

APPENDICES

Quiz Key

Unit 3 / Lesson 2

Answers to the quiz about Australia on page 31

1. Pacific
2. Canberra
3. 24
4. hot
5. Kylie Minogue

Culture Corner

The school year starts in January because this is when summer finishes in Australia.

Unit 4 / Lesson 2

Key to the Animal Quiz on page 48

Swim in the cold water: white shark, penguin, polar bear

Climb trees: chimpanzee

Eat leaves from tall trees: giraffe

Uses sign language: chimpanzee

Hide in the snow: polar bear (and perhaps the penguin)

Unit 7 / Lesson 2

Key to the Planets Quiz on page 99

- a. Mercury
- b. Jupiter
- c. Mars
- d. Pluto
- e. Uranus
- f. Mars

Unit 7 / Lesson 3

Key to the Reading Quiz on page 103

1. e
2. f
3. a
4. d
5. b
6. c

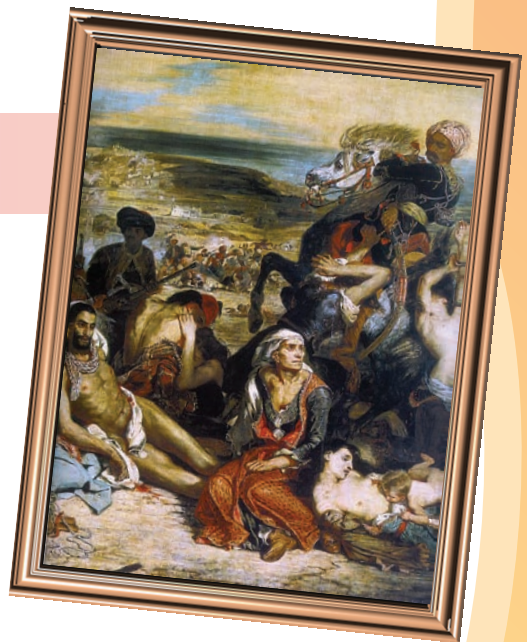
Unit 9

Culture Corner

e.g. the Iliad (Homer) the Olympic Hymn (Kostis Palamas) etc.



Pablo Picasso, Guernica



Delacroix Eugene,
The Massacre at Chios

Speaking Appendix

Unit 2 / Lesson 3 / Speaking / Task 2 / page 21

Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.

Student A: Look at the picture. Talk with your partner and find the differences.

e.g. Is there a ...in front of/next to...?
Yes, there is/ No, there isn't.

Picture A



Unit 3 / Lesson 2 / page 33

Marianna and Steve are friends but they don't like the same subjects.

Student A: Look at Table A. Ask your partner about Steve. Put 😊 or ☹️.

Look at the example first.

Does Steve like art?

Yes, he does. /
No, he doesn't.

	Marianna	Steve
art	😊	
computer studies	😊	
English	😊	
ancient Greek	☹️	

Welcome!

Unit 2 / Lesson 3 / Speaking / Task 2 / page 21

Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.

Student B: Look at the picture. Talk with your partner and find the differences.

e.g. Is there a ...in front of/next to...?

Yes, there is/ No, there isn't.

Picture B



Unit 3 / Lesson 2 / page 33

Marianna and Steve are friends but they don't like the same subjects.

Student B: Look at Table B. Ask your partner about Marianna. Put 😊 or ☹️.

Look at the example first.

Does Marianna like computer studies?

Yes, she does. /
No, she doesn't.

	Steve	Marianna
art	😊	
computer studies	😊	
English	😊	
ancient Greek	😊	

it's up to you

Speaking Appendix

Unit 3 / Lesson 3 / page 38 / In your roles!

Student A

A. You are a reporter

You work for the magazine 'Lifestyle'. You're going to interview your partner, who is a teacher. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 38 for help.



A

A teacher's profile

(Name).....

Occupation: *Teacher*

Place of work:

Working hours:

Number of classes:

Feels about his/her job.

Now change roles.

B. You are a teacher

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 38 for help.



B

My profile

(Name).....

Occupation: *Teacher*

Place of work:

Working hours:

Number of classes:

Feels about his/her job.

Welcome!

Unit 3 / Lesson 3 / page 38 / In your roles!

Student B

A. You are a shop owner

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 38 for help.

A



My profile

(Name).....

Occupation: *Shop owner*

Kind of shop

Working hours:

Feels about his/her job.

Now change roles.

B. You are a reporter

You work for the magazine 'In the kitchen'. You're going to interview your partner, who is a famous chef. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 38 for help.

B



A shop owner's profile

(Name).....

Occupation: *Shop owner*

Kind of shop

Working hours:

Feels about his/her job.

it's up to you

Speaking Appendix

Unit 6 / Lesson 1 / Speaking / page 75

MEMORY GAME

Student A

- 1 Look at your trolley for a minute. Then, close your book and tell your partner what there is in it. Use Food Collocations.

e.g. In my trolley, there are two cartons of milk,...



Unit 7 / Lesson 3 / Speaking / page 106

Student A

- 1 Answer the questions to complete the diagram. Put your answers in the correct circles (A-E). Use time expressions like:

yesterday	at 11.00	two years ago
last week / month / year	in 1999	when I was 6

- A. When did you last go to the cinema?
- B. When did you last have a party?
- C. What time did you sleep last night?
- D. When did you meet your best friend?
- E. When did your last take a test?

- 2 Look at your partner's diagram. Ask to find out what happened in each case.

- In B you're writing 'last week'.
What happened last week?

- I went to a party.

Unit 6 / Lesson 1 / Speaking / page 75**MEMORY GAME****Student B**

Look at the trolley and listen to your partner. Tick the items he/she remembers. Has your partner got a good memory?

- 2 cartons of milk
- 3 cans of beer
- 1 packet of biscuits
- 1 chocolate bar
- 2 packets of cereals

Unit 8 / Lesson 1 / Speaking / page 114**Student A****Joanna's diary**

- 11 Monday
Dance lesson - 7 o'clock
- 12 Tuesday
Go to the dentist - 3.30
- 13 Wednesday
Study for the Maths test
- 14 Thursday
Take the dog to the vet - 6.15

Nigel's diary

- 11 Monday
Play basketball - 5.15
- 12 Tuesday
Study Biology
- 13 Wednesday
Buy present for dad (after 3.00)
- 14 Thursday
Watch football match - 9.00

Language Bank

- Nigel is playing basketball on Monday.
- What is Nigel doing on Tuesday 12th?
- Is Joanna studying for a Maths test on Wednesday 13th?
Yes, she is. / No, she isn't.
- What time is Joanna?

Speaking Appendix

Unit 8 / Lesson 3 / Speaking

Mediation Task

Student A

Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Read the horoscope and tell him/her.

Student A:

- What do you want to say to your friend?
- Think about the language you need.
- Don't try to translate everything.
- Use your own words.

....
Αυτό το μήνα, θα λύσεις ένα πρόβλημα που έχεις. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.
Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.
Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σικαίνεσαι.
Προετοιμάσου! Δε θα είναι και τόσο εύκολο.

Now, **Student A:**

You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:

- Listen to your partner.
- Ask any questions you like.
- Say if you agree with what your horoscope says. Are you happy with it?

Adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

Welcome!

Unit 8 / Lesson 3 / Speaking

MEMORY GAME

Student B

1

Look at your trolley for a minute. Then, close your book and tell your partner what there is in it. Use Food Collocations.

e.g. In my trolley, there are two cans of beer,...



Unit 6 / Lesson 1 / Speaking / page 75

Student B

1

Answer the questions to complete the diagram. Put your answers in the correct circles (A-E). Use time expressions like:

yesterday at 3:00 one month ago
 last week / month / year in 1996 when I was 8

- A. When did you buy your school bag?
- B. When did you last listen to your favourite song?
- C. What time did you get up in the summer?
- D. When did you last go on a trip?
- E. When did your last send an e-mail?

3

Look at your partner's diagram. Ask to find out what happened in each case.

In B you're writing 'last week'.
 What happened last week?

I went to a party.

Speaking Appendix

Unit 7 / Lesson 3 / Speaking / page 106

MEMORY GAME

Student A

Look at the trolley and listen to your partner. Tick the items he/she remembers. Has your partner got a good memory?

- 2 cartons milk
- 2 cans of beer
- 1 packet of cereals
- 1 packets of crisps
- 2 packets of biscuits

Unit 8 / Lesson 1 / Speaking / page 114

Student B

Joanna's diary

- 11 Monday
Dance lesson - 7.30 o'clock
- 12 Tuesday
Visit grandma - 3.30
- 13 Wednesday
Study for the English test
- 14 Thursday
Take the cat to the vet - 6.15

Nigel's diary

- 11 Monday
Play tennis - 5.15
- 12 Tuesday
Tidy my room
- 13 Wednesday
Buy present for dad (after 5.00)
- 14 Thursday
Watch the new James Bond film - 9.00

Language Bank

- Nigel is playing tennis on Monday.
- What is Nigel doing on Tuesday 12th?
- Is Joanna studying for an English test on Wednesday 13th?
Yes, she is / No, she isn't
- What time is Joanna?

Unit 8 / Lesson 3 / Speaking / page 123

Mediation Task

Student A

You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:

- Listen to your partner.
- Ask any questions you like.
- Say if you are happy with what your horoscope says.

Now, **Student B:**

Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Read the horoscope and tell him/her.

Student B:

- What do you want to say to your friend?
- Think about the language you need.
- Don't try to translate everything.
- Use your own words.

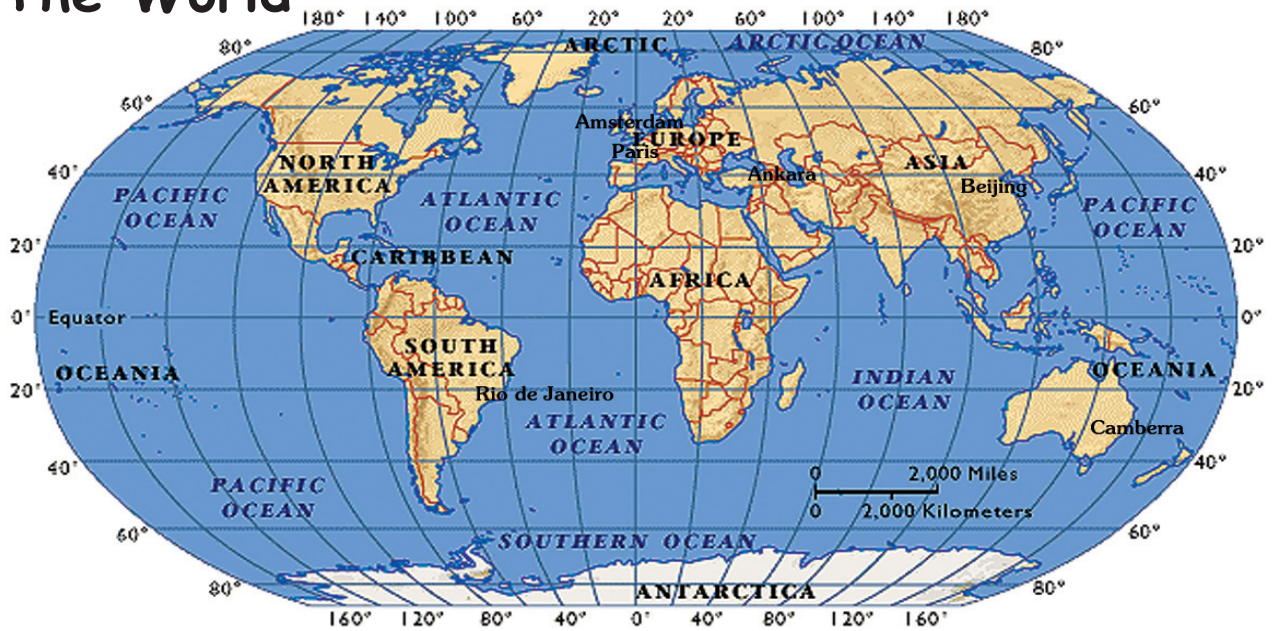
....
Αυτό τον καιρό η ζωή σου είναι λίγο βαρετή αλλά σύντομα θα ξεκινήσεις κάτι καινούργιο - ένα άθλημα ίσως. Θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένειά σου θα χρειαστεί τη βοήθειά σου. Μην πεις όχι. Δε θα βγεις με την παρέα σου πάρα πολύ αυτό το μήνα γιατί θα έχεις πολύ δουλειά για το σχολείο. Θα πας όμως εκδρομή με το σχολείο ή με την οικογένειά σου και θα περάσεις πολύ καλά.

adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

Maps

WORLD MAP

The World



Map retrieved from: http://go.hrw.com/atlas/norm_hm/world.htm



Map retrieved from: http://go.hrw.com/atlas/norm_hm/europe.htm

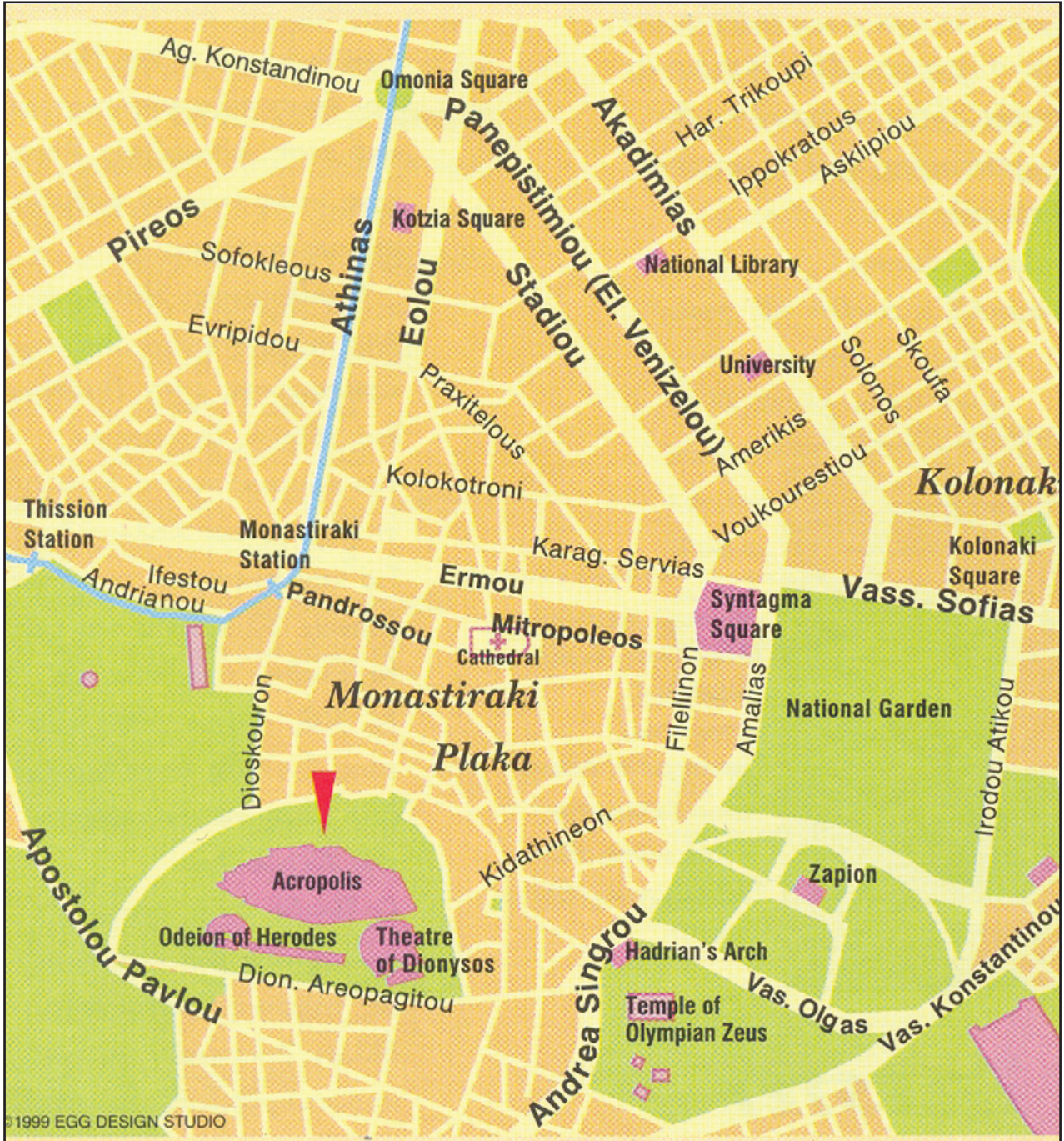
MAP OF THE UK



Map retrieved from http://go.hrw.com/atlas/norm_hm/untdkgdm.htm

Maps

MAP OF THE CENTRE OF ATHENS





GRAMMAR APPENDIX

Unit 2

Lesson 1

PRESENT SIMPLE OF 'BE'- FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I am	Am I?	I am not	I'm not	Yes, I am
You are	Are you?	You are not	You aren't	Yes, he is
He is	Is he?	He is not	He isn't	Yes, they are
She is	Is she?	She is not	She isn't	
It is	Is it?	It is not	It isn't	No, you aren't
We are	Are we?	We are not	We aren't	No, she isn't
You are	Are you?	You are not	You aren't	No, we aren't
They are	Are they?	They are not	They aren't	

PRESENT SIMPLE OF 'BE'- USE

- We use the verb 'be' to talk about *physical characteristics* and *conditions*.

e.g. I'm not tall.
 What colour are your eyes?
 We're hungry.

THE VERB 'HAVE GOT' - FORM

Lesson 2

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I have got	I've got	Have I got?	I have not got	I haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
He has got	He's got	Has he got?	He has not got	He hasn't got
She has got	She's got	Has she got?	She has not got	She hasn't got
It has got	It's got	Has it got?	It has not got	It has hasn't got
We have got	We've got	Have we got?	We have not got	We haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
They have got	They've got	Have they got?	They have not got	They haven't got

THE VERB 'HAVE GOT' - USE

- We use the verb 'have got' to talk about *possession*, *characteristics* and *relationships*.

e.g. I've got a collection of thimbles.
 Has Magda got long hair?
 Alexander's got a twin sister.

GRAMMAR APPENDIX

Lesson 2

PLURAL NOUNS

REGULAR NOUN PLURALS - SPELLING RULES

- we add **-s** to make the plural of a noun
e.g. park - parks, bed - beds
- nouns ending in **consonant** + **-y** drop the **-y** and take **-ies**
e.g. bakery - bakeries BUT toy - toys
- we add **-es** after **-s / -ss / -ch / -sh / -x / -o**
e.g. bus - buses / glass - glasses / church - churches / box - boxes / tomato - tomatoes
BUT
photos / pianos / radios / zoos

IRREGULAR NOUN PLURALS

- Some nouns have irregular plural forms or they do not change.

Singular	Plural	Singular	Plural
man	men	mouse	mice
woman	women	foot	feet
child	children	sheep	sheep
tooth	teeth	fish	fish (Am E. fishes)

THERE IS / THERE ARE - FORM

Statements	Questions	Negatives	Short Answers
There is a(n) ... There are (some / two) ...?	Is there a(n) ...? Are there (any / two) ...?	There isn't a(n) ... There aren't (any / two) ...	Yes, there is No, there isn't

- We use **some** in statements
- We normally use **any** in questions
- We use **any** in negatives

THERE IS / THERE ARE - USE

- We use *there is / there are* to
 - say that something exists or doesn't exist
 - ask if something exists

e.g. There is an internet café.
There aren't any cinemas.
Is there a TV in your room?



Unit 3

Lesson 1 & 2

PRESENT SIMPLE - FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walk	Do I walk?	I do not walk	I don't walk	Yes, I do
You walk	Do you walk?	You do not walk	You don't walk	Yes, he does
He walks	Does he walk?	He does not walk	He doesn't walk	Yes, we do
She walks	Does she walk?	She does not walk	She doesn't walk	
It walks	Does it walk?	It does not walk	It doesn't walk	No, you don't
We walk	Do we walk?	We do not walk	We don't walk	No, she doesn't
You walk	Do you walk?	You do not walk	You don't walk	No, they don't
They walk	Do they walk?	They do not walk	They don't walk	

Spelling Rules

In the 3rd person singular:

- Verbs ending in **-o / -ss / -ch / -sh / -x**, take **-es**.
goes / misses / watches / washes / relaxes
- Verbs ending in **consonant + -y**, take **-ies**.
tries / flies BUT *plays / says*

Time expressions

every day / on Mondays / at the weekends /
in winter / twice a month / in the morning etc.

REMEMBER to add **-s / -es / -ies** in the 3rd person singular **BUT** drop it in questions and negatives.

- e.g. Mary *plays* the piano every day.
Does John *play* the piano?
My brother *doesn't play* the piano.

PRESENT SIMPLE - USE

- We use the Present Simple to talk about:
 - habits and routines
e.g. *Jean Paul listens to music every day.*
I go to school by bus.
 - general facts
e.g. *We live in London.*
Mum doesn't speak English.

GRAMMAR APPENDIX

ADVERBS OF FREQUENCY

- The adverbs of frequency tell us **how often** something happens.
- They go **after** the verb 'be'.
- They go **before** other verbs.

ALWAYS
 USUALLY
 OFTEN
 SOMETIMES
 NEVER

I **make** my bed
 I **always** make my bed.

We are late for school.
 We are **sometimes** late for school.

Lesson 3

WH- QUESTIONS

Who do you meet every morning?
Who cooks at home?
Which is your favourite colour?
Where do you live?
What time do you get up?
When is your birthday?
What is your telephone number?
How do you go to school?
How many thimbles have you got?
How often do you play football?

My friend, John.
 My grandma.
 Green.
 In London.
 At 7:00.
 On 4th January.
 210 - 3939202.
 By bus.
 About 100.
 Twice a week.

REMEMBER to use the question form after Wh-words **EXCEPT** when you are asking about the subject!

e.g. *Who do you meet every morning?* I meet **my friend**, John.
Who cooks at home? **My grandma** cooks every day.

Unit 4

Lesson 1

IMPERATIVES - FORM

- **Open** the window!
- **Don't open** the window!
- **Come back** at 9:00!
- **Don't be** late!



IMPERATIVES - USE

We use imperatives to give orders

e.g. Be quiet!
Don't drop litter!

to give instructions or directions

e.g. Press **START** to turn on the computer.
Turn left at the end of the road.

IF - SENTENCES (1)

If + Simple Present → imperative

If + Simple Present → can + verb

IF - SENTENCES - USE

- We can use If - sentences to give instructions in situations.
e.g. If you need information, ask a volunteer.
If you don't find anyone, you can use the phone near the door.

Lesson 2

MODALS OF ABILITY - CAN / CAN'T

FORM

Statements	Negatives	Questions	Short Answers
I can swim	I can't swim	Can I swim?	Yes, I / he / they can
You can swim	You can't swim	Can you swim?	No, you / she / we can't
He can swim	He can't swim	Can he swim?	
She can swim	She can't swim	Can she swim?	<ul style="list-style-type: none"> • can't = cannot in formal English
It can swim	It can't swim	Can it swim?	
We can swim	We can't swim	Can we swim?	
You can swim	You can't swim	Can you swim?	
They can swim	They can't swim	Can they swim?	

CAN / CAN'T - USE

- We use *can* / *can't* to show ability in the present.
e.g. I can ride a bike.
Giraffes can eat leaves from tall trees.

GRAMMAR APPENDIX

Lesson 3

MODALS OF OBLIGATION - MUST / MUSTN'T FORM

Statements	Negatives	Questions	Short Answers
I must save water	I mustn't waste water	Must I plant trees?	Yes, you must
You must save water	You mustn't waste water	Must you plant trees?	No, mustn't
He must save water	He mustn't waste water	Must he plant trees?	
She must save water	She mustn't waste water	Must she plant trees?	
It must save water	It mustn't waste water	Must it plant trees?	
We must save water	We mustn't waste water	Must we plant trees?	
You must save water	You mustn't waste water	Must you plant trees?	
They must save water	They mustn't waste water	Must they plant trees?	

MUST / MUSTN'T - USE

- We use **must** / **mustn't** to talk about actions we feel are necessary or important.
 e.g. We must plant trees.
 We mustn't waste water.

Unit 5

Lesson 1

PRESENT CONTINUOUS - FORM

Statements		Negatives		Questions
Full form	Short form	Full form	Short form	
I am walking	I'm walking	I am not walking	I'm not walking	Am I walking?
You are walking	You're walking	You are not walking	You aren't walking	Are you walking?
He is walking	He's walking	He is not walking	He isn't walking	Is he walking?
She is walking	She's walking	She is not walking	She isn't walking	Is she walking?
It is walking	It's walking	It is not walking	It isn't walking	Is it walking?
We are walking	We're walking	We are not walking	We aren't walking	Are we walking?
You are walking	You're walking	You are not walking	You aren't walking	Are you walking?
They are walking	They're walking	They are not walking	They aren't walking	Are they walking?
Spelling Rules				Short Answers
<ul style="list-style-type: none"> Verbs ending in -e drop e and add -ing e.g. write - writing Verbs ending with one vowel and one consonant, double the consonant e.g. swim - swimming Verbs ending in -y add -ing e.g. play - playing / tidy - tidying 				Yes, I am / Yes, he is / Yes, they are No, you aren't / No, she isn't / No, we aren't



PRESENT CONTINUOUS - USE

- We use the Present Continuous to talk about actions happening *at the moment*.
- Time Words: **now** / **at the moment** / **right now**
 e.g. *We're studying grammar right now.*
Look! Dad is coming home.

Lesson 2

PRESENT CONTINUOUS VS. PRESENT SIMPLE

- We use the **Present Continuous** to:
 - talk about actions that happen at the moment.
 e.g. *I'm studying grammar right now.*
 - to describe actions in a photo.
 e.g. *Look at Jim in this photo. He's climbing a wall.*
- Use the **Present Simple** to talk about
 - daily routine: e.g. *We get up early every day.*
 - habits: e.g. *I go to the cinema every two weeks.*
 - states: e.g. *Mary lives in London.*

Unit 6

Lesson 1

COUNTABLE / UNCOUNTABLE NOUNS

A lot of / much / many / how much / how many

- Countable nouns: nouns we can count, e.g. three oranges, five glasses of beer.
- Uncountable nouns: nouns we can't count, e.g. some milk, some bread.

We use:

	STATEMENTS	NEGATIVES	QUESTIONS
Countable nouns	a lot of	many	(How) many
Uncountable nouns	a lot of	much	(How) much

e.g. *How many burgers do you eat in a month?*
I eat a lot of burgers in a month.
I don't eat many burgers in a month.

e.g. *Do you drink much coke?*
Yes, I drink a lot.
No, I don't drink much.

e.g. *How much milk do you drink every day?*
I drink a lot of milk every day.
I don't drink much milk every day.

GRAMMAR APPENDIX

GIVING ADVICE

We use **should + verb** to

- ask for advice
- give advice.

e.g. I've got a lot of homework. What should I do?
 You should get down to work right away.
 You shouldn't turn on the TV.

Lesson 2

PLURAL NOUNS

Words like *jeans*, *pyjamas*, *trousers*, *shorts*, *leggings* and *scissors* are always plural.

We use *a pair of* if we want to use the singular form.

e.g. I want to buy *new jeans*.
 I want to buy *a new pair of jeans*.

MAKING COMPARISONS

Comparative adjectives

USE

- We use comparative adjectives to compare *two* people or things.
- We use *than* with comparatives

e.g. Jeans are *nicer than* uniforms.
 Jeans are *more practical than* uniforms.

FORM

- One syllable adjectives add **-er**
 e.g. cheap - cheaper
- One syllable adjectives ending in **-e** add **-r**
 e.g. large - larger
- One syllable adjectives ending with one consonant *double* the final consonant
 e.g. big - bigger
- Two syllable adjectives ending in **-y** change **-y** to **i** and add **-er**
 e.g. trendy - trendier
- Other two syllable adjectives and *longer* adjectives use *more*
 e.g. practical - more practical
- Some adjectives are *irregular*:
 good - **better**
 bad - **worse**



Lesson 3

MAKING COMPARISONS

Superlative adjectives

USE

- We use superlative adjectives to compare *more than* two people or things.
- We use the article *the* before the superlative adjective.
- We usually use expressions like *in the world*, *in class*, *of all* etc. after superlative adjectives.

e.g. The River Nile is *the longest* river in the world.
 Angel Falls is *the most beautiful* waterfall of all.

FORM

- One syllable adjectives add **-est**
 e.g. cheap - cheapest
- One syllable adjectives ending in **-e** add **-st**
 e.g. large - largest
- One syllable adjectives ending with one consonant **double** the final consonant
 e.g. big - biggest
- Two syllable adjectives ending in **-y** change **-y** to **i** and add **-est**
 e.g. trendy - trendiest
- Other two syllable adjectives and *longer* adjectives use **most**
 e.g. practical - most practical
- Some adjectives are *irregular*:
 good - **best**
 bad - **worst**

THE / ZERO ARTICLE

- We use **the** with:

- *rivers* e.g. the Nile
- *oceans* e.g. the Pacific
- *seas* e.g. the Mediterranean
- *deserts* e.g. the Sahara
- *mountain ranges* e.g. the Himalayas
- *groups of countries* e.g. the United States

- We use the **zero article** with:

- *countries* e.g. Greece
- *cities* e.g. Rome
- *streets* e.g. Ermou Street
- *lakes* e.g. Lake Como
- *mountains* e.g. Everest
- *islands* e.g. Crete
- *waterfalls* e.g. Niagara Falls

GRAMMAR APPENDIX

Unit 7

Lesson 1

THE VERB 'TO BE' - PAST SIMPLE

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I was	Was I?	I was not	I wasn't	Yes, I was Yes, he was Yes, they were
You were	Were you?	You were not	You weren't	
He was	Was he?	He was not	He wasn't	
She was	Was she?	She was not	She wasn't	No, you weren't No, she wasn't No, we weren't
It was	Was it?	It was not	It wasn't	
We were	Were we?	We were not	We weren't	
You were	Were you?	You were not	You weren't	
They were	Were they?	They were not	They weren't	

Lesson 2

PAST SIMPLE - FORM

Regular verbs (verb + ed)

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walked	Did I walk?	I did not walk	I didn't walk	Yes, I did Yes, he did Yes, we did
You walked	Did you walk?	You did not walk	You didn't walk	
He walked	Did he walk?	He did not walk	She didn't walk	
She walked	Did she walk?	She did not walk	He didn't walk	No, you didn't No, she didn't No, they didn't
It walked	Did it walk?	It did not walk	It didn't walk	
We walked	Did we walk?	We did not walk	We didn't walk	
You walked	Did you walk?	You did not walk	You didn't walk	
They walked	Did they walk?	They did not walk	They didn't walk	

Spelling Rules

- Verbs ending in **-e** add **-d** e.g. *live - lived*
- Verbs ending in consonant - vowel - consonant, double the consonant e.g. *stop - stopped*
- Verbs ending in consonant + **y**, drop **-y** and take **-ied** e.g. *tidy - tidied* BUT *play - played*

REMEMBER to drop the ending **-ed** in questions and negatives.

e.g. I walked to school.

I didn't walk to school.

Did you walk to school?



PAST SIMPLE - USE

- We use the Simple Past to talk about finished actions in the past.
- Time words: **in 2003 / last year / two weeks ago / yesterday ...**
e.g. Armstrong walked on the moon in 1969.
We played computer games yesterday.

Lesson 3

PAST SIMPLE - FORM

Irregular verbs

- Irregular verbs do not take the ending -ed for the past simple.
- Each irregular verb has its own form and we have to learn these forms off by heart.
e.g. go - went

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I went	Did I go?	I did not go	I didn't go	Yes, I did
You went	Did you go?	You did not go	You didn't go	Yes, he did
He went	Did he go?	He did not go	She didn't go	Yes, we did
She went	Did she go?	She did not go	He didn't go	
It went	Did it go?	It did not go	It didn't go	No, you didn't
We went	Did we go?	We did not go	We didn't go	No, she didn't
You went	Did you go?	You did not go	You didn't go	No, they didn't
They went	Did they go?	They did not go	They didn't go	

Irregular Verbs			
be - was / were	eat - ate	know - knew	send - sent
become - became	find - found	leave - left	sit - sat
begin - began	fly - flew	make - made	speak - spoke
buy - bought	get - got	meet - met	swim - swam
come - came	give - gave	read - read	take - took
do - did	go - went	run - ran	teach - taught
drink - drank	have - had	say - said	tell - told
drive - drove	hit - hit	see - saw	think - thought
			write - wrote

REMEMBER to use the base form of the verb in questions and negatives.

e.g. I went to school on foot yesterday.

I didn't go to school on foot yesterday.

Did you go to school on foot yesterday?

GRAMMAR APPENDIX

Unit 8

Lesson 1

Present Continuous - Talking about future arrangements


We use the Present Continuous to talk about **personal arrangements** and **fixed plans** for the future, like the ones we note down in our diaries. We often give the time, date and/or place.


e.g. We're flying to London on the 10th of July.
When are you coming to Cambridge?


Lesson 2

Be going to - Talking about future plans and intentions

Form

 + am / is / are + going to + verb

Am / Is / Are +  + going to + verb?

 + am ('m) not / is not (isn't) / are not (aren't) + going to + verb

USE

We use **be going to** to talk about our **decisions**, **future plans** and **intentions**.

e.g. I'm going to be really nice to other kids.
From now on, Silou's going to think PINK!
I'm going to invite Tim, the boy who lives next door.

COMPARE:

I'm going to have a party for my birthday.
(I'm talking about my plan, what I want to do)

I'm having a party on Saturday at 8.00.
(I have already arranged everything. It is fixed)



Lesson 3

Future Simple - Predicting

Form

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I will help	I'll help	Will I help?	I will not help	I won't help
You will help	You'll help	Will you help?	You will not help	You won't help
He will help	He'll help	Will he help?	He will not help	He won't help
She will help	She'll help	Will she help?	She will not help	She won't help
It will help	It'll help	Will it help?	It will not help	It won't help
We will help	We'll help	Will we help?	We will not help	We won't help
You will help	You'll help	Will you help?	You will not help	You won't help
They will help	They'll help	Will they help?	They will not help	They won't help

Short Answers: Yes, I / she / we will No, you / he / they won't

USE

We use the **Future Simple** (will) to *predict* the future; to say what we think or to guess what will happen in the future.

e.g. Huge domes will protect all cities on Earth.
 Will teenagers have more fun in the future?
 There won't be any pollution.

- We use the **Future Simple** with words/expressions like:
I (don't) think, I'm (not) sure, I hope, perhaps, soon

Self-assessment key

Units 1 & 2

VOCABULARY LINK

Task 1

1.d, 2.f, 3.b, 4.e, 5.a

Task 2

1.basketball 2. shells 3. (art) museum
4. cycling 5. coins

GRAMMAR LINK

Task 3

1. is 2. are 3. any 4. some 5. 've
6. any 7. Are 8. are 9. is 10. in

COMMUNICATION

Task 4

1. d 2. a 3. e 4. b 5. c

Unit 3

VOCABULARY LINK

Task 1

JOBS	SCHOOL SUBJECTS
architect	art
author	music
secretary	biology
vet	PE

Task 2

1. It's seven o' clock. 4. It's half past six.
2. It's a quarter past eight. 5. It's a quarter to ten.
3. It's twenty-five to one. 6. It's twenty past eleven.

GRAMMAR LINK

Task 4

1. do 2. listening 3. on foot
4. do 5. Where 6. does 7. design
8. Who 9. take 10. Do

Task 5

1. Does ...take 2. goes 3. play
4. doesn't enjoy 5. want 6. cries

Task 6

1. My brother *never* tidies his bedroom.
2. We see our friends *at weekends*.
3. Do you *often* play football?
4. They don't *usually* go to the theatre.

Unit 4

VOCABULARY LINK

Task 1

1. d 2. a 3. f 4. e 5. h 6. i
7. c 8. j 9. b 10. g

Task 2

1. b 2. a 3. c 4. b
5. a 6. c 7. a

GRAMMAR LINK

Task 3

1. You mustn't waste water.
2. We mustn't cut down trees.
3. A baby rhino can't run.
4. Let's clean up the beach.

COMMUNICATION

Task 4

1. kill 2. think 3. agree
4. must 5. not (4-5 mustn't)

Unit 5

VOCABULARY LINK

Task 1

1. adventurous 2. notice board 3. archery
4. band 5. campus

Task 2

1. d 2. a 3. e 4. b 5. c

GRAMMAR LINK

Task 3

1. a 2. b 3. a 4. b 5. a

Task 4

1. is sleeping 2. does ... go 3. is working
4. visit 5. isn't reading

Task 5

1. He plays the piano every day.
2. Every year there's a book exhibition at Zappeio.
3. Do you like spaghetti?
4. Do you play any musical instruments?
5. They always have lunch at an Italian restaurant on Sundays.

Unit 6

VOCABULARY LINK

Task 1

FOOD: *bread*, burger, pizza, ice cream

DRINKS: milk, coffee, beer, cola

CLOTHES: jeans, suit, socks, scarf

GEOGRAPHICAL FEATURES: desert, lake, ocean, island

Task 2

- a slice of cake
- a packet of cornflakes
- a carton of milk
- a tin of tuna

Task 3

- 2,536 two thousand, five hundred and thirty-six
 11,768 eleven thousand, seven hundred and sixty-eight
 6,007 six thousand and seven
 893 eight hundred and ninety-three

GRAMMAR LINK

Task 4

POSITIVE	COMPARATIVE	SUPERLATIVE
nice	<i>nicer than</i>	<i>the nicest</i>
fat	<i>fatter than</i>	<i>the fattest</i>
good	better than	<i>the best</i>
bad	<i>worse than</i>	the worst
expensive	<i>more expensive than</i>	<i>the most expensive</i>
lucky	luckier than	<i>the luckiest</i>
modern	<i>more modern than</i>	the most modern

Task 5

1. a, 2. b, 3. b, 4. b, 5. a, 6. a, 7. b

Unit 7

VOCABULARY LINK

Task 1

1. touch 2. workshop 3. disabled 4. invent

Task 2

1. blind 2. code 3. sign 4. destination 5. planets
 6. paperback

Task 3

- 1d, 2a, 3b, 4c
- Cleopatra was a queen.
 - Edison was an inventor.
 - Andersen was a writer.
 - Socrates was a philosopher.

GRAMMAR LINK

Task 4

VERB	SIMPLE PAST
drive	drove
go	went
have	had
swim	swam
think	thought
write	wrote

Task 5

- ~~Did~~ Mary studied hard for the test.
- Jane bought a new T-shirt ~~on~~ last Monday.
- I ~~didn't~~ was at home in the evening.
- Did Armstrong ~~was~~ open the door?
- The scientists didn't ~~not~~ discover life on the moon.

Unit 8

VOCABULARY LINK

Task 1

1. ticket 2. key 3. exit sign 4. nervous
 5. star sign on the moon.

Task 2

1. advice 2. behave 3. intentions 4. fasten 5. recognise

Task 3

- 1c, 2d, 3f, 4e, 5a, 6b

GRAMMAR LINK

Task 4

- 1d, 2c, 3e, 4b, 5a

Task 5

- 1b, 2b, 3a, 4b, 5b

Task 6

- I'll call him on his mobile.
- We're going to see the Finals.
- She's going to ask her about my progress.
- When are you leaving?/ are you going to leave?

It's up to you!

Appendix

Unit 2

Lesson 1



Reading

- 1 **STUDENT A:** Read about Magda or Pablo on page 161 and choose the correct information to complete her/his Profile Card.

Magda

Hometown 📍: Athens, Greece / Nafplio,
Greece

Age: 12 / 13

Brothers or sisters: Yes / No

Likes 😊: dancing and football /
dancing and musicals

Pablo

Hometown 📍: Lisbon / Madrid

Age: 13/10

Brothers or sisters: a sister / a brother

Likes 😊: football and biology /
basketball and maths

Now tell your partner about your new friend.

e.g. Magda is from Greece. She's years old. She's got..... She likes
..... Pablo's from He'syears old. He's got He likes

Tip!

Speak English with your
partner.

Don't worry about mistakes.

Practice makes perfect!