people (6) **found / find** dinosaur bones or fossils, and made stories about the imaginary creatures. Pictures usually show that dragons (7) **is / are** similar to large reptiles. (8) **They've / Have** also got wings, and they (9) **breathe usually / usually breathe** fire. (10) **England's / Englands'** famous dragon story (11) **is / are** Saint George and the Dragon. Perhaps Saint George's dragon (12) **were / was** a distant relative of Tyrannosaurus Rex!

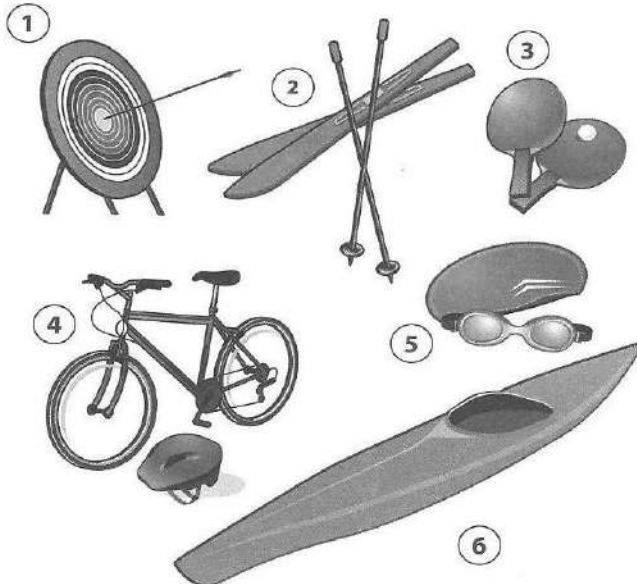




Progress check

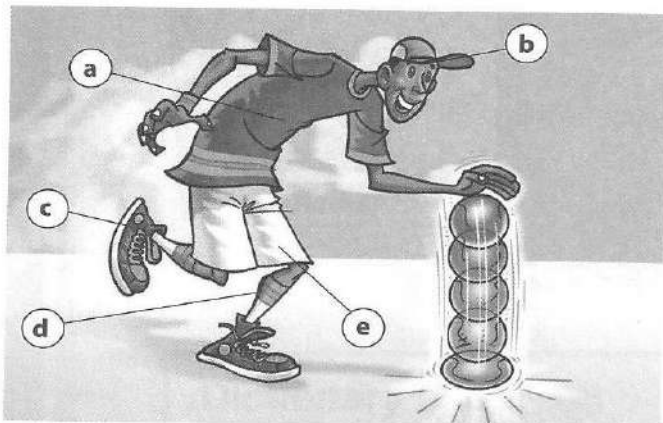
Olympic sports

1 Write the sports.



Clothes and accessories

2 Write the words for clothes and accessories a–e.



Past simple: negative

3 Correct the sentences. Write one negative and one affirmative sentence. Use the information in brackets.

- David Beckham played for Real Betis. *x* (Real Madrid ✓)
- Spain won the 2006 World Cup. *x* (Italy ✓)
- The Tour de France started in 1800. *x* (1903 ✓)
- Taekwondo became an Olympic sport in 1998. *x* (2000 ✓)
- Cyclists started wearing lycra shorts in the 19th century. *x* (20th century ✓)

Past simple: questions and answers

4 Write past simple questions. Then write short answers.

- you / go on holiday last summer? (✓)
- Serena Williams / win Wimbledon in 2007? (✓)
- your parents / meet in England? (x)
- Iñaki Urdangarín / marry a princess? (✓)
- you / drive to school? (x)

Past time expressions

5 Look at the information and answer the questions. Use as many time expressions as you can.

World Cup Finals

Year	Place	Final
2006	Germany	Italy (5) – France (3)
2002	Korea and Japan	Brazil (2) – Germany (0)
1998	France	France (3) – Brazil (0)
1994	USA	Brazil (3) – Italy (2)

- When was the World Cup in the USA?
- When did France win the World Cup?
- When was the final between Brazil and Germany?
- When did Italy win the World Cup?
- When was the World Cup in Germany?

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Choose the correct words.

In 2014 Sochi (1) **hosts** / **hosted** the XXI Olympic Winter Games. A total of 98 events (2) **were** / **was** held during the Games. The events (3) **took** / **take** place in fantastic new venues. (4) **Do** / **Did** you know how many people in Russia watched the Olympics? Over 63 million!

There (5) **is** / **are** three mascots, a logo and a slogan for the Olympics. The mascots (6) **is** / **are** the Polar Bear, the Hare and the Leopard. The logo (7) **features** / **is featuring** a web address. The Games' official slogan is *Hot. Cool. Yours.* What (8) **does** / **do** it represent?





Progress check

Weather and seasons

1 Write sentences to describe the weather.



2 Which season are these festivals in? Write sentences.

Halloween (October)
Halloween is in autumn.

- 1 Christmas (December)
- 2 The Notting Hill Carnival (August)
- 3 Easter (March or April)
- 4 Thanksgiving (November)
- 5 Independence Day (July)

Landscape features

3 Complete the text with these words.

Ocean forests Islands volcanoes Sea

The Kuril (1) ... are in Far Eastern Russia. They separate the (2) ... of Okhotsk and the Pacific (3) This chain of islands is about 1200 kilometres long. The biggest island is Shikotan. It's 225 square kilometres. The climate on the islands is harsh, with long cold winters and short foggy summers. In summer the temperature does not usually rise above 19 degrees.

There are about 100 (4) ... on the islands. The biggest one is Alaid. It's 2339 metres high.

There are a lot of (5) ... in the south with lots of different species of plants and animals. Spruce and larch trees are dominant there.

How ...? questions

4 Write questions. Use *How* and these adjectives.

high many long warm big

- 1 ... is Shikotan Island? It's 225 square kilometres.
- 2 ... is Alaid volcano? It's 2339 metres.
- 3 ... volcanoes are there on the Kuril Islands? There are about 100.
- 4 ... is it on the islands in summer? It's about 19 degrees.
- 5 ... is the chain of the islands? It's 1200 kilometres.

be going to

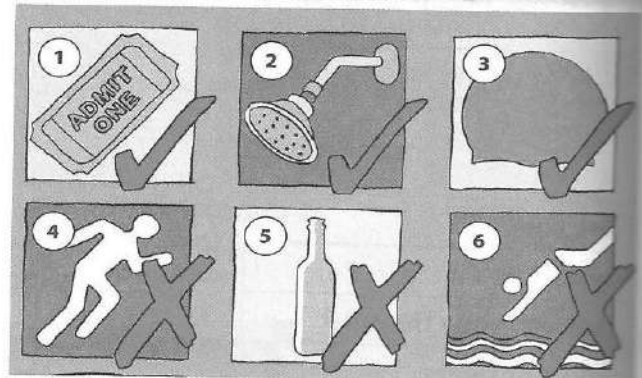
5 Write sentences or questions with *be going to*.

- 1 What / you / do / in August (?)
- 2 I / visit / a friend in Galicia (✓)
- 3 We / not go / abroad (X)
- 4 My cousin / travel to Mexico (✓)
- 5 Where / she / stay (?)
- 6 She / not speak / English (X)

must / mustn't

6 Write sentences with *must / mustn't* and these phrases.

buy a ticket run have a shower dive
bring glass bottles wear a swimming hat



Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct words.

- A Excuse me! (1) **Do you live** / **You live** here?
 B Yes, I do. Can I (2) **help** / **to help** you?
 A Yes. How (3) **high** / **far** is it to the top of the
 (4) **river** / **mountain**?
 B Oh, it's about ten miles. (5) **You have got** /
Have you got an umbrella?
 A Er, no. I (6) **didn't bring** / **not brought** one.
 (7) **Is** / **It's** a beautiful day!
 B Well, you (8) **must** / **must to** walk (9) **quick** /
quickly. It's (10) **raining** / **going to rain** later.





Progress check

Instruments and musicians

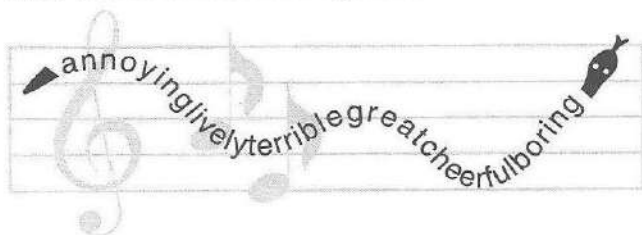
1 Label the musical instruments.



2 Write the musicians that play the instruments in exercise 1.

Adjectives of opinion

3 Find six adjectives of opinion in the wordsnake. Which three are positive and which three are negative?



Present simple

4 Complete the dialogue with the present simple of the verbs in brackets.

Jim What kind of music (1) ... (you / listen) to?

Sally I listen to pop music, but my sister (2) ... (like) classical music.

Jim I think classical music (3) ... (be) great.

I (4) ... (play) the violin in an orchestra.

Sally Do you? How often (5) ... (you / practise)?

Jim Every day at home and twice a week

I (6) ... (go) to orchestra practice.

5 Write present simple questions.

- 1 Where / you / live?
- 2 What time / this class / finish?
- 3 What music / you / listen to?
- 4 How often / your teacher / give you homework?
- 5 When / you / study English?

6 Answer the questions in exercise 5. Write full sentences.

Frequency adverbs and expressions

7 Rewrite the sentences. Put the frequency adverbs and expressions in the correct place.

- 1 Our teacher gives us homework. (always)
- 2 I'm late for class. (never)
- 3 We study English. (twice a week)
- 4 I listen to classical music. (hardly ever)
- 5 We go to the beach. (every year)
- 6 It's hot in August. (usually)

like, love, hate + -ing

8 Write sentences. Use the correct form of love, like, don't mind, don't like and hate + -ing.

- 1 My friends ... (😊😊 / listen) to music.
- 2 I ... (😞😞 / do) exams.
- 3 My brother ... (😞 / sing).
- 4 My teacher ... (😊 / speak) English.
- 5 My mum ... (😞 / play) the piano.

Cumulative grammar

1 2 3 4 5 6 7 8 9

9 Complete the text with the correct form of the verbs in brackets.



My sister Ellen is a Goth. She (1) ... (like / listen) to bands like Black and The Convent. (2) ... (you / know) them? Ellen always (3) ... (wear) black clothes and she (4) ... (hate / listen) to my favourite bands. Ellen also (5) ... (sing) in a Goth band with her friends from school. Fortunately they (6) ... (not practise) at our house, because my mum (7) ... (not like) Ellen's music. She always (8) ... (say): 'Ellen – turn that music off NOW!'



Progress check

Celebrations: verb + noun

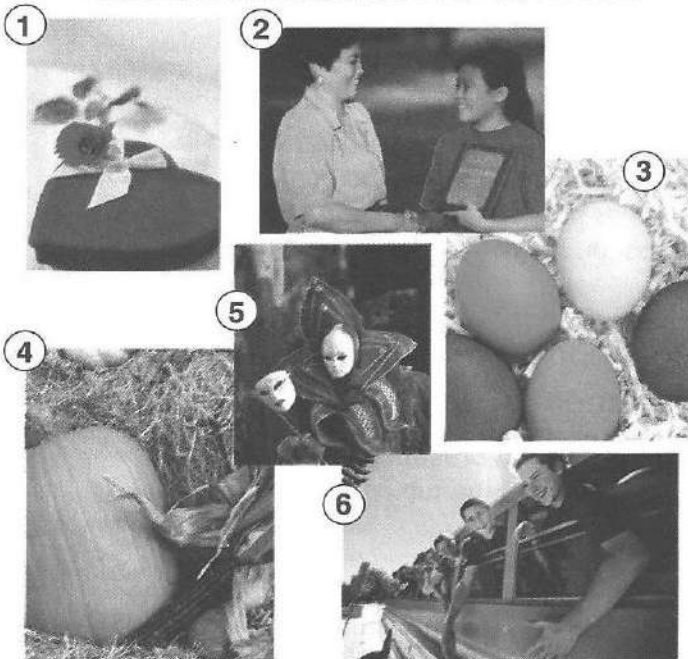
1 Match 1–5 with a–e to make questions. Then answer the questions.

- 1 Do you wear ...
 - 2 Do you go ...
 - 3 Do you give ...
 - 4 Do you eat ...
 - 5 Do you decorate ...
- a) ... special food on New Year's Eve?
 - b) ... to church at Easter?
 - c) ... a costume at Hallowe'en?
 - d) ... the house at Christmas?
 - e) ... presents to your family on Boxing Day?

Special days

2 Match the words with the pictures.

Easter Sunday harvest festival carnival
Valentine's Day prize-giving ceremony
school trip



Present continuous

3 Complete the sentences with the present continuous form of the verbs in brackets.

- 1 What ... (you / do) at the moment?
- 2 I ... (study) English.
- 3 We ... (not play) football now.
- 4 We ... (sit) in the classroom.
- 5 Our teacher ... (not work) today.
- 6 What ... (she / do) now?

Present simple and present continuous

4 Choose the correct words.

- 1 I **always do** / 'm **always doing** my homework.
- 2 We **write** / 're **writing** in English at the moment.
- 3 I **do** / 'm **doing** the Progress check now.
- 4 I **don't cycle** / 'm **not cycling** to school every day.
- 5 It **doesn't rain** / **isn't raining** today.
- 6 I **visit** / 'm **visiting** my grandma once a week.

Present continuous for future arrangements

5 Write present continuous questions.

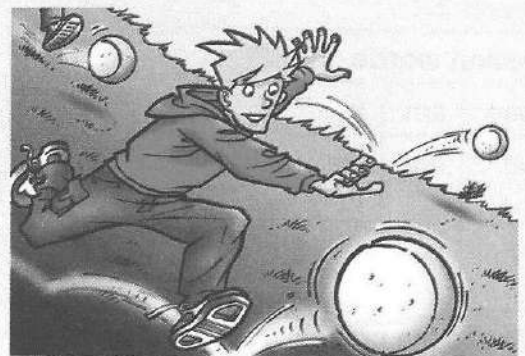
- 1 you / go out / this evening?
- 2 your mum / work / tomorrow?
- 3 you / meet friends / at the weekend?
- 4 your teacher / go on holiday / next week?
- 5 you / go to university / next year?

6 Write short answers to the questions in exercise 5.

Cumulative grammar

1 2 3 4 5 6 7 8

7 Choose the correct words.



Do you like / Are you liking cheese?

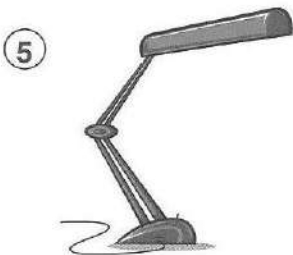
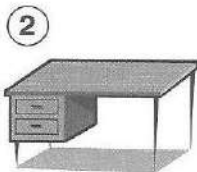
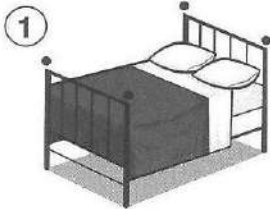
Then this is the perfect place for you. Once a year, in the village of Brockworth, people (2) **are celebrating** / **celebrate** the Cheese Festival. But why is this man (3) **throw** / **throwing** a cheese down the hill? Well, he (4) **'s** / **'re** taking part in the annual cheese-rolling competition. The winner always (5) **receives** / **is receiving** an enormous cheese – it's more than three kilos. This English festival (6) **is** / **are** very popular. People (7) **visit** / **visits** it from around the world every year. They all love (8) **eat** / **eating** cheese!



Progress check

At home

1 Write the words for objects 1–6.



Places of work

2 Complete the sentences.

- 1 A mechanic works in a g...
- 2 A librarian works in a l...
- 3 A hairdresser works in a h... s...
- 4 A secretary works in an o...
- 5 A nurse works in a h...
- 6 A fitness instructor works in a l... c...

there is / there are with a / an, some and any

3 Write sentences. Use the correct form of **there is / there are** and **a/an, some** or **any**.

In Newville ...

- 1 Italian restaurants *X*
- 2 a supermarket ✓
- 3 a school *X*
- 4 nice cafés ✓
- 5 a police station ✓
- 6 an old castle *X*
- 7 cinemas *X*

In Newville there aren't any Italian restaurants.

How much ...? / How many ...?

4 Complete the questions with **How much** or **How many**.

- 1 ... water is there?
- 2 ... apples are there?
- 3 ... pizzas are there?
- 4 ... bananas are there?
- 5 ... bread is there?
- 6 ... food is there?



much, many, and a lot of

5 Choose the correct words.

- 1 There isn't **much** / **many** water.
- 2 There are **many** / **a lot of** pizzas.
- 3 There isn't **much** / **many** bread.
- 4 There aren't **much** / **many** apples.
- 5 There are **a lot of** / **much** bananas.
- 6 There's **many** / **a lot of** food.

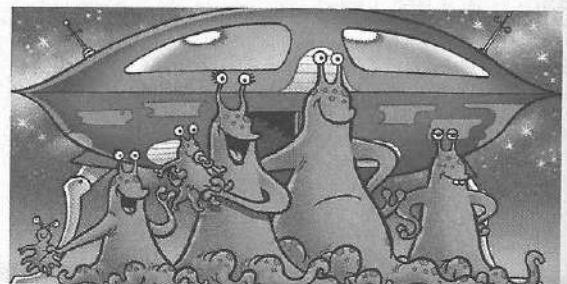
Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Complete the text with these words.

living go is 're don't much going
travels live a lot of

Welcome to our house!

We (1) ... in a modern spaceship. There isn't (2) ... space – there (3) ... only one room. But that's OK. We love (4) ... here. Our spaceship (5) ... very fast, and we usually (6) ... to a different planet every year. At the moment we (7) ... staying on Mars, and next year we're (8) ... to Venus. We (9) ... visit Earth very often because there are (10) ... strange people!





Progress check

TV programmes

1 Read and write the words.



- 1 ['weðə ,fɔ:kɑ:st]
- 2 [ri'æləti ʃəʊ]
- 3 [,ðə 'nju:z]
- 4 ['səʊp ,ɒp(ə)rə]
- 5 [,dɒkjʊ'mentəri]

Types of film

2 Put the letters in the correct order.

- 1 h i l l e t r r
- 2 n a f t y s a
- 3 m o c d e y
- 4 c e n c i e s c i f o i n t
- 5 r o h r o r
- 6 t i l a r a m t r a s

Past simple

3 Complete the sentences with the past simple form of these verbs.

do study start have watch get up

- 1 I ... an adventure film last night.
- 2 I ... my homework this morning.
- 3 This class ... an hour ago.
- 4 I ... at seven o'clock this morning.
- 5 We ... French last year.
- 6 I ... bacon and eggs for breakfast.

4 Make the sentences in exercise 3 negative.

Past simple: questions

5 Complete the past simple questions.

- 1 When ... (you / begin) this exercise?
- 2 When ... (you / start) at this school?
- 3 When ... (you / go) on holiday?
- 4 When ... (you / celebrate) your birthday?
- 5 When ... (you / watch) a film?

ago

6 Answer the questions in exercise 5. Use *ago*.
I began this exercise ...

was / were

7 Complete the dialogue. Use *was*, *were*, *wasn't* or *weren't*.

Inna (1) ... Aleksander Belyayev a scientist?

Ilya No, he (2) He (3) ... a writer of science fiction novels.

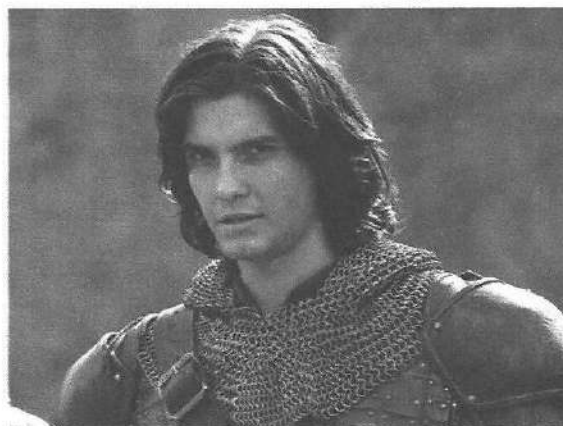
Inna What (4) ... his famous books?

Ilya He wrote *The Amphibian Man* and *Professor Dowell's Head*. I don't know about his other books – I think they (5) ... very famous.

Cumulative grammar 1 2 3 4 5 6 7 8 9

8 Choose the correct words.

Meet Prince Caspian!



Ben Barnes (1) **was** / **were** born in London in 1981. He (2) **become** / **became** famous as Prince Caspian in the second *Chronicles of Narnia* film.

They (3) **made** / **makes** the film in New Zealand, and Ben (4) **have** / **had** a fantastic time. Now he (5) **hasn't** / **haven't** got (6) **much** / **many** free time because he (7) **'s making** / **makes** the third film in the series.

A few years (8) **last** / **ago**, Ben (9) **was** / **were** a drama student at university. Now, he's a big Hollywood star. How (10) **much** / **many** actors are that lucky?



Progress check

Natural phenomena

1 Complete the weather and natural disaster words.



1 t... and l...



2 f...



3 v...



4 e...



5 w...



6 t...

Adverbs

2 Write the adverbs for these adjectives.

- | | |
|--------|-----------|
| 1 calm | 2 noisy |
| 3 easy | 4 careful |
| 5 bad | 6 fast |

Past continuous

3 Write past continuous sentences.

- I / study / last night
- My parents / work / last Saturday
- It / rain / yesterday
- We / do an exam / at nine o'clock
- I / wait / for you!
- We / speak / English

4 Make the sentences in exercise 3 negative.

Past continuous: questions

5 Complete the questions with the correct form of the words in brackets.

- ... you ... (sleep) at six o'clock this morning?
- ... your mum ... (work) yesterday?
- ... you ... (watch) TV at nine o'clock last night?
- ... your teacher ... (talk) five minutes ago?
- ... you ... (study) English at three o'clock yesterday afternoon?

6 Answer the questions in exercise 5. Use short answers.

Past simple and past continuous

7 Complete the sentences with the past simple or past continuous of the words in brackets.

- I ... (not talk) when the teacher arrived.
- We were eating when my friend ... (phone).
- While I was walking home, it ... (start) to rain.
- The earthquake happened while people ... (sleep).
- While mum was driving home, she ... (see) an accident.
- A lot of tourists ... (visit) Thailand when the tsunami happened.

Cumulative grammar

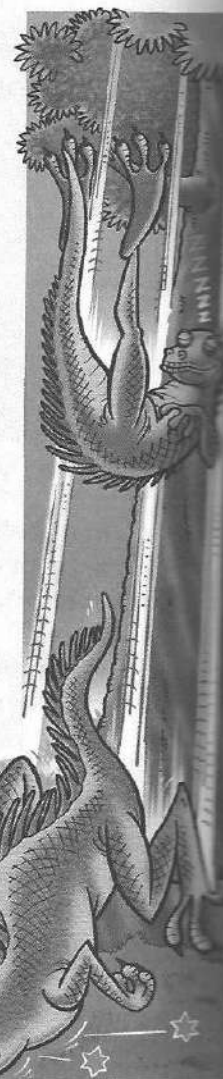
1 2 3 4 5 6 7 8 9

8 Choose the correct words.

It's Raining Iguanas!

Temperatures fell dramatically in Florida yesterday, and now iguanas (1) **are / were** falling from the sky. The creatures usually (2) **live / are living** in trees, and they (3) **like / are liking** the warm weather. But when it's very cold, the iguanas (4) **sleep / sleeps** deeply and they fall from the trees.

15-year-old Bobby Price experienced this strange phenomenon. While he (5) **went / was going** to school, iguanas started falling from the sky. 'I (6) **was / were** walking along the street when a big iguana (7) **fall / fell** on my head', he (8) **was telling / told** reporters. Fortunately, he (9) **wasn't needing / didn't need** to go to hospital. And the iguana (10) **survived / was surviving** the accident too!





Progress check

Games

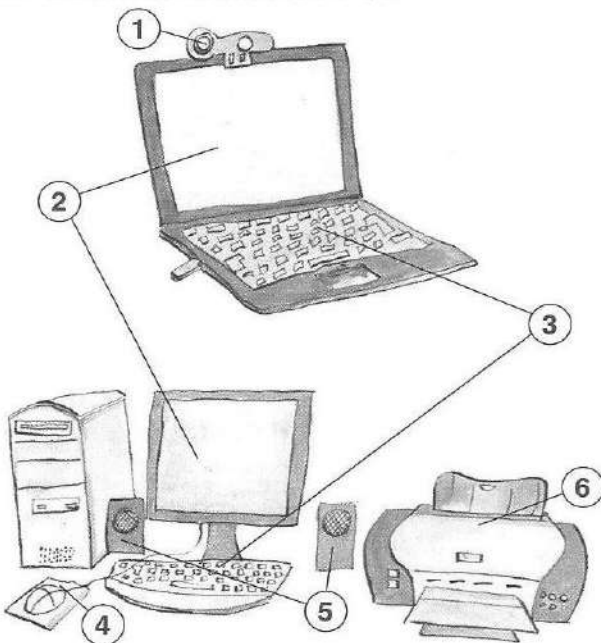
1 Match the boxes to find six more game words.

cons	sty	dr	soft	di	aughts	ess
ch	con	ele	lus	ware	troller	ce

console

Computers

2 Write the words for 1–6.



Comparative adjectives

3 Write sentences. Use comparative adjectives and *than*.

- Russia / big / the USA
- computer games / expensive / board games
- new mobile phones / good / old phones
- tarantulas / dangerous / house spiders
- comedies / funny / documentaries
- MP3 players / small / CD players

Superlative adjectives

4 Complete the sentences with the superlative form of the adjectives in brackets.

- Sasha is ... (tall) person in my class.
- I think Maths is ... (difficult) subject.
- In my opinion, Art is ... (easy) subject.
- Monday is ... (bad) day of the week!
- We bought ... (cheap) computer in the shop.
- In your opinion, what is ... (exciting) sport?

could / couldn't

5 Order the words to make sentences.

- when / could / I / was / two / talk / I
- to / disco / My / couldn't / go / the / friends
- last / Could / speak / you / year? / English /
- ride / years / bike / I / could / ago / a / two
- play / chess / you / Could / ago? / ten / years

should / shouldn't

6 Complete the advice with *should* or *shouldn't*.

- I'm bored! You ... play a game.
- I'm cold! You ... open the window.
- I'm thirsty! You ... buy a drink.
- I'm hungry! You ... have a sandwich.
- I'm tired! You ... play computer games all night!

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct words.



SCRABBLE®
CHAMPION!

15-year-old John Baker is the (1) **younger** / **youngest** Scrabble champion in Australia. He (2) **live** / **lives** near Melbourne in Australia. John could (3) **play** / **to play** Scrabble when he was very young – he (4) **begin** / **began** when he was only six years old. When he was 12, he (5) **started** / **was starting** to play Scrabble on the Internet.

John also likes (6) **play** / **playing** other games and sports such as football and tennis. In the future, he wants to be a (7) **better** / **best** Scrabble player, but he (8) **hasn't** / **haven't** got much time because he (9) **'re** / **'s** busy studying his school work. That's (10) **more** / **most** difficult than a game of Scrabble!



Progress check

Your life story

1 Make sentences by matching 1–5 with a–e.

- 1 When will you learn ...
- 2 Will you leave ...
- 3 Where were you ...
- 4 Where did your parents ...
- 5 Did your grandparents go ...

- a) ... school next year?
- b) ... grow up?
- c) ... to drive?
- d) ... to university?
- e) ... born?

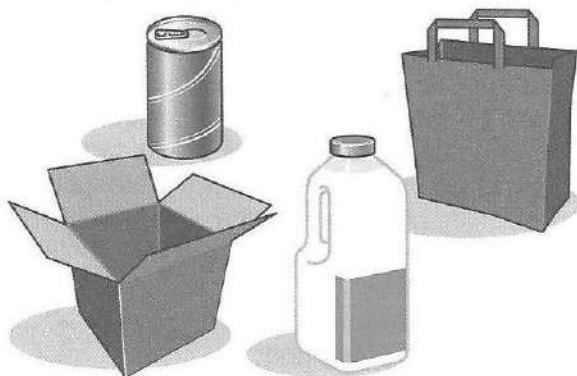
2 Answer the questions in exercise 1.

Recycling: materials and containers

3 Complete the sentences with these words.

bags bottles cans boxes

- 1 I will use fewer plastic ...
- 2 Paper ... are safe for turtles.
- 3 ... made of cardboard are easy to recycle.
- 4 I always recycle aluminum ...



will / won't

4 Complete the sentences. Use will (✓) or won't (x) and these verbs.

x live ✓ go x win
 ✓ do x be ✓ grow old

- 1 Some of my friends ... to university.
- 2 The 2012 Olympics ... in Sochi.
- 3 People ... on other planets in 2020.
- 4 We ... exams in June.
- 5 Canada ... the next World Cup.
- 6 Everyone ... one day!

First conditional

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If he ... (win) the lottery, he will be rich.
- 2 If I go to India, I ... (visit) the Taj Mahal.
- 3 Our teacher won't be happy if we ... (not pass) our exams.
- 4 If you don't get up now, you ... (be) late for school.
- 5 He'll walk to town if he ... (miss) the bus.

6 Write first conditional sentences.

it (rain) / I (not play) tennis
 If it rains, I won't play tennis.

- 1 I (not play) tennis / I (stay) at home
- 2 I (stay) at home / I (be) bored
- 3 I (be) bored / I (phone) my friend
- 4 my friend (be) at home / he (come) to my house
- 5 he (come) to my house / we (play) tennis on the computer

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct words.

Wales plants a tree for every new baby

13-year-old Natalie Vaughan (1) **was** / **were** thinking about the environment when she (2) **had** / **was having** a great idea. If the government (3) **plants** / **will plant** a tree for every new baby, it (4) **create** / **will create** a big forest in the end!

So now the Welsh government (5) **is** / **am** planting a new tree for every child born. All the children (6) **receive** / **receives** certificates about their trees, and they can (7) **to visit** / **visit** them. Natalie (8) **is thinking** / **thinks** that if people (9) **feel** / **will feel** closer to the environment, they (10) **protect** / **will protect** it more in the future.





Progress check

Travel and transport

1 Write the words in the correct column of the table.

coach ferry plane hot-air balloon barge
moped tram boat cable car

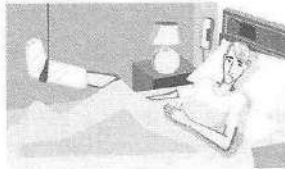
land	air	water
coach		

Health problems and first aid

2 Complete the sentences to describe the people's health problems.



1 She's got
s....



2 He's got a
b... l....



3 She's got a
s... t....



4 He's got an
i... b....

be going to

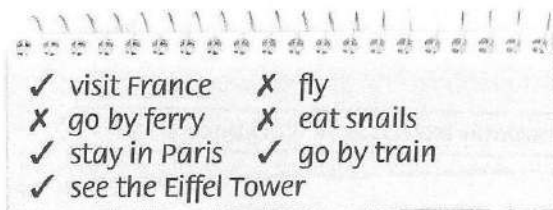
3 Complete the questions. Use **be going to**.

- 1 What ... (you / have) for dinner tonight?
- 2 What time ... (you / get up) tomorrow?
- 3 Where ... (you / go) on holiday this year?
- 4 When ... (you / do) your homework?

4 Answer the questions in exercise 3. You can invent your answers!

would like to / wouldn't like to

5 Look at Sarah's travel ideas. Write sentences. Use **would like to** or **wouldn't like to**.



She would like to visit France.

must / mustn't

6 Look at the signs. Write sentences with **You must** or **You mustn't**.



- 1 smoke
- 2 use your mobile
- 3 turn left
- 4 talk

Indefinite pronouns

7 Choose the correct words.

Hello Jane!



We're here in Morocco. At the moment we're in a village (1) **somewhere** / **anywhere** in the mountains. There's (2) **nothing** / **nowhere** to go in the evenings so we spend time with the people here. (3) **Anyone** / **Everyone** is very friendly. The food is delicious, and (4) **everything** / **anything** is very cheap. Well, I must go - (5) **no one** / **someone** is calling me!

Paula x

Cumulative grammar

1 2 3 4 5 6 7 8 9

8 Complete the text with these words.

will if couldn't going the is would ago

The British adventurer David Cornthwaite (1) ... travelling across Australia - on a skateboard!

(2) ... he finishes the journey next week, he (3) ... break the world record for (4) ... longest skateboard journey.

David decided to go on this journey because he wanted to do something different. He started skateboarding two years (5) Before then, he (6) ... use a skateboard. Now he is travelling 3600 miles!

When he finishes the journey, David is (7) ... to relax. After that, he (8) ... like to write a book about his experiences.





Progress check

Personal issues

1 Find six personal issues in the wordsnake.



Adjectives of character

2 Read and write the words.

- | | |
|----------------|--------------|
| 1 ['frendli] | 2 ['siəriəs] |
| 3 ['lɔɪəl] | 4 ['dʒeləs] |
| 5 ['tʃɪəf(ə)l] | 6 ['mu:di] |

Present perfect: affirmative

3 Copy and complete the table with the past participles of these verbs.

give ask steal start finish send

regular	irregular

4 Complete the sentences with the present perfect form of the verbs in exercise 3.

- I don't understand this exercise. I ... the teacher for help.
- I ... you a text message. Have you got it?
- Where's my bike? Someone ... it!
- You're late! The film ...
- We ... Unit 9.
- Our teacher ... us a lot of homework today.

Tense review: present, past and future

5 Write the sentence in the different tenses.

1 present simple	She studies English.
2 present continuous	...
3 past simple	...
4 past continuous	...
5 present perfect	...
6 future with will	...
7 be going to	...

6 Do you know the negative forms of the sentences in exercise 5? Do you know the question forms?

7 Complete the text with the correct form of the verbs in brackets.

Patrick (1) ... (be) 18 years old, and at the moment he (2) ... (work) at a community project in Northern Ireland. 'Last year, we (3) ... (paint) a mural in a small town near Belfast', Patrick says. 'It rained while we (4) ... (paint), but it was lots of fun! Since 2011, I (5) ... (help) with three projects, and they were all great. I think community projects (6) ... (continue) for many years – next year I (7) ... (travel) to America with a group of children!'

8 Put the time expressions in order.

now next month last year tomorrow
today yesterday

Past → Present → Future
last year

Cumulative grammar 1 2 3 4 5 6 7 8 9

9 Choose the correct words.

What is a good friend?

'A good friend is (1) **anyone** / **someone** that helps you. My best friend (2) **has** / **have** helped me a lot!' Charlie, 13



'The (3) **more** / **most** important thing about friends is this: they should (4) **be** / **to be** loyal.' Kerry, 15

'Good friends (5) **must have** / **mustn't be** jealous when you (6) **'re** / **'ve** got a boyfriend!' Jane, 14



'They should listen to your problems. My best friend always (7) **listen** / **listens** to me when I'm (8) **feel** / **feeling** sad.' Paula, 13

'(9) **Nothing** / **Nowhere** is more important (10) **that** / **than** good friends!' Ben, 14





Progress check

Achievements

1 Choose the correct verb in each expression.

- 1 get / win / pass an exam
- 2 make / score / win a goal
- 3 win / pass / do a prize
- 4 get / make / go on an expedition
- 5 get / do / make voluntary work
- 6 get / pass / do a certificate
- 7 do / get / make a scientific discovery
- 8 pass / win / score a race

Personal qualities: opposite adjectives

2 Complete the sentences with these words.

sociable generous hard-working
easy-going caring shy

- 1 Henry isn't lazy. He's very ...
- 2 Emma isn't confident. She's ...
- 3 My aunt and uncle aren't mean. They're ...
- 4 David isn't selfish. He's ...
- 5 My friends aren't stressed. They're ...
- 6 My best friend isn't quiet. She's ...

Present simple and present continuous

3 Write sentences. Use the present simple or the present continuous.

Look! It / rain.

Look! It's raining.

- 1 It / not rain / every day.
- 2 She / speak English / at the moment.
- 3 She / study English / twice a week.
- 4 I / not watch TV / at the moment.
- 5 He / hardly ever / listen to the radio.
- 6 Goodbye! We / go now.

4 Complete the questions. Use the present simple or the present continuous.

- 1 ... (your mum / work) today?
- 2 How often ... (you / play) football?
- 3 ... (your classmates / write) now?
- 4 When ... (you / usually do) your homework?
- 5 ... (your teacher / talk) at the moment?
- 6 ... (you / always speak) English in class?

5 Answer the questions in exercise 4.

be: past simple

6 Correct the sentences. Write one negative and one affirmative sentence.

Emily Brontë was American. (x English)
She wasn't American. She was English.

- 1 My grandad was an actor. (x teacher)
- 2 They were lazy. (x hard-working)
- 3 My first teacher was English. (x Spanish)
- 4 Gertrude Elion was a writer. (x scientist)
- 5 Marie Curie was from America. (x Poland)

there was / there were

7 Write affirmative (✓) or negative (x) sentences.

At my primary school, ...

there weren't any science laboratories. (x)

- 1 ... about 150 students. (✓)
- 2 ... a swimming pool. (x)
- 3 ... a library. (✓)
- 4 ... any French teachers. (x)
- 5 ... eight classrooms. (✓)
- 6 ... some computers. (✓)

Cumulative grammar

1 2 3 4 5 6 7 8 9

8 Choose the correct words.



An Interesting Life: Mika

One of my favourite singers is Mika. I (1) **listen often / often listen** to his songs when I (2) **'re / 'm** feeling stressed. Mika (3) **was / were** born in Lebanon in 1983, but now he (4) **live / lives** in London. When Mika was young, (5) **was / there was** a war in Lebanon and his family moved to England. Mika (6) **wasn't / weren't** happy at school because he was very shy. Later, he (7) **was / there was** a student at the Royal College of Music. Before he was a pop star, Mika was an opera singer! Now he (8) **makes / 's making** a new CD.



Progress check

Crime and criminals

- 1 Complete the sentences with words for crimes or criminals.**
- ... is a criminal who kills someone.
 - ... is a crime which involves taking control of an aeroplane.
 - ... is a crime which involves stealing and using violence.
 - ... is someone who steals things from shops.
 - ... is a crime which involves stealing or destroying computer data.
 - ... is a person who damages buildings, breaks windows, or paints graffiti.

Phrasal verbs

- 2 Match the sentence halves.**
- | | |
|---------------------|---------------------------|
| 1 Please sit | a) into the car. |
| 2 You can turn | b) down on this chair. |
| 3 Ana's friends got | c) for clues. |
| 4 The men ran | d) on the TV now. |
| 5 The boy stood | e) after the thief. |
| 6 They're looking | f) up when the bell rang. |

Past simple

- 3 Write the past form of these verbs.**
- | | |
|-------------|------------|
| 1 begin | 6 write |
| 2 open | 7 give |
| 3 take | 8 discover |
| 4 disappear | 9 turn |
| 5 find | |
- 4 Complete the past simple questions for these answers.**
- What time *did you get up*?
I got up at half past seven.
- How ...?
I travelled to school by bus.
 - What ...?
I studied English, Maths and French.
 - Who ... with?
I had lunch with my friend.
 - Where ... after school?
I went home.
 - What time ...?
I got home at half past five.

Past continuous

- 5 Write sentences with the past continuous.**
- We / have dinner / at nine o'clock.
 - I / not study / at midnight.
 - you / sleep?
 - My parents / not work / at that time.
 - My brother / watch / a crime programme.
 - Emma / wait / for the bus?

Past simple and past continuous

- 6 Complete the sentences with the past simple or past continuous form of the verbs in brackets.**
- When Sam ... (arrive), I ... (do) my homework.
 - We ... (have) a party when the neighbours ... (phone) the police.
 - Paul ... (not sleep) when the alarm clock ... (go off).
 - What ... (you, do) when you ... (see) the robbery?
 - I ... (not see) David Beckham while he ... (live) in Spain.
 - ... (it, rain) when you ... (leave) the house this morning?

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Car clue helps solve crime!

A few years ago, there (1) **was / were** a lot of armed robberies in the south of England. While detectives were looking (2) **down / for** clues, they (3) **found / were finding** some gold paint on a tree. They (4) **discover / discovered** that this colour (5) **was / were** common on Austin Allegro cars. When the police visited Malcolm Fairley's house in London, he (6) **was washing / washed** his car. It was a gold Austin Allegro! The police arrested Malcolm, and he (7) **goes / went** to prison. Now he (8) **is serving / serves** a life sentence for armed robbery.



Progress check

Verbs related to money

1 Complete the sentences with these verbs.

sell buy borrow win earn lose

- 1 Can I ... your dictionary for a minute?
- 2 How much did she ... in the lottery?
- 3 My parents are going to ... a new car.
- 4 Pilots ... a higher salary than teachers.
- 5 Do they ... clothes at the supermarket?
- 6 Here's £10. Be careful – don't ... it!

Nouns related to money

2 Complete the sentences with these words.

cash credit card currency exchange rate coins

- 1 The Canadian dollar is the ... of Canada.
- 2 I use a ... to buy things online.
- 3 The ... at the airport was lower than in our hotel.
- 4 He has a large collection of foreign
- 5 Some small shops only take

Comparatives and superlatives

3 Copy and complete the table with comparative and superlative adjectives.

adjective	comparative	superlative
cheap		
expensive		
good		
happy		
interesting		

4 Correct one error in each sentence.

- 1 This CD is more cheap than that one.
- 2 I think Maths is the most bad subject.
- 3 I'm more taller than my brother.
- 4 Teresa is youngest person in our class.
- 5 Friends are more important that money.

too and not enough

5 Complete the sentences with these expressions.

too expensive good enough too difficult
not big enough not old enough

- 1 You can't go to the disco. You're ...
- 2 These jeans cost £300! They're ...

- 3 They didn't win the match. They weren't ...
- 4 We bought a new house. The old one was ...
- 5 I can't do this exercise. It's ...

Quantity: some, any, much, many and a lot of

6 Make the sentences negative. Use the words in brackets.

There are a lot of students in my class. (many)
There aren't many students in my class.

- 1 He's got a lot of money. (much)
- 2 She's got some new clothes. (any)
- 3 There were a lot of people at the party. (many)
- 4 I've got too much free time. (much)
- 5 The teacher gave us some homework. (any)

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct answers.

John Freyer is an artist from Iowa, USA. One day he decided that he had too (1) ... things. He had (2) ... books and clothes and furniture, and his house wasn't (3) ... to keep all these things. So he (4) ... photographs of all his possessions, and then he (5) ... them on the Internet. He (6) ... his shoes, his bed, and his winter coat. The (7) ... thing he sold was his false teeth! John also wrote a book about the project, and now he (8) ... a documentary film.

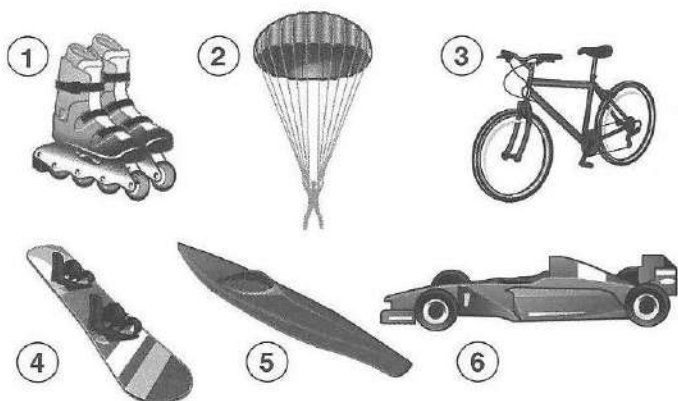
- | | |
|-----------------|---------------------|
| 1 a) much | 5 a) advertised |
| b) many | b) advertise |
| c) a lot of | c) were advertising |
| 2 a) a lot of | 6 a) sold |
| b) any | b) selling |
| c) much | c) sell |
| 3 a) big enough | 7 a) most strange |
| b) enough big | b) strangest |
| c) too big | c) stranger |
| 4 a) take | 8 a) is making |
| b) took | b) makes |
| c) were taking | c) was making |



Progress check

Adventure sports

1 Write the adventure sports.



-ed and -ing adjectives

2 Choose the correct word.

- Jack's mum was very **worried** / **worrying** when he didn't come home.
- I fell off my bike. It was so **embarrassed** / **embarrassing**!
- I felt very **frightened** / **frightening** the first time I tried parachuting.
- Spain is a very **interested** / **interesting** country. We often go there on holiday.
- Cathy is **annoyed** / **annoying** because someone stole her bike.
- I don't like tests. They're **bored** / **boring**.

Present perfect: affirmative and negative

3 Look at the information and write sentences. Use the present perfect affirmative or negative.

	Andy	Beth	Carl	Dan
climb / Everest	✓	✓	✗	✗
swim / 5 km	✗	✗	✓	✗
visit / China	✓	✓	✗	✓
do / extreme sports	✓	✓	✓	✗

Andy and Beth / climb Everest.
Andy and Beth have climbed Everest.

- Carl / swim 5 km.
- Carl and Dan / climb Everest.
- Dan / visit China.
- Andy and Beth / swim 5 km.
- Beth / do extreme sports.
- Carl / visit China.

Present perfect: questions and short answers

4 Write present perfect questions.

- you / eat Japanese food?
- your parents / climb a mountain?
- you / try parachuting?
- your team / win the League?
- you / visit the USA?
- you / swim in the Mediterranean?

5 Write true short answers for the questions in exercise 4.

Present perfect with ever and never

6 Rewrite the sentences. Use *ever* or *never*.

- Our teacher hasn't climbed Everest.
Our teacher has never climbed Everest.
- Have you tried rock climbing?
 - I haven't had a serious accident.
 - Has your mum visited Britain?
 - We haven't run a marathon.
 - Have you felt really frightened?

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct answers.



Jimmy loves running. He's (1) ... a lot of races but he (2) ... a marathon before. It's (3) ... thing he (4) ... While he (5) ..., he (6) ... to feel very tired. He felt (7) ... that he wouldn't finish. But he did it. Jimmy thinks he was (8) ..., and he's going to try again next year. Next time he's going to run (9) ...!

- | | |
|-------------------------|-----------------------|
| 1 a) run | b) ran |
| 2 a) never has run | b) 's never run |
| 3 a) the most difficult | b) the more difficult |
| 4 a) ever has done | b) 's ever done |
| 5 a) was running | b) ran |
| 6 a) began | b) begun |
| 7 a) worrying | b) worried |
| 8 a) slow enough | b) too slow |
| 9 a) faster | b) more fast |



Progress check

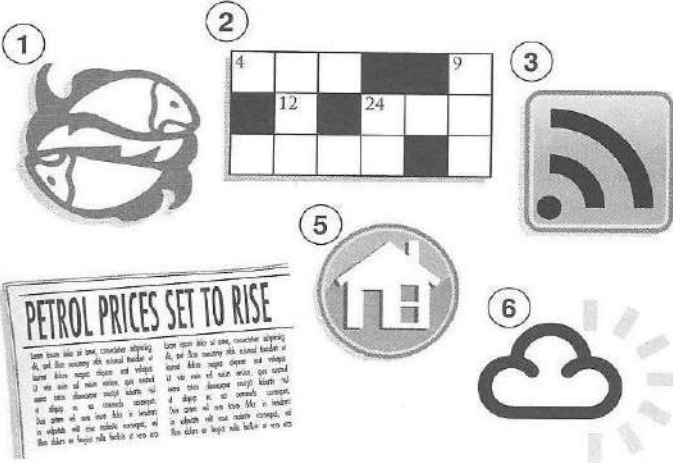
Digital media

1 Match the two parts of each word.

- | | |
|---------------|--------------------|
| 1 mobile | a) TV |
| 2 interactive | b) messaging |
| 3 online | c) phone |
| 4 instant | d) networking site |
| 5 wireless | e) gaming |
| 6 social | f) broadband |

Websites, newspapers and magazines

2 Write the words.



Present perfect with *just*

5 Rewrite the sentences using *just*.

- I sent you a text message a minute ago.
I've just sent you a text message.
- He bought a new phone this morning.
 - I read my horoscope a moment ago.
 - We got wireless broadband yesterday.
 - He finished the crossword a minute ago.
 - I turned the computer off a moment ago.

Present perfect and past simple

6 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- I ... (start) at this school three years ago.
- She ... (study) English since she was five.
- They ... (go) to London in 2006.
- We ... (be) in this room for half an hour.
- I was ten when I ... (meet) my best friend.
- My grandmother ... (never, use) the Internet, but she's got a mobile phone.

Present perfect with *for* and *since*

3 Complete the sentences with *for* or *since*.

- We've been here ... an hour.
- I've studied English ... I was six.
- We've been at school ... nine o'clock.
- I've known my best friend ... two years.
- We've used this book ... September.
- Our teacher has worked here ... a long time.

4 Make questions using *How long ...?* and the present perfect. Then write answers with *for* or *since*.

They're fans of online gaming. (two years)
 How long have they been fans of online gaming?
 They've been fans of online gaming for two years.

- He studies English. (2002)
- She designs websites. (a long time)
- I live in Russia. (I was born)
- They are friends. (three years)
- He works in a shop. (he left school)

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Listen to this

(1) **Have** / **Has** you ever listened to a podcast? I (2) **'ve** / **'s** listened to a lot of them since I've had my new MP3 player. They (3) **helps** / **help** to pass the time while I'm (4) **travel** / **travelling** to school. I (5) **always download** / **download always** them from the Internet. This one's about new technology. But the (6) **most** / **more** interesting one I heard was an interview with my favourite singer. While I (7) **was** / **were** listening to it, I missed my stop and I (8) **forget** / **forgot** to get off the bus!

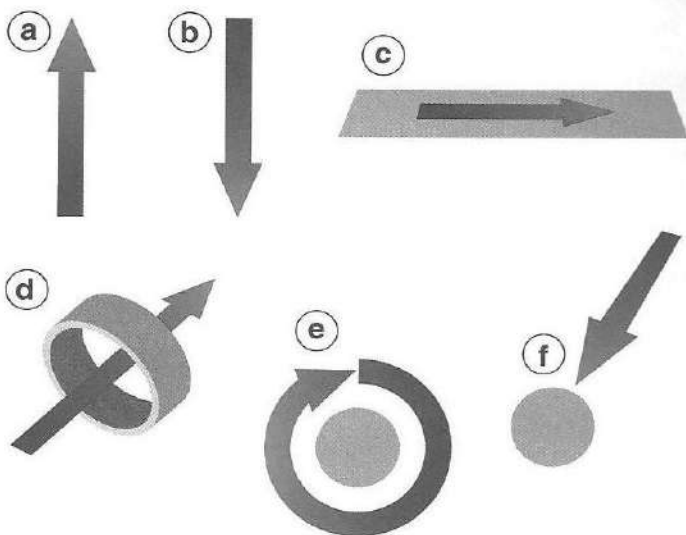


Progress check

Prepositions of movement

1 Match the prepositions with the pictures.

- | | |
|-----------|-----------|
| 1 round | 4 towards |
| 2 down | 5 up |
| 3 through | 6 along |



be going to

4 Order the words to make sentences.

- visit / I'm / to / London / going
- going / study / We / to / aren't
- English / Are / going / you / to / speak ?
- not / stay / I'm / to / going / hotel / in / a
- cold / going / be / to / It's
- it / Is / rain / going / to ?

First conditional

5 Correct the sentences.

If he invites me, I go to the party.
 If he invites me, I'll go to the party.

- We won't play tennis if it rain.
- If I get some money for my birthday, I buy that jacket.
- My brother will learn English if he will move to London.
- If the bus won't come soon, I'll walk home.
- If you have a problem, your teacher will to help you.
- I'm happy if I pass the test.

Extreme adjectives

2 Rewrite the sentences with these extreme adjectives.

amazing freezing boiling tiny
 awful huge

- We stayed at a big hotel.
- Our room was small.
- The views were nice.
- The food was bad.
- It was cold at night.
- It was hot in the afternoon.

will and might

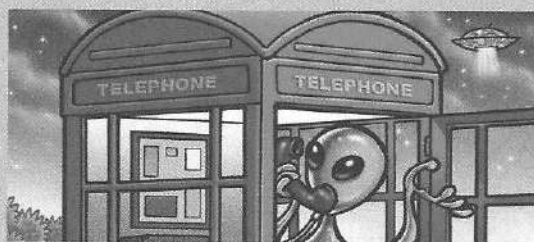
3 Choose the correct words.

- More tourists **will** / **won't** go to Antarctica in the future. It's becoming very popular.
- People **won't** / **might** go on holiday in space. It's possible!
- I know I **won't** / **will** become an astronaut. I don't like flying.
- I **might not** / **will** stay at this school. It depends if my dad gets a new job.
- I'm sure I **might** / **will** pass the test because I studied a lot.
- England **will** / **might** win the next World Cup. Who knows?

Cumulative grammar

1 2 3 4 5 6 7 8 9

6 Choose the correct words.



- Bert** Hi! It's Bert here.
- Bart** Hello! How's your trip? How (1) **much** / **many** planets have you (2) **visit** / **visited**?
- Bert** Well, first we (3) **went** / **been** to Venus and Mars. We've been on planet Earth (4) **for** / **since** Tuesday. We (5) **just have** / **have just** arrived in London today.
- Bart** Really? What's it like?
- Bert** (6) **Is** / **It's** great – it's more interesting (7) **than** / **that** Mars and Venus!
- Bart** What are you going (8) **do** / **to do** tomorrow?
- Bert** Well, I think we (9) **'ll visit** / **visit** Buckingham Palace in the morning. We might (10) **to meet** / **meet** the Queen!
- Bart** Have fun! Don't forget to send me a postcard!



Progress check

Global issues

1 Complete the definitions with these words.

famine pollution racism war
illiteracy immigration

- 1 ... is when people come from a different country.
- 2 ... is when people throw rubbish or chemicals into rivers and the sea.
- 3 ... is when countries fight each other.
- 4 ... is when people have no food to eat.
- 5 ... is when people treat others badly because of the colour of their skin.
- 6 ... is when people can't read or write.

get

2 Match the questions with the correct meaning of *get*.

buy obtain receive arrive become

- 1 What did you get for your birthday?
- 2 Where did you get those shoes?
- 3 What time did you get to school this morning?
- 4 In your opinion, what's the best way to get fit?
- 5 What kind of job are you going to get in future?

Second conditional

3 Complete the sentences with the correct form of the verbs in brackets.



- 1 If he didn't have an umbrella, he ... (get) wet.
- 2 He ... (be) happier if the sun shone.
- 3 If he ... (wait) for the rain to stop, he'd be late for work.
- 4 If he was late for work, his boss ... (be) angry.
- 5 If he ... (leave) his job, he wouldn't have to go out in the rain!

4 Write second conditional sentences.

have more food / not be hungry
If they *had* more food, they *wouldn't* be hungry.

- 1 go to school / not be illiterate
If they ...
- 2 do more exercise / get fit
If you ...
- 3 have more money / go on holiday
If I ...
- 4 go to bed earlier / not be tired
If you ...
- 5 be ill / go to hospital
If I ...

Adverbs of possibility and probability

5 Correct the sentences.

I'll maybe go to England on holiday.
Maybe I'll go to England on holiday.

- 1 Racism definitely is a problem in sport.
- 2 It will be perhaps better in future.
- 3 We probably can meet after lunch.
- 4 She wants definitely to go to university.
- 5 I'd like probably to study geography.

Cumulative grammar 1 2 3 4 5 6 7 8 9

6 Choose the correct answers.



Multicultural USA

The USA (1) ... a multicultural society. (2) ... the 16th century, people (3) ... there from all over the world. Today, (4) ... famous Americans (5) ... immigrants, including the actor Arnold Schwarzenegger and the singer Gloria Estefan. The great scientist Albert Einstein also (6) ... an American citizen after leaving Germany. If the USA (7) ... so many immigrants, life there (8) ... so interesting!

- | | |
|--------------------|------------------|
| 1 a) definitely is | b) is definitely |
| 2 a) Since | b) For |
| 3 a) were moving | b) have moved |
| 4 a) lot of | b) a lot of |
| 5 a) are | b) were |
| 6 a) was becoming | b) became |
| 7 a) didn't have | b) won't have |
| 8 a) weren't | b) wouldn't be |



Progress check

Household chores

1 Complete the sentences with these verbs.

make do take unload tidy put

- How often do you ... your room?
- Don't forget to ... the rubbish out!
- Does your dad ... the ironing?
- I have to ... my bed every day.
- Do you have to ... the dishwasher?
- Do you know how to ... the washing machine on?

Words that are verbs and nouns

2 Match the sentences with the pictures.



- You can't **smoke** here.
- This **drink** is good for you.
- There's a lot of **smoke** in here!
- In the UK, under 18s can't **drink** alcohol.
- How often do you **exercise**?
- Have you finished this **exercise**?

3 Are the bold words in exercise 2 verbs or nouns?

Obligation: *have to* / *don't have to*

4 Write sentences using *have to* (✓) and *don't have to* (x).

I / clean the house. (x)

I *don't have to* clean the house.

- My sister / do the washing up. (✓)
- We / make dinner. (x)
- I / go to school. (✓)
- We / study French. (x)
- My dad / work on Saturdays. (✓)

Obligation and prohibition: *must* / *mustn't* and *have to* / *don't have to*

5 Choose the correct answers.

- You ... use your mobile in the library.
a) have to b) mustn't c) don't have to
- We ... to wear a school uniform.
a) must b) has c) don't have
- You ... to have a shower before using the pool.
a) mustn't b) have c) must
- You ... smoke here – it's illegal.
a) must b) don't have to c) mustn't
- You ... be 18 to drink alcohol in Britain.
a) must b) mustn't c) don't have

Permission: *can*, *could* and *be allowed to*

6 Make the sentences negative.

16-year-olds were allowed to smoke.
They *weren't allowed to smoke*.

- 13-year-olds can work five hours on Saturdays.
They ...
- I'm allowed to ride a scooter.
I ...
- At primary school we could study English.
We ...
- My brother was allowed to stay out late.
He ...
- Ten-year-olds can choose their religion.
They ...
- We're allowed to use a dictionary in class.
We ...

Cumulative grammar

7 Choose the correct words.

I want to be a star!

I (1) 've / 's always loved singing – I've wanted to be a pop star (2) **for** / **since** I was a little girl. I was watching the Spice Girls on TV (3) **while** / **when** I decided! If I could choose, I (4) 'll / 'd leave school now. But my parents always say, 'You (5) **can't** / **don't have to** leave now – you (6) **mustn't** / **have to** get a good education!' They say that I'll get a better job if I (7) **pass** / **will pass** my exams. But what kind of job is (8) **better** / **best** than being a pop star?!





Progress check

Appearance

1 Write the appearance words.



Adjective prefixes

2 Write the opposites. Use the prefixes *un-*, *im-* or *in-*.

- | | |
|----------------|-------------------|
| 1 ... possible | 4 ... patient |
| 2 ... tolerant | 5 ... comfortable |
| 3 ... capable | 6 ... healthy |

3 Complete the sentences with the negative adjectives from exercise 2.

- I don't like this chair – it's really ...
- Don't be ... – you have to wait your turn.
- He never sees other people's perspective. He's very ...
- I don't drink fizzy drinks – I think they're ...
- Are teenagers ... of getting up early?
- This exercise is difficult but it isn't ...!

The passive: present simple

4 Complete the sentences with the present simple passive form of the verbs in brackets.



The room is *decorated* (decorate).

- Presents ... (give) to the bride and groom.
- The bride's hands ... (paint) with henna.
- A lot of relatives ... (invite) to the wedding.
- Delicious food ... (eat) after the ceremony.
- Promises ... (make) during the ceremony.

The passive: past simple

5 Rewrite the sentences in the passive. Use *by* only if it is necessary.

They didn't build our school last year.
Our school wasn't built last year.

- They designed these books in England.
- The Romans didn't use computers.
- Shakespeare wrote *Romeo and Juliet*.
- They didn't invent acupuncture in the USA.
- My friend made this necklace.

Passive questions

6 Complete the questions using the present or past simple passive.

She was given a necklace for her birthday.
What was she given for her birthday?

- Acupuncture and t'ai chi were invented in China.
Where ...?
- The ceremony is held every year.
How often ...?
- They were made in Britain.
Where ...?
- Don Quixote* was written a long time ago.
When ...?
- The ritual of first hair cut is performed to clean children's bodies and souls.
Why ...?

Cumulative grammar 1 2 3 4 5 6 7 8 9

7 Choose the correct words.



Memory Games for Active Brains!

If you want to be healthy when you're (1) **older** / **the oldest**, you (2) **'d** / **'ll** have to keep your brain active! Our Memory Games (3) **are** / **is** designed by experts and tested (4) **for** / **by** scientists. Thousands of people (5) **have** / **has** improved their memory with (6) **this** / **these** games! If (7) **your** / **you're** incapable of remembering your friends' birthdays, try the Number Game. Or, if you can't remember facts for exams, try our Test Game – it was (8) **make** / **made** specially for students. We guarantee that these games will (9) **help** / **to help** your memory!

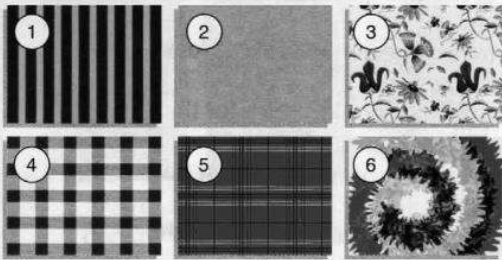


Progress check

Materials and patterns

1 Match the patterns with these words.

flowery striped tie-dyed
tartan checked plain



Compound nouns: fashion accessories

2 Write a compound noun for each definition. Use one word from each box.

hand hair ear rings bag style
shoe cat walk laces

- Jewellery which people wear in their ears.
- The way that you wear your hair.
- Girls usually carry one of these.
- You can see models on this.
- You have these on your trainers.

Present simple and present continuous

3 Write sentences. Use the present simple or present continuous.

- We / do / a test / at the moment.
- We / do / a test / after every unit.
- It / not rain / here / today
- It / hardly ever / rain / here.
- We / usually / have / English / in this room.
- I / sit / in the classroom / now

4 Complete the text with the present simple or present continuous form of the verbs in brackets.

My cousin Carrie usually (1) (wear) jeans, but now she (2) (wear) a white dress. She (3) (get) married today I (4) (think) she looks fantastic. Carrie usually (5) (go) to the hairdresser's, but today the hairdresser (6) (style) her hair at home. I (7) (paint) her nails with some beautiful pink nail varnish at the moment. I am very excited about today!

5 Make questions for these answers. Use the present simple or present continuous.

- ? They live in London.
- ? She's wearing a white dress.
- ? They're going to the cinema.
- ..? The film starts at eight o'clock.
- .. ? I have English classes three times a week.
- .. ? He's doing his homework.

Relative pronouns

6 Complete the sentences with *who*, *which* or *where*.

- Most people have got friends like the same music.
- Goths often wear clothes are black.
- Nu-ravers are people ... listen to rave music.
- My friends go to clubs they play R'n'B.
- My mum wants me to buy shoes are comfortable.
- Are there any places you can dance in your town?

Cumulative grammar

1 2 3 4 5 6 7 8 9

7 Choose the correct words.



The Solar Bikini

This hi-tech bikini (1) **contains** / **is containing** small solar panels (2) **which** / **who** can power your iPod, so you can listen to music all day while you're on the beach. Andrew Schneider, the designer (3) **where** / **who** created the idea, (4) **works** / **is working** on a pair of solar shorts too. Apparently, these can create enough energy to cool your drinks. Obviously, the solar panels only work in places (5) **which** / **where** the sun shines. But Schneider (6) **doesn't think** / **isn't thinking** that's a problem, because people hardly ever (7) **go** / **goes** to the beach if it isn't sunny. Just be careful if you (8) **are liking** / **like** swimming. Remember to dry your bikini completely before you plug in your music!



Progress check

Verb collocations

1 Match the beginning of the questions with their endings.

- | | |
|-------------------------|-------------------|
| 1 Why did you tell me a | a) your decision? |
| 2 Did you say | b) lie? |
| 3 How did you make | c) the risk? |
| 4 Will you tell us the | d) thank you? |
| 5 Is it worth taking | e) truth? |

Fact and fiction

2 Complete the words with vowels.

- This is our English t_x t b _ k.
- One day I'll write my _ t _ b _ g r _ p h y!
- Star Wars* is a s c _ n c _ f c t _ _ n film.
- A very popular book is called a b _ s t s _ l l _ r.
- Stan Lee and Steve Ditko created the c _ m _ c *The Amazing Spider-Man* in 1962.
- King Arthur appears in many l _ g _ n d s.

Past simple and past continuous

3 Complete the text with the past simple form of the verbs in brackets.

THE GREAT ESCAPE

The Great Escape is a famous British film which was made in 1963. It's based on the true story of a mass escape from a German prison camp during World War II. The prisoners (1) ... (dig) a tunnel, and 76 men (2) ... (escape). However, many of those men (3) ... (not survive), because the Gestapo (4) ... (catch) them later. Two men (5) ... (manage) to escape because they (6) ... (steal) a boat. Another man (7) ... (go) to France. In 1963 this film (8) ... (not win) any Oscars, but now many people think it is a great classic.

4 Complete each sentence with the verbs in brackets. Use the past simple once and the past continuous once in each sentence.

- While we . home last night, it . to rain. (walk / start)
- I . my geography homework when you . . (do / phone)
- When I . at the cinema, my friends . for me. (arrive / wait)
- What . you . when you . . the news about the accident? (do / hear)
- . you ... to the teacher when she . this exercise? (listen / explain)

Present perfect

5 Complete the dialogues with the present perfect form of these verbs.

not see give read do tell make

- I ... *The Great Escape*. What about you?
- No, but I ... the book. It's a true story.
- I'm sorry - I . a terrible mistake.
- Why, what . you . ?
- . your teacher .. you any homework?
Yes, she . us to prepare a reading text.

6 Order the words to make questions.

- you / had / ever / accident / an / Have ?
- Has / in / town / it / snowed / your / ever ?
- seen / science fiction / Have / a / film / you ?
- your / Has / ever / teacher / lived / abroad ?
- ever / biography / you / Have / read / a ?

7 Answer the questions in exercise 6. Use short answers.

Cumulative grammar

1 2 3 4 5 6 7 8 9

8 Choose the correct words.



The Chickens are Escaping!

One of the (1) **funniest** / **funnier** films that I (2) **ever see** / **'ve ever seen** is *Chicken Run*. It's an animation (3) **which** / **who** is based on the classic film *The Great Escape*, and it's made by the people (4) **who** / **where** invented *Wallace and Gromit*. The film is about some chickens who (5) **was** / **are** trying to escape from the horrible farmers Mr and Mrs Tweedy. Mrs Tweedy (6) **is wanting** / **wants** to make chicken pies, because she (7) **makes** / **doesn't make** enough money from eggs. She begins to kill the chickens that (8) **hasn't** / **haven't** produced their quota of eggs. Of course chickens can't fly, so they build an aeroplane for their great escape. The end of the film was brilliant - while Mrs Tweedy (9) **tried** / **was trying** to catch the escaping chickens, she (10) **fell** / **was falling** into the chicken pie machine!



Progress check

Body language

1 Complete the sentences with these words.

shake your head gesticulate frown
laugh wink nod kiss shake hands

- You ... with your hands or arms when you want to emphasize something.
- You ... if you agree with something.
- You ... with one eye.
- You usually ... people twice to say hello.
- You ... if you disagree with something.
- People in England often ... when they meet someone.
- You ... if you are worried or annoyed.
- People ... when something is very funny.

British and American English

2 Write the pairs of British and American words.

film = movie



film football taxi lift
chips holiday underground



cab fries subway movie
soccer vacation elevator

Present perfect with *for* and *since*

3 Complete the sentences with *for* or *since*.

- They've lived in the USA ... six years.
- I've been at this school ... I was 12.
- The UK has been in the EU ... a long time.
- Maria hasn't felt well ... yesterday.
- We've been here ... an hour.
- They haven't been to Britain ... 2005.

just, yet and already

4 Order the words to make sentences.

- started / just / I've / exercise / this.
- already / We've / this / grammar / studied.
- teacher / yet / arrived / The / hasn't.
- test / The / started / just / has.
- finished / I / this / yet / exercise / haven't.
- had / already / We've / lunch.

Present perfect and past simple

5 Complete the questions. Use the present perfect or past simple.

- How long ... (you / live) here?
- When ... (you / start) at this school?
- ... (you / ever visit) France?
- Where ... (you / go) on holiday last year?
- How long ... (you / know) your best friend?
- Where ... (you / meet) your best friend?

6 Answer the questions in exercise 5.

Past perfect

7 Complete the text with the past simple or past perfect form of the verbs in brackets.

Emma (1) ... (not go) abroad before she went on a school exchange to France. In fact, she (2) ... (not spend) more than a weekend away from home before. At first, she was a bit nervous. Before she (3) ... (go), her parents had told her to phone as often as she wanted. But then she wasn't homesick at all, and she (4) ... (have) a great time. The only bad thing was when they had snails for dinner. She (5) ... (never eat) snails before!

Cumulative grammar 1 2 3 4 5 6

8 Choose the correct words.



Russia's English Camp

(1) **Did you know** / **Were you knowing** there's a place in Russia (2) **where** / **whenever** everyone speaks English? People (3) **go** / **went** there to practise their language skills – hundreds of Russian people have (4) **yet** / **already** finished the experiment. Masha has been there (5) **for** / **since** two weeks and she (6) **has** / **'s had** a great time. 'I'd studied English at school (7) **didn't** / **hadn't used** it in real life,' she said. 'It's great. I (8) **'d** / **'ve learnt** so much and I've met some wonderful people!'



Progress check

Job sectors

1 Complete the words with vowels and write them in your notebook. Then use them to complete the sentences.

1 _gr c_lt_r_ 4 c_nstr_ct _n
 2 th_ m_d_ _ 5 c t_r_ng
 3 r t_ _l 6 t_ _r_sm

- Ann is a newspaper editor. She works in ...
- A farmer's job sector is
- Chefs and waiters work in
- Sarah works part-time in a shop. She works in .
- Builders and architects are important people in
- People who enjoy travelling often work in ..

Personal qualities

2 Complete the sentences with these words.

ambitious outgoing punctual
 experienced reliable fit

- People who are .. always do what they say.
- People who are .. usually do lots of sport.
- people aren't shy at all.
- people have clear objectives in life.
- People who are . always arrive on time.
- People who are ... have done a similar job before.

Future tenses

3 Look at the information and write sentences about William. Use **will** or **won't**.

William won't get rich. He will ..



4 Write questions with **be going to**. Then write true short answers.

- you / do your homework / tonight?
- your parents / move house / next year?
- you / cook dinner / this evening?
- it / rain / this afternoon?
- you / walk to school / tomorrow?
- your teacher / correct this test?

5 Complete the dialogue. Use the correct form of the present continuous for future.

- Mum What (1) (you / do) this weekend?
 Ann Well, on Saturday I (2) . . (meet) Sarah town. We (3) . . (have) lunch. Then I think we (4) .. (go) to the cinema.
 Mum (5) (Sarah / come) here for dinner?
 Ann No, she isn't. They (6) .. (celebrate) her grandma's 60th birthday later
 Mum Oh, that's nice. (7) . . (they / have) a party?
 Ann No, they aren't. They (8) .. (have) a family meal together

Gerunds and infinitives

6 Complete the text with the correct form of the verbs in brackets.

My brother Toby wants (1) (be) a chef because he really enjoys (2) . . (cook). He often practises (3) .. (make) new dishes at home, like lasagne and risotto. He's very good at (4) (bake) cakes too. Toby knows that it isn't easy (5) (open) your own restaurant, but he's determined (6) . . (be) a famous chef one day!

Cumulative grammar 1 2 3 4 5 6 7

7 Choose the correct words.



Unusual Jobs

Chris Skaife's job is unique. He's the 'Ravenmaster' in the world! Chris (1) **look** / **looks** after the ravens – those big, black birds – at the Tower of London. He (2) **'d** / **'s** had this job (3) **since** / **for** 2011 and he really (4) **loves** / **loving** it. 'Although I don't like (5) **to get** / **getting** up at five o'clock in the morning, I plan (6) **stay** / **to stay** here,' says Chris. 'I (7) **'m** / **'s** not going to (8) **be** / **to be** a ravenmaster until I retire!' (9) **There are** / **Are** six ravens at the Tower and they're very important. The legend (10) **is saying** / **says** that if the ravens disappear from England will fall.



Progress check

21st century issues

1 Complete the words with vowels and write them in your notebook. Then match them to the correct definition.

- 1 s _ l _ r p _ w _ r
- 2 c l _ n _ n g
- 3 g _ s
- 4 f l _ _ d

- a) A disaster which occurs when a lot of water covers an area of land.
- b) The process of using the sun to create energy
- c) A technique for reproducing other living things exactly
- d) A source of energy that is neither liquid nor solid.

The environment: verbs and nouns

2 Copy and complete the table with verbs or nouns.

verb	noun
(1) ... destroy	survival
(3) ... protect	(2) ... recycling
(5) ... develop	(4) ... waste
	(6) ...

First and second conditionals

3 Choose the correct words.

- 1 **Would / Will** polar bears become extinct if all the ice melted?
- 2 Some animals won't survive if we **don't / didn't** protect them.
- 3 What will happen if global warming **will continue / continues**?
- 4 What **will / would** you do if your house flooded?
- 5 If you **turned / would turn** off all the lights, you would use less electricity
- 6 If scientists **find / would find** a cure for cancer, it will help a lot of people.

4 Complete the conditional sentences with the correct form of the verbs in brackets.

- 1 If you were ill, I .. (come) and see you.
- 2 .. (you / visit) me if I was in hospital?
- 3 If I go to the cinema, I .. (call) you.
- 4 I would go out if I .. (not have) so much homework.
- 5 Our teacher .. (be) happy if we pass the test.
- 6 What will you do if you .. (not pass)?

Third conditional

5 Match the beginnings of the sentences with their endings.

- | | |
|--|-----------------------------|
| 1 I would have helped you | a) if it had rained. |
| 2 We wouldn't have finished in time | b) if you had asked. |
| 3 They wouldn't have gone to the beach | c) if she had studied more. |
| 4 The city wouldn't have flooded | d) if you hadn't helped us. |
| 5 She wouldn't have passed the test | e) if it hadn't rained. |
| 6 She would have got a better mark | f) if she hadn't studied. |

6 Complete the third conditional sentences with the correct form of the verbs in brackets.

- 1 She wouldn't have bought that food if she ... (know) that it was genetically modified.
- 2 I .. (recycle) those bottles if I'd known where to take them.
- 3 Would global warming have happened if people .. (not pollute) the environment?
- 4 If it had rained, they .. (grow) more crops.
- 5 Dodos .. (not become) extinct if people had protected them.

Cumulative grammar

1 2 3 4 5 6 7 8

7 Choose the correct words.



Man vs Horse Marathon

Llanwrtyd Wells (1) **isn't / doesn't** a happening place, but you (2) **would / will** have been extremely thrilled if you (3) **have / had been** there last weekend. Llanwrtyd Wells is a Welsh town which (4) **is holding / holds** an annual race over 22 miles (5) **where / which** runners compete against riders on horseback. The Man versus Horse Marathon has been held (6) **since / for** 1980, but it (7) **has / have** changed over the years. Originally, the human competitors (8) **were allowed / allowed to** race only on foot. Later, cyclists were allowed to compete, too. So, if you decide (9) **to go / going** there next year, you (10) **'d / 'll** need a decent pair of sneakers or a bicycle!



Progress check

Visual arts

1 Read and write the words. Then match them to the correct definition.

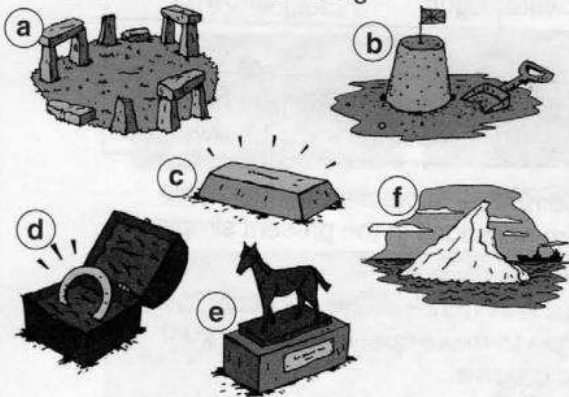
- | | |
|-----------------|-----------------------|
| 1 ['lænd,skeɪp] | 4 ['pɔ:trɪt] |
| 2 [grə'fi:ti] | 5 ['fæʃ(ə)n dɪ,zajɪn] |
| 3 ['skɒlptʃə] | 6 [græfɪk dɪ'zajɪn] |

- Words or pictures drawn on walls usually in public places.
- A painting of an area of land, usually the countryside.
- The art of designing clothes.
- A painting or drawing of someone's face.
- The art of designing pictures or text usually for magazines.
- A solid artwork often made of stone, metal or wood.

Nouns as adjectives: materials

2 Write the letters in the correct order. Then match the materials to pictures a-f.

- | | |
|----------|---------|
| 1 cie | 4 notes |
| 2 zebron | 5 dans |
| 3 livers | 6 dogl |



The passive: affirmative and negative

3 Complete the passive sentences with the correct form of the verbs in brackets.

Present

- This room (paint) green.
- The walls (cover) in graffiti.

Past

- Those books ... (write) in Russia.
- Our school (build) last year

Future

- Our tests (correct) tomorrow
- The marks . (give) out next week.

4 Make the sentences in exercise 3 negative

- This room isn't painted green.

5 Change the sentences from active to passive. Use **by** only where necessary.

- Picasso painted *Guernica*.
- Millions of people visit the museum every year.
- They sell craft products at this gallery
- They will close the gallery at Christmas.
- One of my friends won the competition.
- They will publish her photo in the magazine.

The passive: questions

6 Complete the passive questions with the present simple, past simple or future form of the verbs in brackets.

- What .. this sculpture (make) of?
It's made of marble.
- When .. it (create)?
It was created last year
- Where .. it .. (show)?
It will be shown in the museum.
- Who those prints . (design) by?
They were designed by my friend Bob.
- Where .. they .. (sell)?
They're sold at the gallery shop.

Cumulative grammar 1 2 3 4 5 6 7

7 Choose the correct words.



A Very Expensive Kiss!

A 30-year-old woman (1) **is** / **was** arrested yesterday at the Museum of Contemporary Art after (2) **kissing** / **to kiss** a painting worth \$2 million. The pure white painting, which was created (3) **by** / **for** the American artist Cy Twombly, (4) **was** / **were** damaged by the woman's lipstick. She (5) **has** / **had** never seen a Cy Twombly painting before and apparently she (6) **felt** / **feels** so emotional that she wanted (7) **to kiss** / **kissing** it. She will (8) **appear** / **appear** in court next week.



Progress check

Fears and phobias

1 Complete the sentences with these words.

strangers foreigners heights
germs the dark flying

- 1 My brother doesn't like climbing mountains. He's afraid of ..
- 2 People from a different country are ...
- 3 My little sister always leaves the light on at night. She's scared of
- 4 You should be very careful not to talk to ... on the Internet.
- 5 My uncle always travels by boat or train because he doesn't like ...
- 6 People who are afraid of ... usually wash their hands all the time.

The five senses

2 Choose the correct word.

- 1 I like your dress. It **looks** / **sees** great!
- 2 Can you **sound** / **hear** that music?
- 3 Don't eat that – it **tastes** / **sounds** bad.
- 4 This new perfume **smells** / **looks** really nice.
- 5 What's that? It **hears** / **sounds** like thunder

Modals of obligation, prohibition and ability

3 Choose the correct answer.

- 1 He's a bit deaf. He .. hear very well.
a) can b) can't c) mustn't
- 2 He's still very fit. He .. walk 20 km.
a) has to b) can c) can't
- 3 .. wear jeans at school every day. We .. wear a school uniform.
a) must b) have to c) don't have to
- 4 I .. study. I've got an exam tomorrow.
a) mustn't b) can't c) have to
- 5 Turn off your phone. You .. use it here.
a) must b) mustn't c) don't have to

4 Write these sentences in the past. Change the bold words.

- 1 I **can't** find my bag.
- 2 We **can** hear loud music.
- 3 He **has** to finish his homework.
- 4 I **don't** have to get up early
- 5 We **have** to catch the last bus home.

5 Choose the correct words.

In the past, blind people (1) **couldn't** / **mustn't** read books – other people (2) **must** / **had to** read to them. That changed with the invention of Braille. Now, blind people (3) **can** / **have to** read any book they want, so they (4) **mustn't** / **don't have to** depend on other people. They just (5) **can't** / **have to** learn the Braille alphabet. People who (6) **can't** / **must** see well can also listen to audio books.

Modals of deduction and possibility

6 Complete the sentences with **must**, **might** or **can't**.

- 1 This ring ... be gold – it only costs £1.99!
- 2 It ... be my book – it's got my name in it.
- 3 David isn't at school today. He ... be ill, but perhaps he's on holiday.
- 4 Alison's got lots of cats. She ... like them.
- 5 They ... be from Yakutia, but I'm not sure.
- 6 He ... be scared of heights – he went climbing in the Pyrenees last year.

Cumulative grammar 1 2 3 4 5 6

7 Choose the correct answers.



Strange Phobias

Have you ever (1) ... of 'koumpounophobia' – This phobia – the fear of buttons – (2) ... people than you imagine. People (3) ... afraid of buttons say that life can be very difficult. 18-year-old Hannah has been a button phobic (4) ... she was little. She remembers looking at the buttons on her dentist's shirt, and after (5) ... stand the sight of buttons. Hannah wants (6) ... with her phobia, and she's going to (7) ... hypnosis. If she succeeds, she (8) ... a new shirt with lots of buttons!

- 1 a) hear b) heard c) hearing
- 2 a) is affecting b) affect c) affects
- 3 a) who b) which c) where
- 4 a) for b) since c) yet
- 5 a) can b) must c) couldn't
- 6 a) to deal b) dealing c) deal
- 7 a) try b) trying c) to try
- 8 a) buys b) 'll buy c) is buying



Progress check

Relationship verbs

1 Match the beginnings of the sentences with their endings.

- 1 Emma fancied
 - 2 One day, she asked
 - 3 She went
 - 4 She got on
 - 5 But Nick finished
 - 6 She missed
- a) out with him a few times.
 - b) with Emma.
 - c) a boy called Nick.
 - d) him a lot.
 - e) him out.
 - f) well with his friends.

Reported statements

2 Complete the sentences with *said*, *told* or *asked*.

- 1 She . that she'd met a nice boy.
- 2 She if I knew him.
- 3 I her that I didn't.
- 4 She that he was good-looking.
- 5 She me that she was in love.
- 6 I if he lived near here.

3 Write sentences in reported speech.

'I like football,' she said.

She said that she liked football.

- 1 'I'm doing my homework,' he told me.
- 2 'I saw Tania in town,' she said.
- 3 'I haven't seen the new film,' he said.
- 4 'I'll call later,' she said.
- 5 'We can go to the cinema,' she told me.

Reported questions with *if*

4 Complete the reported questions.

'Did you pass the exam?'

He asked if I had passed the exam.

- 1 'Do you speak English?'
- He asked if I
- 2 'Are you from Russia?'
- He asked if I
- 3 'Have you been to London?'
- He asked if I
- 4 'Is your teacher nice?'
- He asked if my teacher
- 5 'Are you going to walk to school?'
- He asked if I ..

5 Write the direct questions.

She asked if I lived in England. (Do ..)
'Do you live in England?'

- 1 She asked if I spoke Spanish. (Do ..)
- 2 She asked if I would help. (Will ..)
- 3 She asked if I had been out the previous night. (Did ..)
- 4 She asked if my friend was with me. (Is ..)
- 5 She asked if I was going to go for a drink. (Are ..)

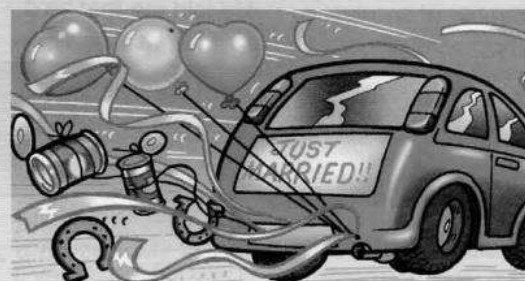
Reporting verbs

6 Choose the correct words.

- 1 We **complained** / **promised** to study harder.
- 2 Our teacher **agreed** / **explained** to postpone the exam.
- 3 They **warned** / **said** me not to go alone.
- 4 Harry **refused** / **invited** us to his party.
- 5 He **refused** / **said** to tell me her secret.
- 6 She **told** / **offered** to help me.

Cumulative grammar 1 2 3 4 5 6

7 Choose the correct words.



World Records

An American couple called Daniel Frederick and Susan hold the world record for (1) **longer** / **longest** marriage ever. Daniel Frederick asked Susan if she (2) **will** / **would** marry him when they were teenagers, and she said that she (3) **wants** / **wanted** to spend the rest of her life with him. They were married (4) **for** / **since** 91 years. They (5) **must** / **could** have known each other really well!

The world record for the most marriages belongs to an American called Glynn Wolfe (6) **was** / **were** born in 1908, and he (7) **had** been married 29 times before his death in 1997. Glynn (8) **had** / **was having** 19 children, 40 grandchildren and 19 great-grandchildren.



Progress check

Describing places

1 Match the beginnings of the words with their endings. Then translate them into your language.

- | | |
|-----------|---------|
| 1 wonder | a) ous |
| 2 danger | b) able |
| 3 relax | c) ful |
| 4 comfort | d) ible |
| 5 incred | e) ing |

Collocations: holiday activities

2 Complete the sentences with these words.

souvenirs safari suntan
bike postcards snorkelling

- Last year my uncle went on .. in Africa.
- He sent us .. of beautiful landscapes.
- He bought .. for all the family
- My parents and I went ... in the sea near Estartit. We saw lots of fish!
- I hired a ... to get to the beach.
- We all got a great .. because we went to the beach every day

used to

3 Complete the sentences with *used to* or *didn't use to* to make true sentences.

- I .. go to a different school.
- We .. use this book in primary school.
- I .. be shorter than I am now
- I .. go out at night when I was little.
- My grandparents .. use instant messaging when they were young.
- People .. write more letters, but now we usually send emails.

Subject and object questions

4 Choose the correct words. Do you know the answers?

- Who **designed** / **did design** the Winter Palace in Saint Petersburg?
- What else **designed he** / **did he design**?
- Who **wrote** / **did write** *Romeo and Juliet*?
- What else **wrote he** / **did he write**?
- Who **did marry** / **married** Brad Pitt?
- Who else **fell he** / **did he fall** in love with?

Tense review

5 Complete the sentences with the correct form of the verbs in brackets.

- I (do) a test at the moment.
- I (be) happy if I get all the answers correct.
- We often (go) to the beach on holiday
- My cousins saw the Queen while they ... (visit) Buckingham Palace!
- I (buy) this book last year
- I .. (have) these trainers for about six months.

6 Match the sentences in exercise 5 with these tenses.

- | | |
|-----------------------|--------------------|
| a) present simple | d) present perfect |
| b) past continuous | e) past simple |
| c) present continuous | f) future |

7 Write these time expressions in the correct order.

now next week yesterday
tomorrow last year a week ago

Cumulative grammar 1 2 3 4 5 6 7 8

8 Choose the correct words.



A Very Long Walk!

In 1998, Karl Bushby decided (1) **walking** / **to walk** around the world. He (2) **began** / **was beginning** his adventure in Chile and he (3) **said** / **told** that he hoped to return home to England in 2014. Karl usually (4) **sleeps** / **is sleeping** in a tent. He (5) **has to** / **mustn't** carry all his things in a trailer which (6) **was** / **were** built especially for the trip. The intrepid adventurer has (7) **already** / **yet** walked more than half way. He (8) **'s** / **'ve** crossed the frozen ice between Alaska and Siberia and now he (9) **walks** / **'s walking** through Russia. If he completes the journey, it (10) **will take** / **takes** 16 years in total.