

### Grammar reference

#### Past continuous v past simple

- Use the past continuous to describe an action that was happening at a certain time in the past or in the background.  
*At six o'clock this morning, I was sleeping.*  
*The sun was shining. Children were walking home from school. Xavier was riding his new bike.*
- Use the past simple for finished actions that happened at a certain point.  
*I got up at seven o'clock.*  
*Peter arrived at his house. He went inside.*  
*He was shocked by what he saw.*
- We can also use the past continuous and the past simple in the same sentence (see *when / while* below).

#### said / asked + direct speech

- To report someone's exact words, use direct speech, i.e. *said* followed by a comma (,) and the person's words in single quotation marks (''). To report a question, use *asked*.  
*She said, 'I don't know the answer!'*  
*He asked, 'What time is it?'*

#### when / while

- Use *when* + past simple to talk about an action that interrupts a scene or another action taking place in the past. Form the sentence with:  
past continuous + *when* + past simple  
*She was driving home when she saw a dog in the road.*  
*They were playing outside when their mother called them.*
- Use *while* or *as* + past continuous to describe a scene or an action taking place in the past when something happened. Form the sentence with:  
*While / As* + past continuous + past simple  
*While / As he was doing his homework, he heard a strange noise.*  
*I saw Mary while / as I was shopping in town today.*
- Note that we can also use two past simple or two past continuous verbs, depending on the meaning.  
*when* + past simple + past simple  
*while* + past continuous + past continuous  
*When I saw the man, I called the police.*  
*While he was talking to the teacher, I was reading my book.*

- Note that we can't use *when* and *while* in the same place. Always look at the form of the following verb.  
*When we saw him, he was jogging.*  
*While he was jogging, he fell over.*

#### Word list

The words in red appear in the unit, but are not in the vocabulary sections.

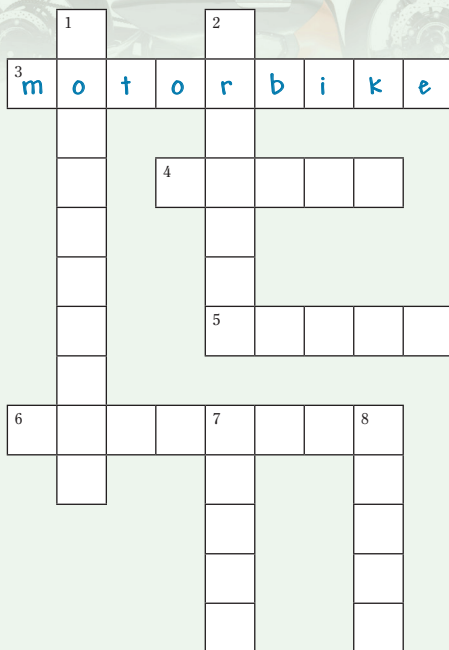
#### Transport and roads

accident  
blocked  
bumpy  
bus  
car hire company  
coach (AmE bus)  
country lane  
crash  
dual carriageway (AmE four-lane highway)  
ferry  
fine  
flight  
footpath  
helicopter  
hire car  
hovercraft  
jet lag  
journey  
lorry (AmE truck)  
mechanic  
moped  
motorbike (AmE motorcycle)  
motorway (AmE freeway)  
on foot  
pavement (AmE sidewalk)  
puncture  
rowing boat (AmE row boat)  
ship  
side road  
sign  
siren  
spare tyre  
speeding  
taxi  
van  
wheel  
yacht

# Vocabulary

## Transport and roads

### 1 Complete the crossword.



#### ACROSS

- 3 A bike with a big, noisy engine.
- 4 A boat that takes people and cars across water.
- 5 An expensive boat with big sails.
- 6 A place for people to walk with no traffic.

#### DOWN

- 1 A boat without a motor (2 words).
- 2 The fastest kind of road in the USA.
- 7 A bike with a small motor.
- 8 A large vehicle for carrying goods by road in the USA.

### 2 Match the transport with the definitions.

helicopter coach footpath hovercraft  
pavement lorry van

- 1 The place you walk next to a road.  
pavement
- 2 A small road for people to walk in the countryside.  
footpath
- 3 An aircraft with large metal blades on top that lifts into the air.  
helicopter
- 4 A bus that takes people on longer journeys, usually between cities.  
coach
- 5 A large vehicle used for transporting goods in the UK.  
lorry
- 6 A vehicle used for transporting smaller goods.  
van
- 7 A vehicle that travels just above land or water using air.  
hovercraft

### 3 Complete the sentences with these words.

blocked bumpy country dual  
hire jet side spare

When our aeroplane landed, we had terrible <sup>1</sup> jet lag. All we wanted to do was get to the hotel as quickly as possible, so we found a <sup>2</sup> hire car and started driving down the <sup>3</sup> country carriageway. Unfortunately, the road was <sup>4</sup> blocked because it was a holiday and there were a lot of cars on the road, so we decided to take a <sup>5</sup> dual road. That seemed to be faster at first, but then we turned onto a <sup>6</sup> side lane and that was really <sup>7</sup> bumpy. Very soon, we got a puncture, so we had to use the <sup>8</sup> spare tyre. Five minutes later, and guess what? Another puncture! We were lost in a strange place with no mobile phone and a car that we couldn't drive!

### 4 Write the letters in the correct order to make words about transport.

- 1 We had an **idaccetn** on the way to school. accident
- 2 When we heard the **risen**, we knew there was a police car behind us. spare
- 3 I was walking along the **pfoottah** when I fell over. footpath
- 4 I have never been in a **copheliter**. Have you? helicopter
- 5 I want to be a **chanimec** so I can learn how to fix cars. mechanic

5 Complete the sentences with these words.

crash fine flight sign  
taxi wheels foot van

- Did you enjoy your flight from New York?
- That \_\_\_\_\_ said to turn left. We're going the wrong way!
- How did you get your bike home from the shop? – My dad put it in the back of his \_\_\_\_\_.
- I don't take the bus to school – I go on \_\_\_\_\_.
- He left his car in the wrong place and he had to pay a \_\_\_\_\_.
- How much does it cost to get to the sports centre by \_\_\_\_\_?
- If you drive too fast, you'll \_\_\_\_\_.
- A car has got four \_\_\_\_\_, but a bike has only got two.

Grammar

Past continuous

- 1 What were they doing at eleven o'clock last night? Complete the sentences with these verbs and phrases.

sleep have dinner fight have a good time study  
burgle a house play a computer game  
work in the hospital



- Molly was sleeping.
- Lauren and Jade \_\_\_\_\_
- Tim \_\_\_\_\_
- Dr Patel \_\_\_\_\_
- Simba and Misty \_\_\_\_\_
- Harold \_\_\_\_\_
- Thomas \_\_\_\_\_
- Mr and Mrs LeBlanc \_\_\_\_\_

2 Answer these questions about yourself.

- What were you doing at eight o'clock yesterday evening?  
\_\_\_\_\_
- Who was doing this with you?  
\_\_\_\_\_
- What were people in your family doing at 7 o'clock this morning?  
\_\_\_\_\_
- What were your friends doing at lunchtime?  
\_\_\_\_\_
- What were you doing just before you went to bed?  
\_\_\_\_\_
- What were people in your family doing?  
\_\_\_\_\_

Past continuous v past simple

- 3 Write sentences using the past continuous and past simple.

- I / watch / my favourite TV programme when someone / knock / at the door  
I was watching my favourite TV programme when someone knocked at the door.
- I / buy / this book when I / live / in England  
\_\_\_\_\_
- you / work / when I / phone / ?  
\_\_\_\_\_
- What / you / do / when your parents / come / home / ?  
\_\_\_\_\_
- Karen / lie / on the beach when a helicopter / land  
\_\_\_\_\_

- 4 Complete the sentences. Use the past simple and past continuous.

- She was working (work) as a waitress when she got her first role in a film.
- Felipe \_\_\_\_\_ (drive) home, \_\_\_\_\_ (listen) to the radio, when he \_\_\_\_\_ (hear) the news.
- I \_\_\_\_\_ (not feel) well, so I \_\_\_\_\_ (go) to the doctor.
- My parents \_\_\_\_\_ (live) in Africa when I \_\_\_\_\_ (be) born.
- Sorry about that. When you \_\_\_\_\_ (call), I \_\_\_\_\_ (have) a shower.
- When we \_\_\_\_\_ (arrive) at the bus station, our bus \_\_\_\_\_ (leave) so we \_\_\_\_\_ (wait) for the next one.
- When I was little, my mother always \_\_\_\_\_ (sing) while she \_\_\_\_\_ (cook).

### Past continuous v past simple + *while*

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

- Someone drew a picture on my face while I was sleeping. (sleep)
- While Michael \_\_\_\_\_ his bike, he had an accident. (ride)
- I \_\_\_\_\_ a great idea while I was walking home today. (have)
- What \_\_\_\_\_ while I was working yesterday afternoon? (you / do)
- Tony \_\_\_\_\_ asleep while he was watching television. (fall)
- Tom's parents made him dinner while he \_\_\_\_\_ his homework. (do)

### Past continuous v past simple + *when / while / as*

#### 6 Complete the sentences with *when* or *while*.

- What was she doing while you were waiting for her?
- Where were you going \_\_\_\_\_ you heard the news?
- I was going to school \_\_\_\_\_ I heard someone shouting.
- I was getting ready for bed \_\_\_\_\_ I remembered the party.
- \_\_\_\_\_ I saw Jack's new girlfriend yesterday, she was wearing very strange clothes!
- She was trying to get home \_\_\_\_\_ the rain started.
- She did the cooking \_\_\_\_\_ I was cleaning the house.
- She was washing her hair \_\_\_\_\_ I went to see her last night.

#### 7 Complete the sentences with *while*, *when* or *as*. Sometimes more than one answer is possible.

- What did you do when you got home last night?
- Sarah was making coffee \_\_\_\_\_ I was washing up.
- Was that your sister you were talking to \_\_\_\_\_ I saw you today?
- Did you have a good time \_\_\_\_\_ you went to Switzerland?
- What were you doing \_\_\_\_\_ I called?
- \_\_\_\_\_ they were driving, Eduardo suddenly felt ill.
- \_\_\_\_\_ I was watching TV, there was a power cut.
- \_\_\_\_\_ Ruby tried to open the door, she realised she didn't have her keys.
- \_\_\_\_\_ we left the plane, we realised that it was very hot.
- My sisters and I played a game \_\_\_\_\_ we were waiting for our bags to arrive at the airport.

### 8 Complete the story. Use the past continuous and past simple.

## Your holiday stories

#### Leon tried to help, but he got into trouble!

I <sup>1</sup> went (go) on holiday to Greece last year with some friends. One evening, we <sup>2</sup> \_\_\_\_\_ (play) cards in our apartment when we <sup>3</sup> \_\_\_\_\_ (hear) a knock at the door. When we <sup>4</sup> \_\_\_\_\_ (open) the door we <sup>5</sup> \_\_\_\_\_ (see) an old lady. She <sup>6</sup> \_\_\_\_\_ (say) she was locked out of her apartment. We <sup>7</sup> \_\_\_\_\_ (offer) to help her and I <sup>8</sup> \_\_\_\_\_ (try) to get onto her balcony, but while I <sup>9</sup> \_\_\_\_\_ (climb) up the wall the police <sup>10</sup> \_\_\_\_\_ (arrive) and <sup>11</sup> \_\_\_\_\_ (arrest) me!

### 9 Complete the story. Use the past simple and past continuous of these verbs.

miss walk ~~travel~~ understand go  
not have climb arrive decide sit

## Your holiday stories

#### Emily took a terrible risk!



While I <sup>1</sup> was travelling around India, I had a frightening experience. Three friends and I <sup>2</sup> \_\_\_\_\_ to go into town from our hotel. It was a long way to go on foot so we <sup>3</sup> \_\_\_\_\_ by bus instead. When the bus <sup>4</sup> \_\_\_\_\_, we saw that it was full and lots of people <sup>5</sup> \_\_\_\_\_ on the roof. We <sup>6</sup> \_\_\_\_\_ up onto the roof with them and set off. Then we noticed that we were the only people on the roof. Where were all the others? Suddenly we <sup>7</sup> \_\_\_\_\_ why there was nobody on the roof! There was a low bridge ahead. We <sup>8</sup> \_\_\_\_\_ time to jump, so we lay down flat and prayed. We <sup>9</sup> \_\_\_\_\_ the bridge by three or four centimetres. Eventually we got to town and had a good time, but later we decided to <sup>10</sup> \_\_\_\_\_ back to our hotel.





### Grammar reference

#### Modal verbs: present possibility

##### may be, might be, could be

- Use the modal verbs *may be*, *might be* and *could be* to say that something is possible at the moment. *Could be* is more certain, *may be* and *might be* are less certain.
  - Ian could be at home. Have you tried phoning him there?*
  - There may / might be some biscuits in the kitchen.*

##### must be, can't be

- Use the modal verb *must be* when we are certain that something is true.
  - That must be our new teacher. He's coming into our classroom.*
- Use the modal verb *can't be* when we are certain that something isn't true.
  - No, he can't be a teacher. He's too young.*

#### Modal verbs: future possibility

##### may / might + base form

- Use the modal verbs *may* and *might* to express what we think is possible in the future.
  - I may / might meet my friends after school today.*

#### Modal verbs: past possibility

##### could have / may have / might have / must have / can't have + past participle

- Use *could have / may have / might have* + past participle when we think it is possible that something happened in the past.
  - John could / may / might have gone to the cinema. He was talking about seeing a film.*
- We can also use *could have / might have* (but not *may have*) + past participle when something was possible, but did not happen. We often use this when we are angry or shocked.
  - You could have phoned me. (But you didn't, and I'm angry.)*
  - You might have killed someone by driving like that. (You didn't, but I'm shocked.)*
- Use *must have* + past participle for an event that we think happened in the past.
  - John must have gone to the cinema. He goes there every Friday.*
- Use *can't have* + past participle for a past impossibility.
  - John can't have driven home. His car's still here.*

#### Multi-word verbs

Remember, some English verbs can combine with a preposition or an adverbial particle. We can divide them into two categories:

##### Prepositional verbs

- These usually (but not always) keep their original meaning in their combined form, e.g. *ask for*, *come in*, *go out with*, *listen to*, *look at*, *wait for*, etc.

##### Phrasal verbs

- These usually change their original meaning in their combined form, e.g. *deal with*, *pick on*, *pull off*, etc.
- Some phrasal verbs are intransitive, i.e. they cannot have a direct object, e.g. *break down*, *end up*, *set off*, *start off*.
- Other phrasal verbs are transitive, i.e. they can have a direct object, e.g. *set something up*, *give something away*, *give something back*.
- Transitive phrasal verbs can have two constructions:
  - verb + preposition + direct object  
*They gave back the money.*
  - verb + direct object + preposition  
*They gave the money back.*

However, if the direct object is a personal pronoun, it must go between the verb and the preposition (second construction).

*They gave it back.* NOT *They gave back it.*

#### Object pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- Remember to put object pronouns after the verb.
  - I can't see them.*
  - Can you tell me the time?*
- Put object pronouns after a preposition.
  - He is talking to you.*

## Word list

The words in red appear in the unit, but are not in the vocabulary sections.

### Feelings

angry

bore / **bored** / boring

calm

depress / **depressed** / depressing

**excite** / **excited** / **exciting**

funny

happy

interest / **interested** / interesting

makes you laugh / cry, etc.

sad

scare / **scared** / scary

**surprise** / **surprised** / **surprising**

tire / **tired** / **tiring**

worry / **worried** / worrying

### Painting

#### Styles

abstract

cubism

expressionism

impressionism

**pointillism**

realism

surrealism

#### Medium

canvas

oil painting

print

sketch

watercolour

#### Useful words

brushstroke

**colour**

composition

form

perspective

space

technique

#### Genres

historical

landscape

portrait

still life

## Vocabulary

### Feelings

#### 1 Circle the correct words to complete the sentences.

- This programme is funny. It really makes / gives me laugh.
- It makes me *bored* / *sad* when people are horrible to animals.
- So, you're going on holiday. You must be *calm* / *excited*.
- Are you *scared* / *tired* of monsters?
- I'm so *hungry* / *angry*. No one will answer the phone!
- It's rained all this week and I'm starting to feel *depressed* / *funny*.

#### 2 Write the missing adjectives.

- Homework tires me. = Homework makes me tired.
- This doesn't interest me at all. = I don't find this at all \_\_\_\_\_.
- Grace makes Ella laugh. = Ella finds Grace \_\_\_\_\_.
- Football excites Simon. = Simon thinks football is \_\_\_\_\_.
- All sport depresses Hannah. = Hannah says it's \_\_\_\_\_ to watch sport.
- Horror films scare us. = We get \_\_\_\_\_ when we watch horror films.
- Her reaction surprised us. = We were \_\_\_\_\_ by her reaction.
- This worries me. = This is \_\_\_\_\_.

#### 3 Complete the text with these words.

calm excited exciting laugh scared scary surprised

I like going to the cinema and I usually like films that make me <sup>1</sup> laugh. Last week, my friend said that she wanted to see a film called *Horror*. It had her favourite actor in it and she was really <sup>2</sup> \_\_\_\_\_ about seeing it, so I agreed to go. However, I really don't like <sup>3</sup> \_\_\_\_\_ films and I was really worried about feeling <sup>4</sup> \_\_\_\_\_ in the cinema. When the film started, I tried to stay <sup>5</sup> \_\_\_\_\_. Then I was <sup>6</sup> \_\_\_\_\_ because it wasn't scary at all. In fact, it was really <sup>7</sup> \_\_\_\_\_. I think you should see it!

#### 4 Circle the correct words to complete the story.

I felt very <sup>1</sup> *worrying* / worried as I sat waiting for my interview. I really wanted the job so badly. When I walked into the room, the woman pointed to a chair. She didn't look at all <sup>2</sup> *happy* / *hungry*. She seemed <sup>3</sup> *thirsty* / *angry* about something. In fact, she told me she was just <sup>4</sup> *surprised* / *tired* as she had been up late the previous night. I actually liked her a lot – she made me feel comfortable. She was very <sup>5</sup> *calm* / *depressed* when she told me that I had got the job, but I was the exact opposite – I went crazy I was so <sup>6</sup> *sad* / *excited*.



## Paintings

### 5 Match the words with the pictures.

abstract historical landscape portrait still life

1 portrait



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



### 6 What is being described? Choose from these words.

surrealism landscape abstract realism  
cubism still life portrait impressionism

- 1 A painting of a person.  
portrait
- 2 The artist (e.g. Picasso) paints several views of a person or object using straight lines.  
\_\_\_\_\_
- 3 A painting of a group of objects.  
\_\_\_\_\_
- 4 The artist (e.g. Dali) paints a dream, using a combination of images.  
\_\_\_\_\_
- 5 A painting of an area of land.  
\_\_\_\_\_
- 6 The artist (e.g. Monet) uses light and colour to give a general feeling of a scene.  
\_\_\_\_\_
- 7 A painting of shapes and patterns that do not look like real things or people.  
\_\_\_\_\_
- 8 A painting that tries to show things as they really are.  
\_\_\_\_\_

### 7 Complete the two dialogues with the words in the boxes.

in on by of in

- A What do you think of this painting?  
B I don't understand it. What's that <sup>1</sup> in the background?  
A I think it's a bird. Look here, <sup>2</sup> \_\_\_\_\_ the left – there's another one.  
B Where? I can't see it.  
A It's <sup>3</sup> \_\_\_\_\_ the top left-hand corner.  
B Oh! So it's a picture <sup>4</sup> \_\_\_\_\_ some birds. Who was it painted <sup>5</sup> \_\_\_\_\_?  
A I'm not sure. An artist from the Netherlands, I think.

shows technique particularly  
admire influenced oil

- A I <sup>6</sup> particularly like this one. Is it a Picasso?  
B Yes, it's one of his <sup>7</sup> \_\_\_\_\_ paintings. It <sup>8</sup> \_\_\_\_\_ a fight.  
A What kind of things was he <sup>9</sup> \_\_\_\_\_ by?  
B Well, he had an amazing <sup>10</sup> \_\_\_\_\_, but he got ideas from the world around him.  
A I really <sup>11</sup> \_\_\_\_\_ his work, don't you?  
B Yes, it's wonderful.



## Grammar

### Modal verbs: present possibility

#### 1 Complete the sentences with *must* or *can't*.

- Emily's happy. She must have been to see her boyfriend.
- The cat's not drinking. It \_\_\_\_\_ be thirsty.
- You \_\_\_\_\_ be hungry. We only had lunch half an hour ago!
- They \_\_\_\_\_ be out. Nobody's answering the phone.
- You want me to give you more money?  
You \_\_\_\_\_ be joking!
- He \_\_\_\_\_ be very fit. We've only walked a kilometre, and he's already tired.
- She \_\_\_\_\_ be 70. She looks much younger than that.
- That's not her brother. It \_\_\_\_\_ be her cousin.
- They've got three houses. They \_\_\_\_\_ be rich!
- You \_\_\_\_\_ be mad if you think you're better than me!

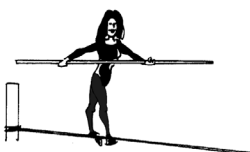
#### 2 Re-order the second sentence so that it means the same as the first.

- I don't think she likes cats.  
cats / like / She / can't  
She can't like cats.
- I don't think he's feeling well.  
feeling / can't / He / be / well  
\_\_\_\_\_
- I think he's working too hard.  
be / hard / too / He / working / must  
\_\_\_\_\_
- It's possible that the roads are busy.  
busy / roads / The / be / may  
\_\_\_\_\_
- There's a possibility it will rain soon.  
could / It / soon / rain  
\_\_\_\_\_

#### 3 Look at the pictures. Complete the sentences with *might* or *can't* and an appropriate verb.



- It might rain later.



- She \_\_\_\_\_ afraid of heights.



- We \_\_\_\_\_ the lottery.



- Careful! That tree \_\_\_\_\_ on you.



- Hang on! This \_\_\_\_\_ right!

### Modal verbs: future possibility

#### 4 Write sentences about schools of the future.

- Schools / use / satellite communications / for lessons  
Schools might use satellite communications for lessons.
- Students / be allowed / sleep during the day  
\_\_\_\_\_
- There / be / special hovercrafts / instead of school buses  
\_\_\_\_\_
- Schools / have / solar panels / that generate / electricity  
\_\_\_\_\_
- There / be / more computer lessons than now  
\_\_\_\_\_
- Students / do exams / on a computer  
\_\_\_\_\_

#### 5 Now write six sentences with your ideas about schools of the future. Use *may* or *might*.

### Modal verbs: past possibility

#### 6 Match the sentences with the replies.

- f I've just eaten three chocolate bars!
- Someone stole my scooter yesterday.
- We saw a really frightening film last night.
- I was in France last week.
- I couldn't sleep last night.
- I had to wait an hour in the rain.

- You must have been angry.
- You must have been scared.
- You can't have been very pleased.
- You can't have been – I saw your car in town.
- You can't have been tired enough.
- You must have been hungry.

#### 7 Write the words in the correct order.

- forgotten / must / he / have / meeting / our  
He must have forgotten our meeting.
- home / got / can't / yet / have / They  
\_\_\_\_\_
- secret / Someone / told / have / him / must / my  
\_\_\_\_\_
- to / bus / taken / school / He / have / the / could  
\_\_\_\_\_
- map / might / the / They / lost / have  
\_\_\_\_\_

**8 Complete the responses with *must have* or *can't have*.**

- 1 A I can't find my scarf anywhere.  
B You must have lost it.
- 2 A Look! Keira's crying.  
B Oh no. She \_\_\_\_\_ passed her exam.
- 3 A Al's leg is in plaster.  
B He \_\_\_\_\_ had an accident.
- 4 A So Katy didn't call you back?  
B That's right. She \_\_\_\_\_ got my message.

**9 What's happened? Make sentences using *must have* (!), *can't have* (!x) or *might have* (?).**



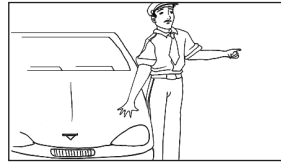
- 1 Rita / ! / fail / test  
Rita must have failed her test.



- 2 Dave / ? / play / tennis  
\_\_\_\_\_



- 3 The thief / ! / escape / through the window  
\_\_\_\_\_



- 4 Quick! The car's still warm – he / !x / go / far  
\_\_\_\_\_

**10 What do you think caused these situations? Invent an explanation, using *must have*, *can't have* or *could have*.**

- 1 Sophia's not here and it's 9.30.  
She must have missed the bus.
- 2 Leo's in a bad mood.  
\_\_\_\_\_
- 3 Amelia's looking very happy.  
\_\_\_\_\_
- 4 Lily's limping.  
\_\_\_\_\_
- 5 Alfie keeps yawning.  
\_\_\_\_\_
- 6 Isabella's not saying much today.  
\_\_\_\_\_
- 7 The dog is running towards a tree.  
\_\_\_\_\_
- 8 The plane is an hour late.  
\_\_\_\_\_

**Multi-word verbs**

**11 Complete the sentences with these verbs.**

took turn came get give looks

- 1 Who looks after the children when their parents are away?
- 2 Do you want me to \_\_\_\_\_ you back your CDs?
- 3 Make sure you \_\_\_\_\_ off the bus in the right place.
- 4 I \_\_\_\_\_ across this photo of you, so I made you a copy.
- 5 You should always \_\_\_\_\_ off the lights when you leave the room.
- 6 I was really nervous when the plane \_\_\_\_\_ off.

**12 Complete the sentences with these words.**

away back down off on up with

- 1 The tourists walked for four hours and ended up in the middle of the desert.
- 2 We all know there is a problem with pollution, but how are we going to deal \_\_\_\_\_ it?
- 3 The company was first set \_\_\_\_\_ in 1970 and now has offices around the world.
- 4 The new café opened today and it is giving \_\_\_\_\_ free coffee or tea.
- 5 When you borrow something from someone, you must remember to give it \_\_\_\_\_.
- 6 Mr Booth took the bus to work because his car broke \_\_\_\_\_ yesterday.
- 7 Because he's small, people always pick \_\_\_\_\_ my little brother, but he is strong and doesn't mind.
- 8 On July 8th, 1497, Vasco da Gama's ships set \_\_\_\_\_ for India.

**Object pronouns**

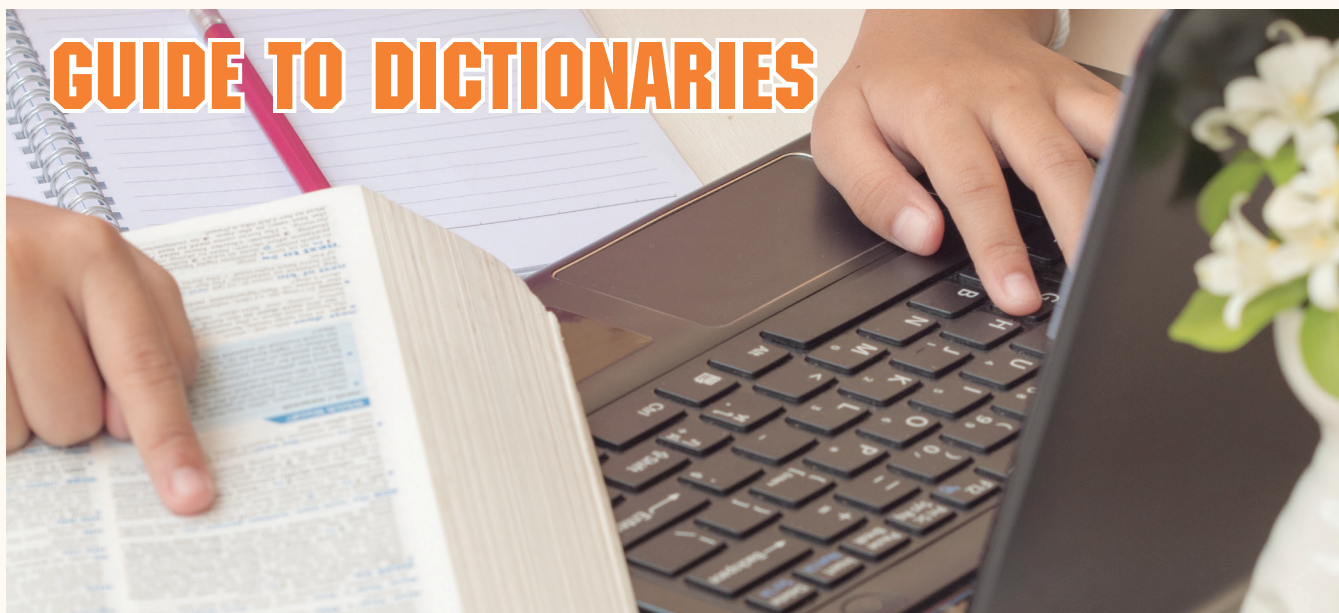
**13 Find the mistake in each sentence and correct it.**

- 1 If this is Lucas's bike, you should give it back to ~~he~~ him.
- 2 Did you buy for me those flowers? How nice!
- 3 Would you lend I your laptop for a day or two?
- 4 When your sister goes shopping, please ask she to buy me some coffee.
- 5 If you don't like those boys, don't play with they.
- 6 We'd all like a cake, please. Can you give we all one?

## Study skills Using a dictionary (1)

- 1 Read the article. What are the advantages to using a learner's dictionary instead of a bilingual dictionary?
- 2 Decide which dictionary is best for these problems. Write L for learner's dictionary, O for online and B for bilingual (you can put more than one) and give a reason.

- You have found the word *knack* in a story you are reading.
- You have learnt a word but you can't quite remember how to say it in English.
- You need to know how to form an adjective from *experiment*.
- You would like to know the opposite of *legible*.
- You have a word for a type of window in your language, but how do you say it in English?
- You would like to know whether to use *make* or *do* with *a decision*.
- You are planning a talk about your interests – you need to know how to say some things in English.



**AT B1 LEVEL IT IS WORTH OWNING BOTH A GOOD UP-TO-DATE BILINGUAL AND A GOOD INTERMEDIATE LEARNER'S DICTIONARY.**

### What is a bilingual dictionary?

Bilingual dictionaries are written in two languages: English and another language. This helps you to find the meanings of words in either language. They are good when you are starting to learn a language or when you are reading an English text and you need to look up a word quickly. But be careful! You cannot always translate one word directly from one language into another.

You may also find that there is more than one translation for each word, and you therefore need to check the context of the word to choose the correct meaning. For this reason, it is best to progress from a bilingual dictionary to a learner's dictionary as your language improves.

### What is a learner's dictionary?

A good monolingual learner's dictionary is a fantastic tool that every B1 or B2 student should own because it is written specifically for the language learner. It provides reliable definitions in clear sentences, important grammatical information and helpful examples.

### What are online dictionaries?

A dictionary is heavy, so a useful addition to your 'toolkit' is a good online dictionary. Not only are there definitions but you can listen to the pronunciation in American and British English, see more examples, click on links to synonyms and antonyms, etc. Unlike the learner's dictionary, however, you may find it harder to understand because it has not been written for a language learner.



very well



OK



not great

I've finished Units 3 and 4 and I can do  these things in English

## Units 3&amp;4



## Listening

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| B1 generally follow the main points of extended discussion around me (p.43)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 listen to a short narrative (pp.35, 41)                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 generally follow the main points in an interview on familiar topics (p.43) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| B1 understand the main points in short newspaper articles about current and familiar topics (pp.33, 42)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 guess the meaning of single unknown words from the context (p.40)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 skim short texts and find relevant facts and information (pp.30, 34, 38)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them (pp.34, 37) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Spoken Interaction

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| B1 start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest (pp.27, 28, 43) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 maintain a conversation or discussion on familiar topics (p.35)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 give or seek personal views and opinions in an informal discussion (p.41)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Spoken Production

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| B1 narrate a story (pp.33, 35)                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 prepare a short talk to describe a painting using notes (p.41) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Language Quality

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| B1 convey simple information of immediate relevance, getting across which point I feel is most important (pp.35, 41) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 express myself reasonably accurately in familiar, predictable situations (p.43)                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Writing

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| B1 write a simple connected text narrating a story (p.35)                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B1 write simple texts about experiences or events, for example about a trip (p.33) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

At the end of Units 3 and 4, I'm a good B1 student.  
Now I can start Unit 5.