

Vocabulary

A

Films and TV programmes

I can talk about films and TV programmes.

- 1 Find ten kinds of film or TV programme in the word square → and ↓. Circle them and write them below.

- 1 g_____s_____
 2 d_____
 3 r_____c_____
 4 r_____s_____
 5 p_____d_____
 6 a_____f_____
 7 c_____s_____
 8 t_____
 9 s_____o_____
 10 s_____

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

- 2 Identify the kinds of TV programme and film. Choose from the words below.

animation comedy fantasy film horror film
 musical news bulletin science fiction film
 western

This kind of film or TV programme:

- 1 usually has stories which take place in the future.

 2 often has characters with magical or supernatural powers. _____
 3 often has cowboys and Native Americans.

 4 often has frightening characters like vampires or ghosts. _____
 5 includes singing and dancing. _____
 6 tells you about important events in the world.

 7 includes cartoon characters, usually made with computers. _____
 8 makes you laugh. _____

- 3 Which words from exercises 1 and 2 are TV programmes only, never films? Which could be either films or TV programmes?

Only TV: chat show, _____, _____,

_____, _____, _____

TV or film: comedy, _____, _____,

_____, _____, _____,

_____, _____, _____

- 4 Complete the adjectives for describing films. Use *a, e, i, o, u* and *y*. Tick (✓) eight adjectives that usually have a positive meaning when describing film and cross (X) six that usually have a negative meaning.

- 1 boring ☐
 2 _xc_t_ng ☐
 3 f_nn_ ☐
 4 gr_pp_ng ☐
 5 c_nf_s_ng ☐
 6 c_nv_nc_ng ☐
 7 _mb_rr_ss_ng ☐
 8 _m_g_n_t_v_ ☐
 9 sp_ct_c_l_r ☐
 10 _nr_l_st_c ☐
 11 sc_r_ ☐
 12 _nt_r_st_ng ☐
 13 m_v_ng ☐
 14 v_l_nt ☐

- 5 1.09 Listen to Anna and David discussing a film which they watched. Choose the correct answer.

- 1 Anna and David saw
 a an action film.
 b a war film.
 c a thriller.
 2 a Anna and David both liked the film.
 b One of them liked the film.
 c Neither of them liked the film.

- 6 1.09 Listen again. Complete the table with adjectives from exercise 4. (Sometimes the people have different opinions, and sometimes their opinions are the same.)

	Anna's opinion	David's opinion
characters	1	2
special effects	3	4
soundtrack	5	6
scenes	7	8

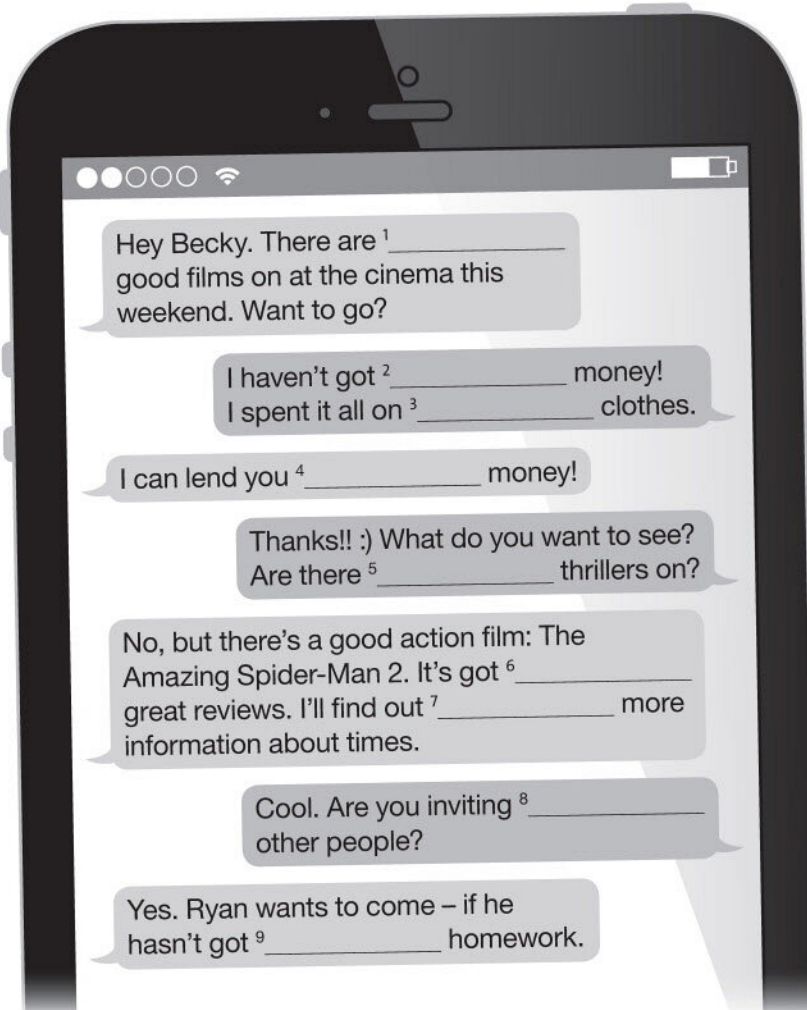
Quantity

I can talk about quantities.

1 Choose the correct words to complete the sentences.

- 1 I've got **some** / **any** homework to finish this evening.
- 2 There are **some** / **any** fruit trees in our garden.
- 3 Have you got **some** / **any** pets?
- 4 **Some** / **Any** people play video games every day.
- 5 We haven't got **some** / **any** bread. Can you buy some?
- 6 Is there **some** / **any** ice on the road?
- 7 There weren't **some** / **any** special effects in the film.

2 Complete the text messages with *some* or *any*.



3 Complete the sentences with *a few* or *a little*.

- 1 I saw Harry _____ hours ago.
- 2 I only want _____ water. I'm not very thirsty.
- 3 I bought _____ CDs on Saturday.
- 4 There are _____ good cafés in our town.
- 5 Please spend _____ time tidying your room.
- 6 I only speak _____ French.
- 7 I went to London with _____ friends.

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

- 1 _____ films do you see at the cinema each month?
- 2 _____ time do you spend watching TV each day?
- 3 _____ text messages do you send each day?
- 4 _____ money do you spend on DVDs and video games each month?
- 5 _____ televisions are there in your home?

5 Answer the questions in exercise 4.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 Complete the video game review with the words and phrases below. Use each word or phrase only once.

a few a little any how many how much
many much some



I really enjoyed this game. The aim is to build a city, but there are a lot of problems to solve along the way.

1 _____ houses, hotels, roads and factories can you build? 2 _____ money and energy do you need to build them? Players use money called 'megabucks'. You start with just 3 _____ megabucks, so you must spend them carefully. It's difficult to build a city on your own, so 4 _____ players work together. For example, if you have only got 5 _____ energy, you can borrow or buy 6 _____ electricity from a neighbour. But selfish and greedy players don't make 7 _____ friends. If they haven't got 8 _____ money or energy, no one helps them and they can't finish their city. So it's best to be friendly to the other players!



Advertising

I can predict what I'm going to hear.

1 Match slogans 1–6 with types of product A–F.

1 **What's in your wallet?**

2 **BEAUTIFUL KIT FOR THE BEAUTIFUL GAME**

3 **Get in.
Get happy.**

4 **GET BACK THE
LIPS YOU WERE
BORN WITH.**

5 **The lighter
way to enjoy
chocolate.**

6 **Eat fresh.**

- A sports clothes ☐
 B cosmetics ☐
 C credit cards ☐
 D cars ☐
 E sweets ☐
 F fast food ☐

Listening Strategy

In listening tasks, the instructions and questions usually give you some idea of the kind of topic and the type of language you are going to hear. Reading them carefully before you listen will help you to 'tune in'.

2 Read the Listening Strategy. You are going to hear adverts for four products. Circle the word (a–c) you are most likely to hear in each advert.

- | | | | |
|------------------|------------|----------|--------------|
| A sports clothes | a motorway | b race | c beach |
| B cosmetics | a elegant | b risky | c convincing |
| C a car | a script | b engine | c station |
| D fast food | a anxious | b tired | c hungry |

3 1.10 Now listen to the adverts and write the products.

Advert 1 is for _____
 Advert 2 is for _____
 Advert 3 is for _____
 Advert 4 is for _____

4 1.10 Listen again. Which words from exercise 2 did you hear?

5 You are going to hear four dialogues. Read sentences A–E and match each one to a phrase (1–5) you are likely to hear. Use the underlined words to help you.

- A The speakers start by agreeing, but then disagree.
 B One speaker is complaining about something he bought.
 C One speaker is trying to persuade someone to go out for the evening.
 D One speaker is giving directions to the nearest cinema.
 E One speaker is narrating an amusing event that happened.

- 1 Go straight on at the ... ☐
 2 I really think you should ... ☐
 3 I don't think you're right about ... ☐
 4 It's just not good enough ... ☐
 5 A few moments later, ... ☐

6 1.11 Now listen and match the four dialogues with sentences A–E in exercise 5. There is one extra sentence.

Dialogue 1: sentence _____

Dialogue 2: sentence _____

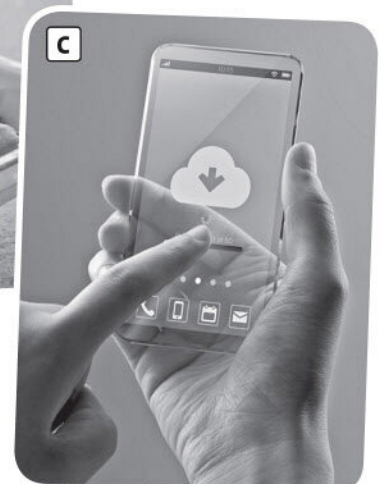
Dialogue 3: sentence _____

Dialogue 4: sentence _____

7 1.11 Listen again. Check your answers to exercise 6 by listening for phrases 1–5 in exercise 5.

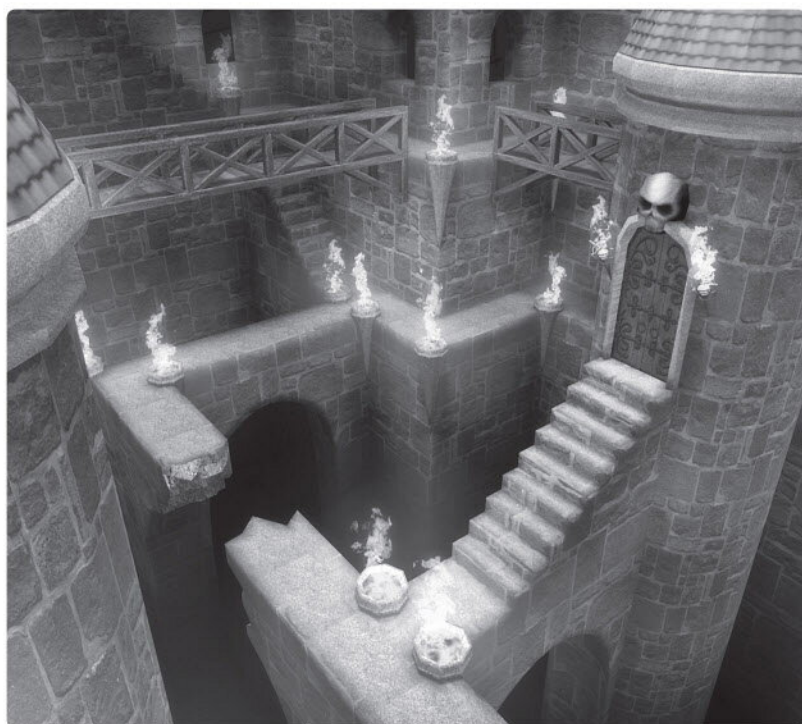
8 Write slogans to advertise these products.

- A _____
 B _____
 C _____



must, mustn't and needn't / don't have to*I can talk about prohibition and necessity.*

1 Choose the correct verbs to complete the dialogue.



- Alice Is this your new video game?
 Ryan Yes, it is. You ¹**must / needn't** try it. It's great!
 Alice How do I play?
 Ryan First, you ²**have to / mustn't** escape from the castle.
 Alice How? Down the stairs?
 Ryan Stop! You ³**don't have to / mustn't** open that door!
 Alice Oh! Too late! Am I dead?
 Ryan Yes. But you ⁴**don't have to / must** start again. Just press 'B' to continue.
 Alice OK, thanks. What now?
 Ryan You ⁵**have to / needn't** climb out of the window. But slowly! You ⁶**don't have to / must** be careful.
 Alice Oh no. I'm dead again. I'm not very good at this.
 Ryan Well, we ⁷**have to / needn't** play this game. I've got lots of others ...
 Alice No, no. I ⁸**mustn't / needn't** give up. Do I press 'B' again?

2 Complete the sentences with **mustn't** or **don't / doesn't have to**.

- He's a brilliant student – he _____ work hard to get good marks.
- You can stay up late, but you _____ make a lot of noise and wake up your sister.
- We _____ forget the name of our hotel.
- She always pays by credit card so that she _____ carry a lot of money with her.
- You _____ tell Jack about the party – it's a secret!
- The bus leaves at 9 a.m. exactly, so you _____ be late.
- We _____ wear a uniform to school, but we _____ wear jeans or trainers.

3 Look at the advert for the quiz night. Then complete the sentences with **must / have to, mustn't** or **don't have to / needn't**. Sometimes more than one answer is possible.

Quiz night!

**Friday at 6 p.m.
in the school hall**

- Take part on your own or with a team.
- Arrive before 6 p.m. to enter.
- £3 entry fee per person.
- School students only – no parents or friends.
- No smartphones allowed!

- You _____ be part of a team.
- You _____ arrive after 6 o'clock.
- You _____ pay £3 to enter the quiz.
- You _____ be a student at the school.
- You _____ use a smartphone during the quiz.

4 Decide whether **must** or **have to** is better in these sentences.

- The new Bond film is fantastic. You **have to / must** see it!
- I'm not very good at this video game. I **have to / must** practise.
- This app is quite expensive because you **have to / must** pay extra for each new level.
- Jack was upset about missing the film night. We **have to / must** invite him next time.
- You can't buy that game in shops any more – you **have to / must** download it from the website.

5 Write sentences about rules at school. Use **have to, must** and **needn't** and the ideas below. If you can, add your own ideas.

arrive at school on time be quiet in the corridors
 eat snacks in class hand in homework on time
 have lunch in the canteen use a mobile phone in class
 wear a school uniform

Negative adjective prefixes

I can form and use adjectives with negative prefixes.

- 1 Write the opposite of the adjectives by adding a negative prefix: *dis-*, *il-*, *im-*, *in-* or *un-*.

- 1 satisfied _____
- 2 tidy _____
- 3 correct _____
- 4 legible _____
- 5 visible _____
- 6 kind _____
- 7 believable _____
- 8 polite _____

- 2 Complete the text about illegal downloads. Use the adjectives in brackets with or without a negative prefix.

In the USA, around 200 million ¹illegal (legal) music downloads take place every year, in spite of laws to stop them. In the UK, the figure is about 100 million – the second highest in the world. The music industry complains that these downloads are ²_____ (fair) to artists because they stop them earning money from their work. It is ³_____ (possible) to know exactly how much money artists and record companies are losing because many people who download illegally do not have any money to spend. However, one thing is ⁴_____ (certain): overall, the industry is earning a lot less than it earned a few years ago.

Record companies pay for adverts telling people that downloading music without paying is as ⁵_____ (acceptable) and ⁶_____ (honest) as stealing from a shop. If you're a ⁷_____ (loyal) fan, they suggest you buy a ⁸_____ (legal) version of a song or album from iTunes or another website. But the adverts are ⁹_____ (likely) to work because people see the music industry as rich and powerful compared to them. Most do not see sharing music online as ¹⁰_____ (responsible).

In fact, the number of illegal downloads is now going down, but that's not because of the warnings. For people who are ¹¹_____ (patient) to hear the latest tracks, streaming services like Spotify now offer a simple and ¹²_____ (safe) way to enjoy them without the need for downloads at all.

- 3 Complete the sentences with the adjectives below, with or without a negative prefix.

honest legal patient polite possible safe

- 1 Police are investigating an _____ file-sharing site in the Philippines.
- 2 It was very _____ of him to arrive an hour late for dinner.
- 3 I get very _____ if I have to wait more than a few minutes for a download.
- 4 You don't have to pay before the excursion; it's _____ to pay at the end.
- 5 You mustn't climb on that wall; it's _____.
- 6 You can believe everything she tells you; she's always completely _____.

Dictionary Skills Strategy

You can often find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) of adjectives in a learner's dictionary.

- 4 Study the dictionary entries. Then answer the questions below.

caring /'keərɪŋ/ *adj* showing that you care about other people: *I want to live in a caring society* SYN **kind** OPP **uncaring**

considerate /kən'sɪdərət/ *adj* **considerate (of sb) (to do sth)** careful not to upset people; thinking of others: *It was very considerate of you to offer me your coat.* SYN **thoughtful** OPP **inconsiderate**

- 1 What is a synonym for *caring*? _____
- 2 What is a synonym for *considerate*? _____
- 3 Do both adjectives have antonyms beginning with a negative prefix? _____
- 4 Which dictionary entry has information about which preposition you use with the adjective? _____

VOCAB BOOST!

When you record a new adjective, make a note of synonyms and antonyms at the same time. Antonyms often begin with a negative prefix.

- 5 Read the *Vocab boost!* box. Use a dictionary to find one synonym and one antonym of each adjective.

- 1 pleasant SYN _____ OPP _____
- 2 fortunate SYN _____ OPP _____
- 3 courteous SYN _____ OPP _____
- 4 probable SYN _____ OPP _____

Disaster alert!

I can understand a text about a smartphone app.

Revision: Student's Book page 37

1 Complete the sentences with the correct form of the verbs below.

cause do express get have make
provide take part in use

- I often _____ online games like *Minecraft* with my friends.
- Video games can _____ many benefits, such as improving memory and creativity.
- The scientists _____ a lot of research on the topic and published the results yesterday.
- I prefer to _____ a smartphone rather than a computer.
- Video games can sometimes _____ a positive effect on teenagers.
- The amount of violence in video games can _____ concern for a lot of parents.
- Newspapers sometimes claim that video games are bad for children, and parents often _____ the same opinion.
- Playing computer games in groups can help you to work together with other people and to _____ decisions more quickly.
- Do you think playing computer games helps you to _____ better grades?

2 Read the text and answer the questions.

- What does Jenny do? _____
- Which country did she visit? _____
- What kind of natural disaster did Jenny experience in 2011? _____

Reading Strategy

When you do a multiple-choice task, decide whether each question is about the whole text or a specific part. If it is about a specific part, find the relevant sentences in the text and underline them.

3 Read the Reading Strategy. Then read the text again and choose the correct answers.

- According to the text, most people
 - don't value apps very highly.
 - don't know what the main benefits of apps are.
 - use apps mainly for fun and social situations.
 - think apps are useless in dangerous situations.
- The main purpose of the Safety Tips app is to
 - prevent an earthquake like the one in 2011.
 - warn people who are visiting Japan about earthquakes.
 - warn Japanese people about earthquakes.
 - warn business people about earthquakes.
- Jenny had problems
 - because no one told her what to do after an earthquake.
 - because she couldn't understand the advice on Japanese media.
 - because there was no information for tourists about what to do in an earthquake.
 - because her Japanese colleagues didn't know what to do.
- At the moment, the app
 - is available in a number of languages.
 - is available at airports and tourist information centres.
 - warns about earthquakes but not about tsunamis.
 - is in English, with Japanese phrases.

STAYING SAFE

When you ask most people about the benefits of apps on their smartphone, they say they use them to play games, surf the net, keep in touch with people and organise social events. But Jenny Harlow, a scientist from London, has got an app that does something much more important: it warns her when she is in danger. The app

- 5 is called Safety Tips and it gives users real-time earthquake and tsunami warnings. The Japan Tourist Agency had the idea for the app after the 2011 earthquake in Japan, when many foreign tourists in the country were confused about what was happening and what they should do. Jenny was on a business trip to Japan when the earthquake struck. 'Although there are a lot of earthquakes in Japan, it was the first time I experienced one.'
- 10 All the warnings and information on the internet, radio and TV were in Japanese, and I couldn't understand. It was really confusing and I didn't know what to do.' She had to rely on Japanese colleagues to help her.

- The Safety Tips app sends an alert to users when a major earthquake happens, and also tells them if a tsunami is likely to arrive at the coast. The app gives lots of tips about what to do, where to go
- 15 and how to stay safe, as well as a list of useful Japanese phrases such as 'Is this an earthquake?' and 'Is it safe here?' Importantly, all the information is in English, and there are plans to add other languages. The Japan Tourist Agency plans to advertise the app at airports and tourist information centres in Japan. In order to get the app, people visit a website and download it. 'I'm coming to Japan again next year and I will definitely watch out for alerts from the app,' says Jenny.



Reaching an agreement

I can discuss and agree on a video game to play.

1 Write the phrases 1–10 in the correct groups (A–C) below.

- 1 I adore / I can't stand ... ☐
- 2 That's agreed, then. ☐
- 3 I think ... will be better / more fun, etc. ☐
- 4 I'd rather / I'd prefer (to) ... ☐
- 5 I'm / I'm not a big fan of ... ☐
- 6 OK, I agree. ☐
- 7 I'm / I'm not keen on ... ☐
- 8 Let's / Shall we settle on ... ☐
- 9 That's a great idea. ☐
- 10 I quite fancy / I don't really fancy ... ☐

A Expressing likes and dislikes

B Expressing a preference

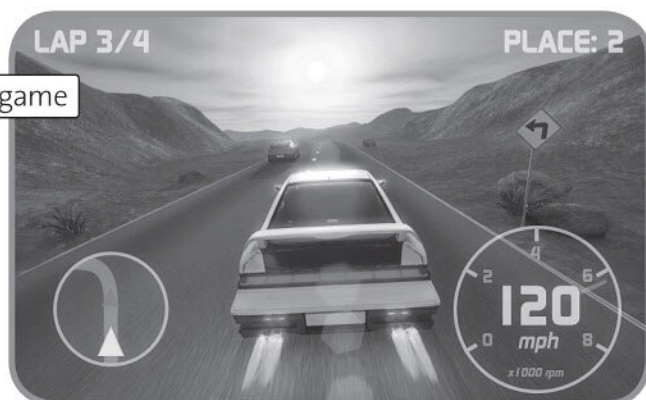
C Reaching an agreement

2 1.12 Read the task below. Then listen to a student doing the task. Which game did they choose?

You and a friend are deciding which video game to play after school. Decide together which game you will play, which house you will go to and if you will invite any other people.



Driving game



3 1.12 Listen again. Tick (✓) the phrases in exercise 1 that they use.

Speaking Strategy

In the exam, you will have about one minute to read the task. Use this time to 'think in English', identifying key words and phrases that you could use in the conversation.

4 Read the Speaking Strategy. Then do the task in exercise 2 using the video games below. Write notes.



My choice: _____

Why? _____

Play the game where? Why?

Invite other people? Why? / Why not?

5 Now do the task in exercise 2, using your notes from exercise 4.

An informal letter

I can write an informal letter.

Preparation

1 Complete the social activities with *a, e, i, o, u* and *y*.

- 1 g__ for a b__k__ r__d__
- 2 g__ sh__pp__ng
- 3 m__t fr__nds __n t__wn
- 4 pl__ b__sk__tb__ll
- 5 h__v__ a c__ff__
- 6 l__st__n to m__s__c
- 7 pl__ t__bl__ t__nn__s

2 Complete the invitations by writing the first word of each phrase and adding a social activity from exercise 1. Use the infinitive without *to* or the *-ing* form.

- 1 _____ don't we _____?
- 2 _____ you fancy _____?
- 3 _____ about _____?
- 4 _____ you like to _____?

3 Read the Writing Strategy opposite. Then write the missing words to complete the letter below.

¹ _____ Lily,

Thanks for your letter. How ² _____ you? I had a great weekend. Lauren came over and we watched the third Hobbit film on DVD. I saw the second film last year and I loved it.

I enjoyed the film, but I didn't think it was brilliant. There are some exciting scenes, but it's really long and I got a bit bored by the end.

Before the film, we made pizzas and popcorn. We ate them while we were watching the film. (The pizza was a bit burned!)

Would you like to go shopping next weekend? I need to buy a birthday present for my dad, but I want to find some clothes for me at the same time. How about meeting for lunch too?

Anyway, that's all for ³ _____. Write again

⁴ _____.

⁵ _____ wishes,

Paige

4 Circle the aspects of the film that Paige talks about.

acting characters ending plot scenes
script special effects length

Writing Strategy

When you write a letter to a friend or relative:

- Start with: *Dear [Jake],*.
- Begin the main part of the letter with a short introduction. You can use phrases like: *How are you? Sorry I didn't reply sooner. Thanks for your letter.*
- Write in paragraphs.
- Do not use very formal language in your letter.
- Use contractions (*it's, there's, etc.*).
- Finish the main part of the letter with a short paragraph. You can use phrases like: *That's all for now. I'd better go now. Write again soon.*
- End the letter with *Love*, or *Best wishes*, and your first name.

5 Read the task below. Underline the parts of Paige's letter which give extra information about each of the four points.

You and a friend watched a film at your house recently. Write a letter to another friend in which you:

- Say what film you watched.
- Give your personal opinion of the film.
- Mention something else you did on that occasion.
- Suggest an activity to do with the friend you are writing to.

Writing Guide

6 Write a letter for the task in exercise 5. Remember to include extra information for each point. Do not copy ideas from the model in exercise 3.

_____ (greeting)

_____ (introduction)

_____ (what film?)

_____ (your opinion)

_____ (another activity)

_____ (an invitation)

_____ (final paragraph)

_____ (close the letter)

_____ (sign your name)

CHECK YOUR WORK

Have you ...

- ☐ included extra information for each point?
- ☐ followed the correct layout for a letter?
- ☐ checked your spelling and grammar?