

Sue Parminster and D'Arcy Vallance

English in Mind 10^e

Language Builder

Unit 1	Learning languages	2
Unit 2	Holiday time	12
Unit 3	Working world	22
Unit 4	Eat for life	32
Unit 5	Into the future	42
Unit 6	Survival	52
Unit 7	Good intentions	62
Unit 8	How brave!	72
Irregular verbs		82
Phrasal verbs		86



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1

Learning languages

Languages

1 Write the languages.

欢迎

Welcome

Bienvenue

1

2

3

Wilkommen

Καλώς Ορίσατε

Benvenuto

4

5

6

ようこそ

Bem-vindo

7

8

Добро пожаловать

Bienvenido

9

10

2 Make signs for two other languages.





Language learning

Write the language learning verbs in the classroom phrases.

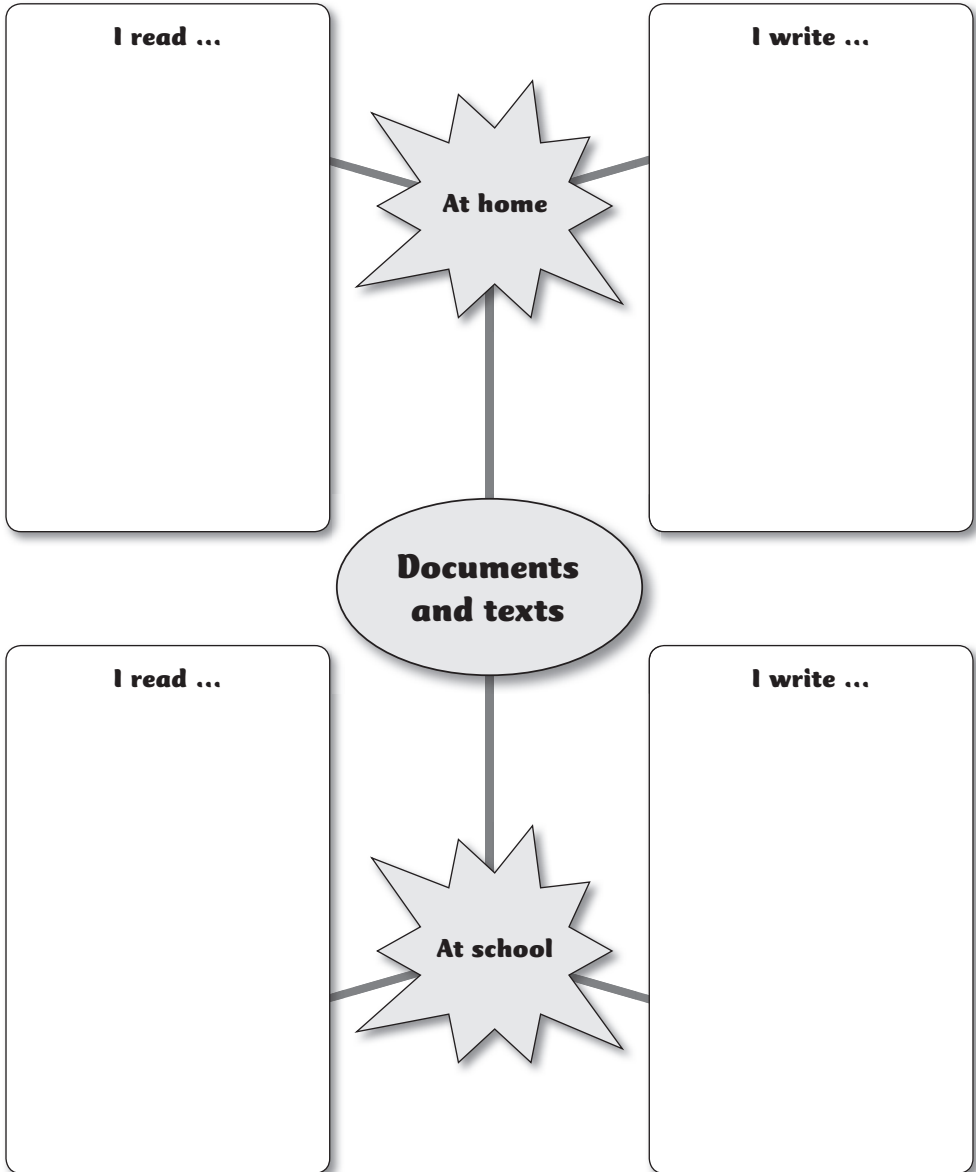
- ① Please don't _____ to do your homework!
- ② Can anyone _____ the answer?
- ③ Do you _____ how to say this in English?
- ④ I have to _____ 20 new words this evening.
- ⑤ I'm happy because I didn't _____ any mistakes.
- ⑥ Excuse me, what does this word _____?
- ⑦ You need to _____ speaking before we do the test.
- ⑧ Did you _____ to bring your dictionaries?
- ⑨ Can you _____ this sentence into French?
- ⑩ I didn't _____ the dialogue. Can we listen again?



Documents and texts

SB Vocabulary bank page 89

Complete the mind map with the documents and texts that you read and write.





Study help * Collocations



We often use certain words together. These are called collocations. Here are some examples:

- make a mistake
- do your homework
- work hard
- a heavy accent

It's important to learn collocations in pairs or phrases.

You can check them in a collocations dictionary.

Tick all the words you can use with each word in the centre.

a mistake

a noise **MAKE** your bed

the housework

first

mother **LANGUAGE** native

foreign

the housework

a noise **DO** sports

the shopping

fun

problem **BIG** surprise

mistake



Comparatives

Highlight the comparative forms. Then complete the table with the adjectives.

- a English is easier than German.
- b Italian is a more beautiful language than German.
- c My Spanish is better than my Italian.
- d Maths is harder than English.
- e English has a larger vocabulary than Taki Taki.
- f This test is worse than the last one.
- g Japan can be hot, but China is usually hotter.
- h My house is further from school than yours.

Focus

Short adjectives		
Most one syllable adjectives	+ <i>-er</i>	1
One syllable ending in <i>-e</i>	+ <i>-r</i>	2
One syllable ending in consonant + vowel + consonant	double consonant + <i>-er</i>	3
Long adjectives		
Two syllables ending in <i>-y</i>	<i>y</i> → <i>i</i> + <i>-er</i>	4
Two or more syllables	<i>more</i> + adjective	5
Irregular adjectives		
bad – ⁶		
far – ⁷		
good – ⁸		



Superlatives

1 Highlight the superlative forms.



Facts about Russia

Its capital city is one of the coldest capitals in the world.

It has the deepest lake in the world.

A Russian museum has the largest art collection in the world.

Tolstoy is one of the most famous Russian writers in the world.

It's the biggest country in the world.

2 Complete the table with the correct form of the adjectives in the box.

bad big busy deep famous far good large

FOCUS

Short adjectives		
Most one syllable adjectives	<i>the + -est</i>	1 _____
One syllable ending in -e	<i>the + -st</i>	2 _____
One syllable ending in consonant + vowel + consonant	<i>the + double consonant + -est</i>	3 _____
Long adjectives		
Two syllables ending in -y	<i>the + y → i + -est</i>	4 _____
Two or more syllables	<i>the most + adjective</i>	5 _____ _____
Irregular adjectives		
6 _____	– the worst	7 _____ – the furthest
8 _____	– the best	



Comparatives and superlatives

Highlight the comparative forms. Underline the superlative forms. Then complete the rules.

Basel is a big city, but Zürich is bigger. People say Geneva is a beautiful city, but it's the worst place for a cheap holiday! It's more expensive than the other two cities. In fact, it's the most expensive city in Switzerland. I was there last summer and it was the most expensive week of my life!



Zermatt is a popular village, but it's quieter than many other places because there are no noisy cars. The thing that makes Zermatt so special is the Matterhorn. For me, it's the most beautiful mountain on Earth. The highest cable car station in Europe is here on the Little Matterhorn. There's good skiing for advanced skiers in winter, but other places are better for beginners. The best weather is in July.

FOCUS

- We use to compare **two** things.
- We use to compare **more than two** things.
- We use **comparative adjective** + + noun.
- We use + **superlative adjective**.
- We often use the following phrases with :

in Europe

of my life

on Earth

in the world

of all

in Switzerland



Language links * Superlative adjectives

1 Highlight the superlative forms.

GB	The highest mountain in the world is Mount Everest.	
F	La montagne la plus haute au monde est le Mont Everest.	
D	Der höchste Berg der Welt ist der Mount Everest.	

2 What similarities and differences are there in how we form the superlative in the three languages? Make notes on the right.

Study help * Remembering grammar



Tick the things that you do to remember grammar.

- I learn the example sentences in the Student's Book.
- I read the rules in the Grammar reference.
- I do the Grammar Builder exercises.
- I copy grammar tables and learn them.
- I copy example sentences again and again.
- I draw diagrams of grammar rules.
- I make grammar mind maps.
- I practise with grammar cards.
- I write personal sentences using the new grammar.
- I revise regularly using the Grammar Builder.



Unit 1 Learning languages

Languages

Chinese	<i>chinois</i>
English	<i>anglais</i>
French	<i>français</i>
German	<i>allemand</i>
Greek	<i>grec</i>
Italian	<i>italien</i>
Japanese	<i>japonais</i>
Portuguese	<i>portugais</i>
Russian	<i>russe</i>
Spanish	<i>espagnol</i>

Language learning

forget	<i>oublier</i>
guess	<i>deviner</i>
know	<i>savoir, connaître</i>
learn	<i>apprendre</i>
make a mistake	<i>faire une erreur</i>
mean	<i>vouloir dire, signifier</i>
practise	<i>travailler</i>
remember	<i>se souvenir de</i>
translate	<i>traduire</i>
understand	<i>comprendre</i>

Documents and texts

advert	<i>publicité</i>
certificate	<i>certificat</i>
dictionary	<i>dictionnaire</i>
ebook	<i>ebook</i>
email	<i>e-mail</i>
form	<i>formulaire</i>
instructions	<i>consignes</i>
letter	<i>lettre</i>
newspaper	<i>journal</i>

Words and phrases

amazing	<i>surprenant, incroyable</i>	pronunciation	<i>prononciation</i>
ask	<i>demander à</i>	reading	<i>lecture</i>
be fluent	<i>parler couramment</i>	repeat	<i>répéter</i>
explain	<i>expliquer</i>	speak	<i>parler</i>
first language	<i>langue d'origine</i>	speaker	<i>locuteur</i>
grammar	<i>grammaire</i>	speaking	<i>expression orale</i>
hard	<i>dur</i>	spelling	<i>orthographe</i>
letter (ABC)	<i>lettre</i>	vocabulary	<i>vocabulaire</i>
listening	<i>écoute</i>	word	<i>mot</i>
meaning	<i>signification, sens</i>	writing	<i>expression écrite</i>

I don't think it's good to ...	<i>Je pense que ce n'est pas bien de ...</i>
It's a good idea to ...	<i>C'est une bonne idée de ...</i>
It's useful to ...	<i>Il est utile de ...</i>
Remember (to + infinitive)	<i>Rappelle-toi / Rappelez-vous (de ... / que ...)</i>
Try (to + infinitive)	<i>Essaie/Essayez (de ...)</i>
Why don't you ...?	<i>Et si tu/vous (+ imparfait) ...?</i>

☐☐☐ Culture in mind

adult	<i>adulte</i>
depend on	<i>dépendre de</i>
different	<i>différent</i>
invent	<i>inventer</i>
teenager (teen)	<i>adolescent (ado)</i>
the same	<i>le/la/les même(s)</i>

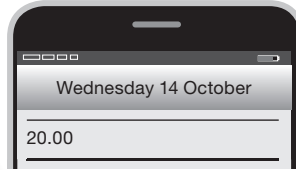
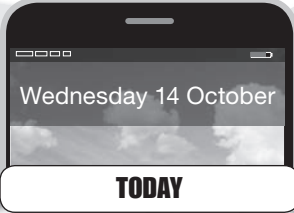
☐☐☐ History

AD	<i>ap. J.-C.</i>
change (v)	<i>changer</i>
conqueror	<i>conquérant</i>
in the (5th) century	<i>au (V^e) siècle</i>
invade	<i>envahir</i>
mother tongue	<i>langue maternelle</i>

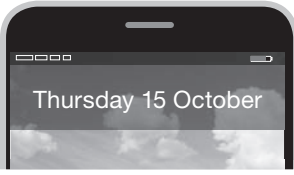


Future time expressions

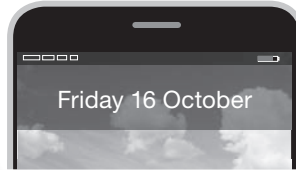
Complete the future time expressions.



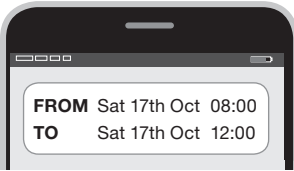
① evening



②



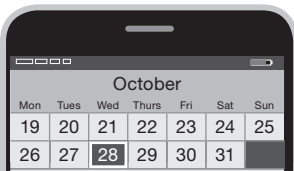
③ two



④ Saturday



⑤ weekend



⑥ two



⑦ two



Travel and transport

1 Write the verbs.

return home after a journey

1 _____

ride a bike

2 _____

go by plane

3 _____

take public road transport

4 _____

go away from your home for longer than a day

5 _____

go away from a place

6 _____

use time being somewhere

7 _____

sleep for the night

8 _____

make a journey

9 _____

2 Make vocabulary cards for other words in Unit 2 connected to travel and transport. Use them to learn the words.

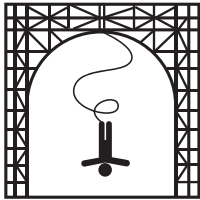
an airport

you go here to catch a plane



Holiday activities

1 Write the holiday activities.



1 _____



2 _____



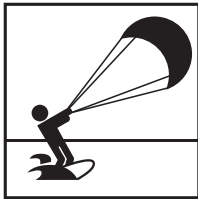
3 _____



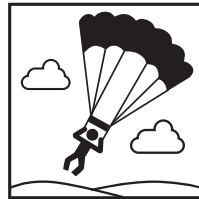
4 _____



5 _____



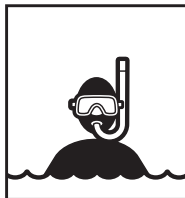
6 _____



7 _____



8 _____



9 _____



10 _____



2



SB Vocabulary bank page 89

Complete the holiday activities.

- 1 buy
- 2 coach trip
- 3 theme park
- 4 go to an
- 5 learn
- 6 look at
- 7 meet
- 8 local food
- 9 the language
- 10 visit



Language links

* Phrases with activities

Complete the table. Then highlight the verbs we use to talk about doing activities.

	GB	I'd like to go hiking.
	F	
	D	
	GB	
	F	J'aimerais faire de l'escalade. J'aimerais aller grimper.
	D	
	GB	
	F	
	D	Ich möchte campen gehen.



Present continuous – future arrangements

1 Look at the highlighted present continuous verbs in the dialogue. Are they about the present (P) or the future (F)?

It's Saturday tomorrow. ¹Are you doing anything special? F

²I'm going climbing with Noah.

³Are you getting the bus there?

Yes, ⁴we are. Why don't you come too?

Thanks, but ⁵I'm playing tennis in the morning.

How about now? What ⁶are you doing?

⁷I'm not doing anything special. And you?

My brother's here. ⁸We're playing a game. It's great.

2 Tick the four correct rules. Then complete the table with the present continuous form of the verbs.



FOCUS

We use the **present continuous** for:

- activities happening now
- routines
- future possibilities
- definite plans

To make the **present continuous**, we use:

- the present simple of the verb *to do*
- the present simple of the verb *to be*
- the *-ing* form of the main verb
- the infinitive form of the main verb

Affirmative	I ¹ (go) on holiday tomorrow.	
Negative	She ² (do) anything next weekend.	
Questions and short answers	³ they ⁴ (stay) in a hotel?	Yes, they ⁵ No, they ⁶



Future time expressions

1 Highlight the future time expressions. Then tick the four correct rules.

1 My cousin is going to the USA next year.

2 We're getting a train to Scotland this weekend.

3 We're driving to Spain on Sunday.

4 We're coming back home next week.

5 My dad's flying to China in two weeks.

6 We're meeting our friends at the airport this evening.

7 Hurry up! We're leaving in a minute.

8 On Tuesday morning we're going sightseeing.

FOCUS

Future time expressions:

- go after place phrases
- usually go at the beginning of a sentence
- usually go at the end of a sentence
- can go at the beginning of a sentence
- don't go between a verb and its object

2 Write the expressions from Exercise 1 in the table.

next	in
<i>next year</i>	
on	this



Verb + *-ing* form and verb + *to* + infinitive

1 Highlight the verb + *-ing* forms. Underline the verb + *to* + infinitive forms.

Do you like camping?

Yes, I do. I love camping. Why?

Would you like to go to the mountains next weekend?

I'd like to go, but I can't. My cousin's staying with us.

Maybe he'd like to come too?

I don't think so. He hates camping.

2 Circle the words to complete the rules. Then complete the table with the correct form of *like* or *would like*.

FOCUS

- We use **the *-ing* form / *to* + the infinitive form** after *would like*.
- We use **the *-ing* form / *to* + the infinitive form** after *like, love* and *hate*.

Affirmative	She ¹ going swimming.	
	She ² to go swimming today.	
Negative	I ³ going hiking.	
	I ⁴ to go hiking now.	
Questions and short answers	⁵ you canoeing?	Yes, I do. No, I don't.
	⁶ you to go canoeing tomorrow?	Yes, I would. No, I wouldn't.



Study help * Verb patterns

You can use a dictionary to check if verbs are followed by:

- verb + *-ing* form
- to + infinitive

The example sentences help you to understand how to use the verbs.

prefer verb [T] UK US /prɪ'fɜː/ (present participle **preferring**, past tense and past participle **preferred**)

A2 to like someone or something more than another person or thing:

I prefer dogs to cats.

(+ doing sth) *She prefers watching tennis to playing.*

would prefer

A2 used to say what you want or ask someone what they want:

(+ to do sth) *I'd prefer to go alone.*

Would you prefer to swim or to go for a walk?

1 Look at the dictionary entry and write personal example sentences with verb + *-ing* form or verb + to + infinitive.

1 I prefer

2 I'd prefer

2 Write personal example sentences to help you remember these verb patterns.

Verb + <i>-ing</i> form	
like	
love	
hate	

Verb + to + infinitive	
would like	
learn	



Unit 2 Holiday time

Future time expressions

in (two) (days/months)
next (week/weekend/month/year)

on (Monday)
on (Saturday) (morning)
this (morning/afternoon/evening)
tomorrow
tonight

dans (deux) (jours/mois)
(la semaine / le week-end / le mois /
l'année) prochain(e)
(lundi)
(samedi) (matin)
ce (matin/soir) / cette (après-midi)
demain
ce soir / cette nuit

Travel and transport

come back
cycle
fly
get (a bus/train)
go on holiday (to Spain)
leave
spend (time)
stay (in a hotel)
travel (by boat)

revenir
aller à vélo
voyager en avion
prendre (l'autobus / le train)
aller en vacances (en Espagne)
partir
passer (du temps)
séjourner, loger (à l'hôtel)
voyager (en bateau)

Holiday activities

bungee jumping
camping
canoeing
climbing
hiking
kite surfing
paragliding
sightseeing
snorkelling
sunbathing

saut à l'élastique
camping
canoë
escalade
randonnée
kitesurf
parapente
tourisme
plongée avec tuba
bain de soleil

🔴🔴🔴 Holiday activities

buy souvenirs
go on a coach trip
go to a theme park
go to an exhibition
learn local customs
look at the view
meet local people
try local food
try out the language
visit a castle

acheter des souvenirs
faire un voyage en car
aller dans un parc à thème
aller voir une exposition
apprendre les coutumes locales
regarder la vue
rencontrer les habitants
goûter la cuisine locale
s'essayer à parler la langue
visiter un château

Words and phrases

adventure (holiday)	(vacances) aventure
airport	aéroport
boarding pass	carte d'embarquement
bus station	gare routière
gate	porte
information	informations
leaflet	dépliant
one way	aller simple
platform	quai
return (n)	aller-retour
station	gare, station
ticket	billet
timetable	horaire
tourist information centre	office de tourisme
trip	voyage
Underground	métro

Are you doing anything special?	<i>Tu fais / Vous faites quelque chose de particulier ?</i>
Can you give me some information about ...?	<i>Est-ce que vous pouvez me donner des renseignements sur ...?</i>
How do I get there?	<i>Comment fait-on pour y aller ?</i>
How long does it take?	<i>Ça prend combien de temps ?</i>
How much does it cost?	<i>Ça coûte combien ?</i>
I'm really looking forward to (meeting you).	<i>J'ai hâte de (te/vous rencontrer).</i>
Which platform does the train leave from?	<i>Le train part de quel quai ?</i>

Everyday English

Could I borrow ...?	<i>Est-ce que je peux t'/vous emprunter ...?</i>
Could you help me?	<i>Tu pourrais / Vous pourriez m'aider ?</i>
I'm in a hurry.	<i>Je suis pressé.</i>
I'm sorry.	<i>Je suis désolé.</i>
I've got a problem (with my car).	<i>J'ai un problème (de voiture).</i>
Of course.	<i>Bien sûr.</i>
Sure.	<i>D'accord.</i>
Would you mind (helping me)?	<i>Est-ce que ça vous ennuerait (de m'aider) ?</i>



3 Working world

Jobs

1 Write the jobs.



1 _____

2 _____

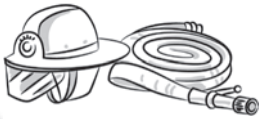
3 _____



4 _____

5 _____

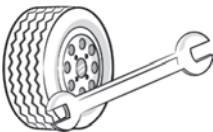
6 _____



7 _____

8 _____

9 _____



10 _____

11 _____

12 _____

2 Make vocabulary cards and use them to learn the words.

an architect

this person designs buildings



3 **Vocabulary bank page 90** Write the places where the people work.

- 1 I sell things: c....., d..... s.....
- 2 I help people: f..... s.....,
h....., p..... s.....
- 3 I work with cars: g....., p..... s.....
- 4 I work with a computer and use the phone: o.....,
t..... a.....
- 5 I work with machines: f....., r..... s.....
- 6 I work with students: u.....

Study help * Using phonemic symbols



Phonemic symbols help you remember how to say words. You can highlight the difficult sounds and write the symbols like this:

/k/
architect

/tʃ/
teacher

There is a list of phonemic symbols on page 93 of the Student's Book.

Highlight **ch** in these words and write /k/ or /tʃ/.

- | | | |
|-------------|--------------|-------------|
| /.../ | /.../ | /.../ |
| 1 change | 4 French | 7 choose |
| /.../ | /.../ | /.../ |
| 2 orchestra | 5 technology | 8 school |
| /.../ | /.../ | /.../ |
| 3 mechanic | 6 Chinese | 9 chemistry |



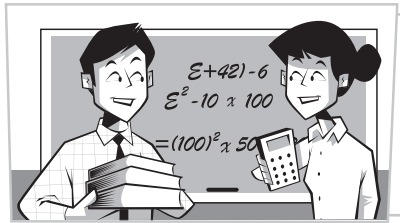
Language links * Jobs

1 Highlight the differences in the sentences.



My brother is an architect.
 Mon frère est architecte.
 Mein Bruder ist Architekt.

My mother is a doctor.
 Ma mère est médecin.
 Meine Mutter ist Ärztin.



My cousins are teachers.
 Mes cousins sont enseignants.
 Meine Cousins sind Lehrer.

2 How do we talk about jobs in the different languages?

In English

In French

In German

3 Write true sentences.



My neighbour is

Mon voisin est

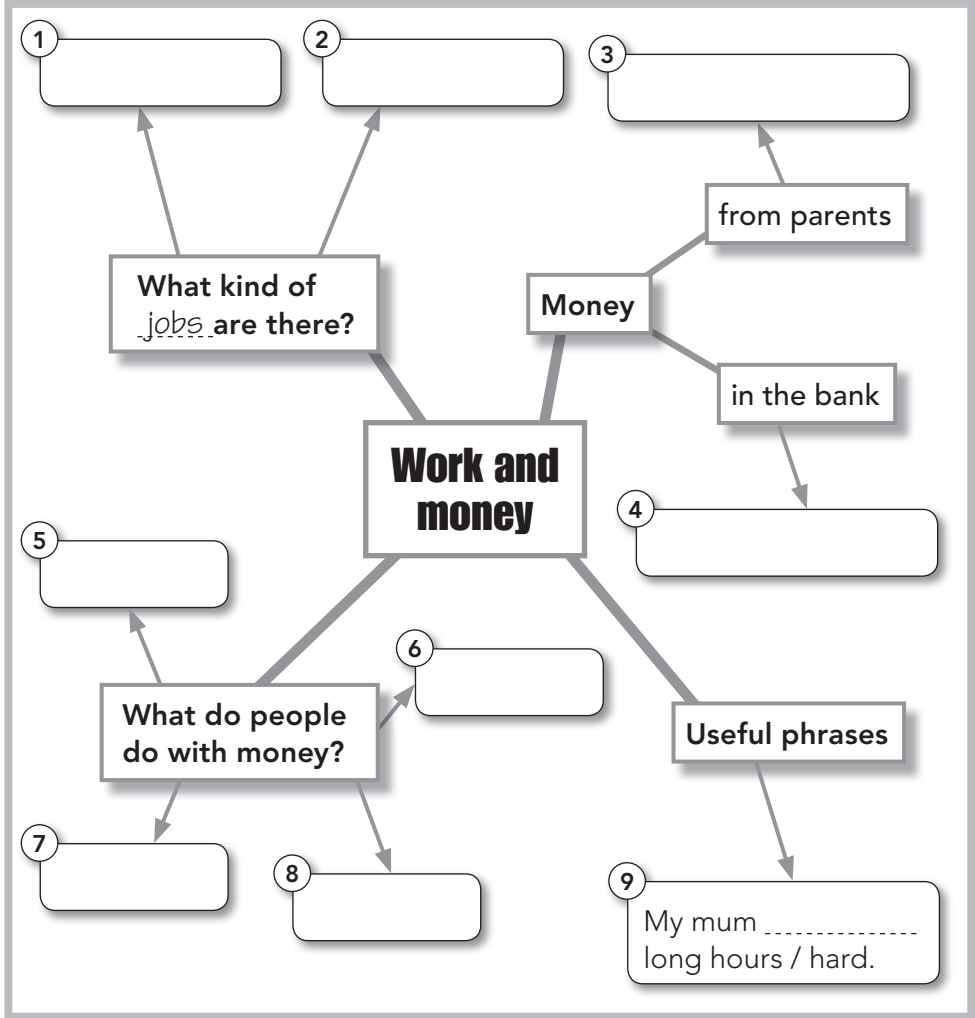
Mein Nachbar ist



Work and money

Complete the mind map with the work and money words in the box.

earn full-time jobs part-time pay pocket money
save savings spend works

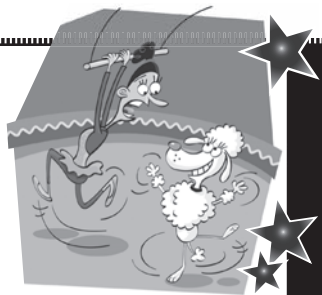




have to / don't have to

- 1** Highlight the phrases with *have to / don't have to*. Then tick the correct rules.

Lily Dove is a trapeze artist in a circus. She has to work every evening, but she doesn't have to work on Wednesdays because the circus is closed. 'I have to be very fit and I practise a lot,' she says. Lily has to spend five hours a day training for her act. 'Luckily I don't have to work with the circus animals,' she says, 'I'm scared of animals!'



FOCUS

We use **have/has to** to say:

- it's **possible** to do something
 it's **necessary** to do something

We use **don't/doesn't have to** to say:

- it's **impossible** to do something
 it **isn't necessary** to do something

- 2** Complete the table with the correct forms of *have to / don't have to* and the verbs in the box.

be spend work

FOCUS

I	+ have to	3 with animals.
You		
We	- 1	4 fit.
They		
He	+ 2	5 five hours a day training.
She		
It	- doesn't have to	



Questions with *have to* / *don't have to*

1 Look at the table. Then tick the rule.



Questions				Short answers		
Do	I you we they	have to	work hard? help at home? be fit?	Yes,	I	do.
				No,	you we they	don't.
Does	he she it			Yes,	he	does.
				No,	she it	doesn't.

We use **Do/Does ... have to** to ask if something is:

necessary possible

2 Complete the questions and write true answers for you.

- ① you have to get up early on Saturdays?
- ② your mother have to wake you up?
- ③ your parents have to travel far to work?
- ④ your teacher have to shout a lot in class?
- ⑤ you have to do a lot of homework?
- ⑥ your best friend have to help at home?



Articles

- 1 Look at the highlighted noun in each sentence and write the article that goes with it.

a

an

the

—

- 1 My mum has to wear a white uniform. a
- 2 Doctors earn a lot of money.
- 3 I want to be a hairdresser when I'm older.
- 4 The tigers in the zoo were great.
- 5 Do you want an apple?
- 6 The apple on the table is for you.
- 7 There's a new student. He's a Chinese boy.

- 2 Match the sentences from Exercise 1 with the correct rule.

FOCUS

- | | |
|--|-------------------------------------|
| A We use a/an with singular job words. | <input type="checkbox"/> |
| B We use a with most singular nouns . | <input checked="" type="checkbox"/> |
| C We use an with singular nouns starting with a vowel sound . | <input type="checkbox"/> |
| D We use a/an to introduce a new person or thing. | <input type="checkbox"/> |
| E We use the for one particular thing. | <input type="checkbox"/> |
| F We use the for one particular group of things. | <input type="checkbox"/> |
| G We don't use an article with plural nouns for things in general . | <input type="checkbox"/> |



Study help * Visual grammar



You can use pictures to help you remember grammar examples.
 For example, sometimes nouns can be countable or uncountable.
 Depending on the meaning, they need different determiners.
 You can draw pictures to help you remember the difference.
 Look and read:



He's doing **an exercise**.



He's doing **some exercise**.

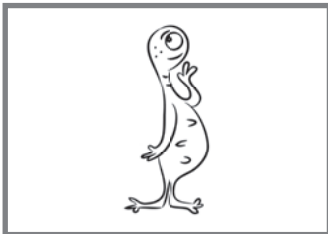
1 Write the sentences under the pictures.

There isn't any room. There aren't any rooms.

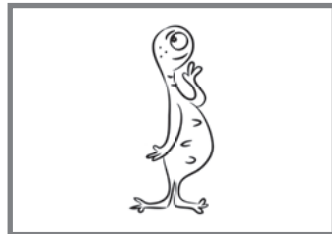




2 Add to the pictures to show the difference between these sentences.



It's got a long hair.



It's got long hair.



Unit 3 Working world

Jobs

architect	<i>architecte</i>
builder	<i>maçon</i>
computer programmer	<i>programmeur</i>
doctor	<i>médecin</i>
engineer	<i>ingénieur</i>
farmer	<i>agriculteur</i>
firefighter	<i>pompier</i>
flight attendant	<i>membre de l'équipage (d'un avion)</i>
hairdresser	<i>coiffeur</i>
mechanic	<i>mécanicien</i>
nurse	<i>infirmier</i>
vet	<i>vétérinaire</i>

Places people work

chemist's	<i>pharmacie</i>
department store	<i>grand magasin</i>
factory	<i>usine</i>
fire station	<i>caserne de pompiers</i>
garage	<i>garage</i>
hospital	<i>hôpital</i>
office	<i>bureau</i>
petrol station	<i>station-service</i>
police station	<i>poste de police, commissariat</i>
railway station	<i>gare ferroviaire</i>
travel agent's	<i>agence de voyages</i>
university	<i>université</i>

Work and money

earn	<i>gagner</i>
full-time	<i>à plein temps</i>
job	<i>travail</i>
part-time	<i>à temps partiel</i>
pay (v)	<i>payer</i>
pocket money	<i>argent de poche</i>
save (money)	<i>économiser (de l'argent)</i>
savings	<i>économies</i>
spend (money on sth)	<i>dépenser (de l'argent pour acheter qqch)</i>
work (v)	<i>travailler</i>

Words and phrases

a lot of	<i>beaucoup de</i>
design (v)	<i>concevoir</i>
during the week	<i>au cours de la semaine</i>
early	<i>tôt</i>
get good/bad marks	<i>avoir de bonnes/mauvaises notes</i>
grow up	<i>grandir</i>
inside	<i>dedans</i>
machine	<i>machine</i>
outside	<i>dehors</i>
repair	<i>réparer</i>
sell	<i> vendre</i>
sick	<i>malade</i>
training course	<i>formation</i>
work hard	<i>travailler dur</i>
work long hours	<i>faire beaucoup d'heures</i>
Is it hard work?	<i>C'est un travail difficile ?</i>

Culture in mind

alone	<i>seul</i>
babysit	<i>garder des enfants</i>
carry	<i>porter</i>
deliver	<i>livrer</i>
fresh air	<i>grand air</i>
get some exercise	<i>faire de l'exercice</i>
keep (sb) company	<i>tenir compagnie (à qqun)</i>
neighbourhood	<i>quartier</i>
(your) own (bike)	<i>(ton/votre) propre (vélo)</i>
waste time	<i>perdre du temps</i>

Maths

cent	<i>cent</i>
coin	<i>pièce (de monnaie)</i>
divided by	<i>divisé par</i>
dollar	<i>dollar</i>
equals	<i>égale</i>
minus	<i>moins</i>
note	<i>billet (de banque)</i>
pence	<i>pence</i>
pound	<i>livre sterling</i>
times	<i>fois</i>



Food

1 Write the food words.



1



2



3



4



5



6



7



8



9



10



11



12

2 Make vocabulary cards and use them to learn the words.



Study help * Classifying words



You can classify words in many different ways. It helps you to learn new vocabulary.

Countable	Uncountable	Healthy	Unhealthy
lemons	fruit	carrots	crisps

1 Write the food words in the table. Use a dictionary to help you.

apple banana bean carrot garlic lemon orange peach
pear peas pepper potato strawberry tomato

Fruit	Vegetables

2 Write the food words you know in the table. Use a dictionary to add more words.

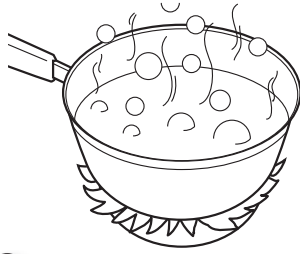
Breakfast	Lunch	Snacks	Supper

Recipe verbs

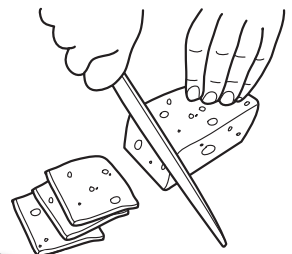
Write the verbs for preparing food.



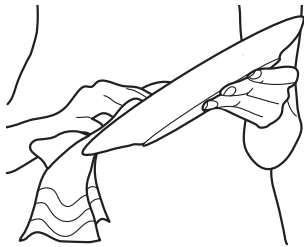
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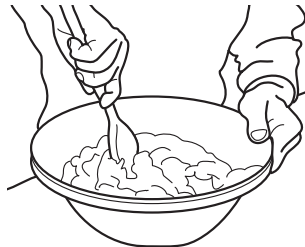
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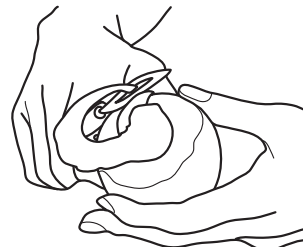
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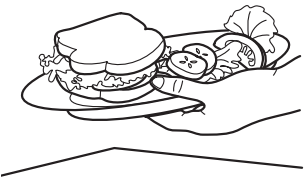
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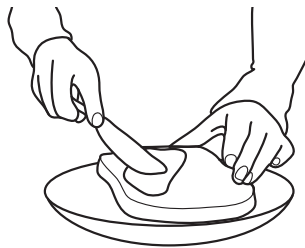
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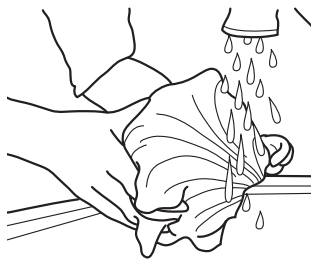
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7



8



9



Mealtime

SB Vocabulary bank page 90 Write the mealtime words.

- 1 You put food in or on these:
- 2 You put drinks in these:
- 3 You put a cup on this:
- 4 You hold these in your hands to eat with:
- 5 You clean your mouth with this:
- 6 You use this to choose food in a restaurant:
- 7 You use this to drink through:

Language links * Food words

1 Write the food words. Highlight the differences in spelling.

	GB	F	D
1			
2			
3			
4			

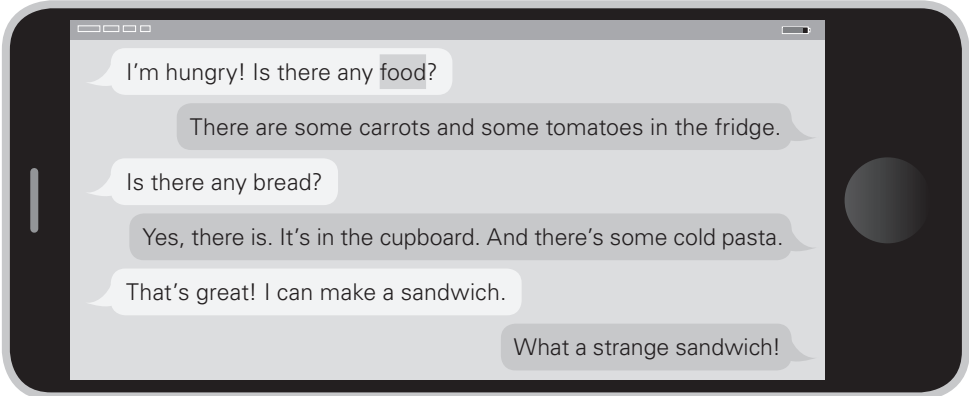
2 Listen to the words using an online dictionary.

Notice the differences in pronunciation.



Countable and uncountable nouns

- 1 Highlight the food words. Then use them to complete the rules.



Focus

There are two kinds of nouns in English.

- 1 **Countable nouns** are words like , and . They can be **singular** or **plural**.
- 2 **Uncountable nouns** are words like , and . They can only be **singular**.

- 2 Look at the rules. Then complete the sentences with *a*, *an* or *some*.

Focus

With **countable** nouns, use:
a/an + **singular** noun
some + **plural** noun

With **uncountable** nouns, use:
some

- 1 I want to eat _____ bananas.
- 2 This is _____ nice apple.
- 3 Can you give me _____ sweets?
- 4 I need _____ sugar for my coffee.
- 5 There's _____ water on the table.
- 6 Can I have _____ orange, please?



3 Circle the verbs in the sentences.

Then write the example sentences in the table.

This apple is delicious.
Where are the crisps?
Is there a lemon?

The sweets are in that bag.
Where's the pasta?
There's some cheese for you.



Noun	Verb	Examples
Countable singular	singular	1
		2 ?
Countable plural	plural	3
		4 ?
Uncountable	singular	5
		6 ?

How much ...? and How many ...?

Look at the table. Then complete the rules.

How many	apples sweets bottles	are	there? in the fridge?
How much	fruit sugar water	is	

FOCUS

We use **How much ...?** and **How many ...?** to ask questions about **quantity**.

1 We use + **plural countable** nouns.

2 We use + **uncountable** nouns.



some and any

1 Look at the highlighted words in the sentences and complete the table with *some* or *any* and a noun.

Have you got **any** cousins?
 There's **some** food in the kitchen.
 I'm afraid I haven't got **any** water.

We didn't eat **any** sweets today.
 Did you buy **any** bread?
 There are **some** good **shops** near here.

FOCUS

	+ countable plural noun	+ uncountable noun
Affirmative	1 _____	4 _____
Negative	2 _____	5 _____
Questions	3 _____	6 _____

2 Are these questions for information (I), requests (R) or offers (O)?

- 1 Can I have some orange juice?
- 2 Is there any meat in the sauce?
- 3 Do you want some sweets?
- 4 Would you like some food?
- 5 Could I have some bananas?
- 6 Did you buy any ice cream this morning?

3 Complete the rule with *some* or *any*.

FOCUS

We use _____ in requests and offers when we think the answer will be Yes.



Study help * Countable and uncountable nouns

You can use a dictionary to check if nouns are countable [C] or uncountable [U].

Some nouns in English can be countable and uncountable. Sometimes the meaning of the word changes slightly. Sometimes it's the same.

chocolate noun UK US /'tʃɒklət/

SUBSTANCE [U]

A1 a sweet, brown food that is usually in a block:
a bar of chocolate milk chocolate

SWEET [C]

A1 a small piece of sweet food covered in chocolate:
a box of chocolates

DRINK [C, U]

A2 a sweet drink made with chocolate and hot milk



1 Look at the dictionary entry. Then complete the sentences with *chocolate* or *chocolates*.

- I ate ten earlier and now I feel sick.
- There are two bars of on the table.
- Can we have two hot, please?
- There's some in my bag.

2 Are the **highlighted** words countable [C] or uncountable [U] in these sentences?

- a My granny keeps **chickens**.

b There's some cold **chicken** in the fridge.
- a Can I have a **juice**, please?

b Have you got any cold **juice**?
- a Is there any **fish** on the menu?

b I caught two **fish** yesterday.



Unit 4 Eat for life

Food

carrot	<i>carotte</i>
cheese	<i>fromage</i>
crisps	<i>chips</i>
fish	<i>poisson</i>
fruit	<i>fruit</i>
lemon	<i>citron</i>
meat	<i>viande</i>
pasta	<i>pâtes</i>
rice	<i>riz</i>
sweets	<i>bonbons</i>
tomato (pl tomatoes)	<i>tomate</i>
vegetables	<i>légumes</i>

Recipe verbs

add	<i>ajouter</i>
boil	<i>faire bouillir</i>
cut	<i>couper</i>
dry	<i>sécher</i>
mix	<i>mélanger</i>
peel	<i>éplucher</i>
serve	<i>servir</i>
spread	<i>étaier</i>
wash	<i>laver</i>

Mealtime

bowl	<i>bol</i>
chopsticks	<i>baguettes</i>
cup	<i>tasse</i>
dish	<i>plat</i>
fork	<i>fourchette</i>
glass	<i>verre</i>
knife	<i>couteau</i>
menu	<i>menu</i>
mug	<i>grande tasse, mug</i>
napkin	<i>serviette</i>
plate	<i>assiette</i>
saucer	<i>soucoupe</i>
spoon	<i>cuillère</i>
straw	<i>paille</i>

Words and phrases

active *actif*
 calories *calories*
 choose *choisir*
 delicious *délicieux*
 dessert *dessert*
 diet *alimentation*
 fast food *fast food*
 fats *matières grasses*
 fit *en forme*
 fried *frit*

healthy *sain*
 keep *garder*
 keep fit *se maintenir en forme*
 meal *repas*
 need *falloir, devoir*
 need sth *avoir besoin de qqch*
 (olive) oil *huile (d'olive)*
 positive *positif*
 recipe *recette*
 stress *stress*

bag
 bottle
 bunch
 carton
 packet

sac
bouteille
botte, régime (de fruits ou de légumes)
brique (alimentaire)
paquet

after that
 before you start
 finally
 first
 next
 then

ensuite
avant de commencer
enfin
d'abord
puis
ensuite

Anything else?
 Can I have some (cheesecake),
 please?
 Enjoy!
 Help yourself.
 I'd like (a mixed salad), please.
 I'm starving!
 Let's have something to eat!
 What would you like to eat?

Vous désirez autre chose ?
Puis-je avoir du (cheesecake),
s'il vous plaît ?
Bon appétit !
Sers-toi/Servez-vous.
J'aimerais (une salade mêlée), s'il vous plaît.
Je meurs de faim !
On va manger quelque chose !
Tu veux / Vous voulez manger quoi ?

Everyday English

I didn't mean to.
 Never mind.
 No, I don't think so.
 On the other hand, ...
 Sounds good to me.
 What about ...?

Je ne l'ai pas fait exprès.
Ce n'est pas grave.
Non, je ne crois pas.
Cependant ...
Ça me va.
Et si ... ?



5 Into the future

Life events

Write the life events phrases.



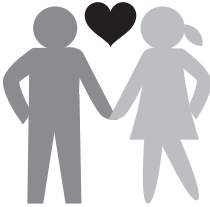
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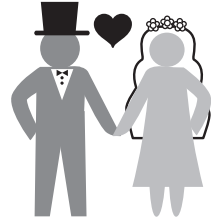
3



4



5



6



7



8



9



Home technology

1 Write the words.

the lower floor of a house or building

1 _____

you use this to communicate from inside the house with the front door

2 _____

you use these to lock a door

3 _____

you use this to turn on a light

4 _____

you throw away glass or paper here

5 _____

you use this to control something from a distance

6 _____

music comes out of these

7 _____

the upper floor of a house or building

8 _____

a side of a room between the floor and the ceiling

9 _____

you use this to connect your computer or phone to the internet

10 _____

2 Vocabulary bank page 91 Make vocabulary cards and use them to learn the words.

attic

a room at the top of a house



Language links

*** Space words**

- 1** Write the space words in English. Notice the differences in spelling.

1 **atmosphère**

2 **espace**

3 **galaxie**

4 **météore**

5 **orbite**

6 **planète**

7 **satellite**

8 **système solaire**

9 **univers**

10 **vaisseau spatial**

- 2** Listen to the English words using an online dictionary. Notice the differences in pronunciation.



Study help * Using a dictionary



We use prepositions after many verbs.

You can use a dictionary to check which preposition to use.

The spaceship crashed into the planet.

crash UK US /kræʃ/ verb

VEHICLE [I, T]

► if a vehicle crashes, it hits something by accident, and if you crash a vehicle, you make it hit something by accident:

The van skidded and crashed into a tree.

Rick crashed his dad's car.

It's important to learn the verbs and prepositions together in phrases.

Use a dictionary to find the prepositions for each sentence.

- ABOUT
- AT
- FOR
- FROM
- INTO
- OF
- ON
- TO

- 1 They're looking Planet Vulcan, but they can't find it.
- 2 I'm going to tell people you when we get back to Earth.
- 3 They're going to break you hundreds of little pieces.
- 4 They're trying to escape the aliens.
- 5 Some small rockets are shooting the spaceship.
- 6 'Please talk me, Jake,' says Sam.
- 7 Click the picture to listen to the story.
- 8 'Don't worry, Sam, I'll think something,' says Jake.



will/won't

1 Highlight the verb phrases about the future. Then tick the correct rule.

- 1 Be quick or we'll miss the bus.
- 2 It's five to ten. Will they get here soon?
- 3 I don't think people will live on the moon in the future.
- 4 The dog won't hurt you. Don't be afraid.
- 5 What will you do next summer?
- 6 They won't crash into the planet.

FOCUS

We use **will/won't** for:

- definite future plans
- things we think or guess about the future

Future ↗

2 Complete the table with *will/won't* and the correct verbs.

FOCUS

I		
You		3 famous.
He	+ 1	4 two children.
She	- 2	5 married.
We		6 to university.
You		
They		



Questions with will

Match the questions and answers. Then complete the table.

1 Are you OK? Will you go to school tomorrow?

a Yes, I'm sure she will.

2 Will she go to high school? What do you think?

b No, they won't. They want to travel a lot first.

3 Will the teacher give us a surprise test?

c Yes, I will. I'm better, thanks.

4 Will future homes all have home computers?

d No, it won't.

5 Will they have children soon?

e No, he won't. We had one last week.

6 Will the spaceship crash into the planet?

f Yes, they will. They'll be able to do everything.

FOCUS

Questions			Short answers		
1	I/you he/she/it	go? come?	Yes,	I/you he/she/it	2
	we/you they	be there?	No,	we/you they	3



Talking about the future

Look at the **highlighted** words in the sentences. Then complete the expressions in the table.

1 **Maybe** people will have holidays on the moon in the future.

2 **I'm sure** they won't visit other galaxies.

3 **I don't think** I'll go to the moon!

4 **I think** it'll be very expensive to go there.



5 **I probably** won't go to other planets.

6 **My brother's** interested in space, so he'll **probably** go.

7 **I hope** they'll discover life on another planet soon.

8 **I'm sure** people will walk on Mars one day.

9 **I'm not sure** people will ever live on the moon.

I'm ¹ _____	I'll	go to the moon. meet an alien. visit other galaxies.
I ² _____	I won't	
I hope		
³ M_____		
I'm not ⁴ _____	I'll	
I don't ⁵ _____		
I'll	⁶ _____	
I	⁷ _____ won't	



Language links * Adjectives and word order

1 Put the words in order and write sentences.

1 you Can red and see planet ? blue that

2 tells The computer jokes . terrible

2 Write the sentences from Exercise 1 in French and German.

F	D
1	1
.....
2	2
.....

3 Circle the words to complete the rules.

GB	Adjectives go after / before / before and after nouns. Adjectives have / don't have different forms (plural, masculine, feminine, etc.).
F	Adjectives go after / before / before and after nouns. Adjectives have / don't have different forms (plural, masculine, feminine, etc.).
D	Adjectives go after / before / before and after nouns. Adjectives have / don't have different forms (plural, masculine, feminine, etc.).



Unit 5 Into the future

Life events

be famous	<i>être célèbre</i>
be rich	<i>être riche</i>
do an apprenticeship	<i>faire un apprentissage</i>
fall in love	<i>tomber amoureux</i>
get a (good) job	<i>décrocher un (bon) emploi</i>
get married	<i>se marier</i>
go to university	<i>aller à l'université</i>
have children	<i>avoir des enfants</i>
live abroad	<i>vivre à l'étranger</i>

Home technology

downstairs	<i>en bas</i>
intercom	<i>interphone</i>
keys	<i>clés</i>
light switch	<i>interrupteur</i>
recycling bin	<i>poubelle de tri</i>
remote control	<i>télécommande</i>
speakers	<i>haut-parleurs</i>
upstairs	<i>en haut</i>
wall	<i>mur</i>
wifi	<i>wifi</i>

House and home

air conditioning	<i>climatisation</i>
attic	<i>grenier</i>
balcony	<i>balcon</i>
carpet	<i>moquette</i>
cellar (GB) / basement (USA)	<i>cave</i>
corridor	<i>couloir</i>
door handle	<i>poignée</i>
front door	<i>porte d'entrée</i>
plug	<i>prise</i>
roof	<i>toit</i>
sensor	<i>détecteur</i>
shelf (pl shelves)	<i>étagère</i>

Words and phrases

be able to (infinitive form of can)	<i>savoir, pouvoir, être capable de</i>
catch fire	<i>prendre feu</i>
change (v)	<i>changer</i>
check	<i>vérifier</i>
crash (v)	<i>percuter</i>
die	<i>mourir</i>
fight (v)	<i>combattre</i>
find	<i>trouver</i>
land (v)	<i>atterrir</i>
leave school	<i>quitter l'école</i>
lock (v)	<i>verrouiller</i>
meet	<i>rencontrer</i>
miss	<i>manquer de peu</i>
planet	<i>planète</i>
program (n/v)	<i>logiciel / programmer</i>
space	<i>espace</i>
spaceship	<i>vaisseau spatial</i>
switch off	<i>éteindre</i>
switch on	<i>allumer</i>
turn	<i>tourner</i>
turn on	<i>allumer</i>
unlock	<i>déverrouiller</i>
I don't think I'll ...	<i>Je ne pense/crois pas (+ infinitif) ...</i>
I hope I'll ...	<i>J'espère (+ infinitif) ...</i>
I think I'll ...	<i>Je pense (+ infinitif) ...</i>
I'll probably ...	<i>Je (+ verbe au futur) probablement ...</i>
I'm not sure I'll ...	<i>Je ne suis pas sûr de (+ infinitif) ...</i>
I'm sure I'll ...	<i>Je suis sûr de (+ infinitif) ...</i>
I'm sure I won't ...	<i>Je suis sûr de ne pas (+ infinitif) ...</i>
Maybe I'll ...	<i>Peut-être que je (+ verbe au futur) ...</i>

●●● Culture in mind

believe	<i>croire</i>
influence	<i>influence</i>
line	<i>ligne</i>
nonsense	<i>bêtises</i>
palm	<i>paume</i>
personality	<i>personnalité</i>
predict	<i>prédire</i>
prediction	<i>prédiction</i>

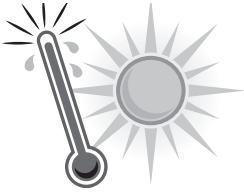
●●● Physics and astronomy

atmosphere	<i>atmosphère</i>
dust	<i>poussière</i>
galaxy	<i>galaxie</i>
meteor	<i>météore</i>
orbit (n)	<i>orbite</i>
satellite	<i>satellite</i>
solar system	<i>système solaire</i>
star	<i>étoile</i>
universe	<i>univers</i>



The weather

1 Write the weather words.



1 _____



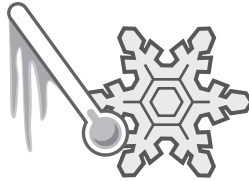
2 _____



3 _____



4 _____



5 _____



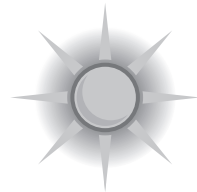
6 _____



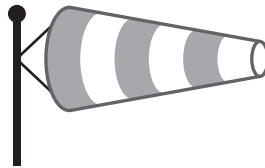
7 _____



8 _____



9 _____



10 _____



2 Vocabulary bank page 91 Complete the weather descriptions with adjectives.

- 1 The sun is really ! Have you got your sunglasses?
- 2 Oh dear! Look at those clouds. It's going to rain.
- 3 It isn't windy – there's a breeze.
- 4 Take your umbrella – the rain is very
- 5 The forecast is for snow today. I hope we can go skiing tomorrow.
- 6 I don't think it will rain a lot. It's just a shower.
- 7 That was a really thunderstorm last night!
- 8 It's cold and there's a wind. You need a coat.
- 9 My mum is driving slowly because the fog is very
- 10 It isn't foggy, but there's a mist on the mountains.



Language links

* Phrases about the weather

1 Complete the table about the weather.

	 Spain	 Finland	 Switzerland
GB	It's hot.		
F			
D			

2 Which structures are similar? Which are different?

.....

.....

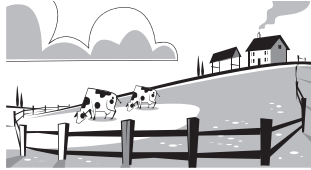


The natural world

Write the nature words.



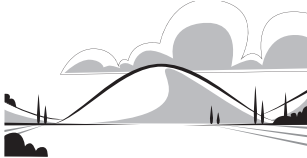
1 _____



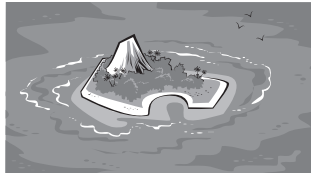
2 _____



3 _____



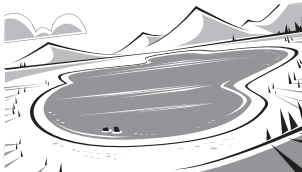
4 _____



5 _____



6 _____



7 _____



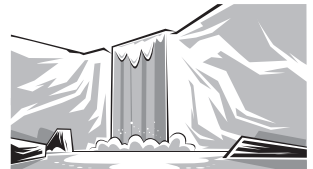
8 _____



9 _____



10 _____



11 _____



Study help * Spelling and pronunciation



It can be difficult to work out how to:

- say words from their spelling
- spell words from the way they sound

It's useful to learn some sound spelling patterns.

Look at these common spellings for the /əʊ/ sound:

/əʊ/ =

o	o w	o a	o + consonant + e
go	slow	boat	hope

1 Say the words and highlight the letters that spell /əʊ/ sounds.

coat	clothes	follow	goat
hello	joke	nose	potato
road	so	tomorrow	window

2 Write the words from Exercise 1 in the correct column.

o (go)	ow (slow)	oa (boat)	o_e (hope)



Past simple

- 1 Highlight the past simple regular verbs. Underline the past simple irregular verbs.

Hi! I arrived home yesterday. I had a terrible weekend in the mountains. It rained all the time. On Saturday Mum fell over and hurt her leg. Luckily she didn't break it. I went for a long walk with my brother and Dad made supper. Today we didn't go outside at all. We played cards in the tent all day. Boring! I'm so happy to be home :) See you!

- 2 Circle the words to complete the rules.

FOCUS

- 1 Most **regular / irregular** past simple forms end in **-ed**.
- 2 We use the **past simple form** in **affirmative / negative** sentences.
- 3 In all **negative** sentences, we use **didn't** + the **infinitive / past** form.
- 4 **Past simple forms** are **the same / different** for all persons (*I, you, he, she, etc.*).

- 3 Write the past simple forms of these irregular verbs from Unit 6 in the irregular verb list on pages 82–85.

can eat fall find fly give hit hurt keep know
make put see take teach think wake write



Past simple and time connectors

1 Read the sentences and complete the rules.

Where did Juliane land?

She landed in some trees.

What did she see?

She saw some animals, but she didn't see any people.

Did she eat anything?

She ate some sweets, but she didn't eat the fruit.

FOCUS

- 1 We use **did** + the form in **questions**.
- 2 We use **didn't** + the form in **negatives**.

2 Highlight the past simple verbs. Underline the time connectors. Then complete the rules.

- 1 When lightning hit the plane, it exploded.
- 2 Juliane fell 3,000 metres before she landed.
- 3 She was unconscious for hours after she fell.
- 4 After she looked for other survivors, she started to walk.
- 5 She only ate a few sweets while she was in the jungle.
- 6 She stopped walking when it got dark.

FOCUS

A **clause** is a group of words in a sentence with a **subject** and a **verb**.

All the sentences in Exercise 2 have **time clauses**.

- 1 We can use , , and at the beginning of time clauses.
- 2 We use a comma at the end of a clause when it goes first.



too + adjective

1 Highlight the adverbs **too** and **very**. Underline the adjectives. Then match to make the correct rules.

- 1 It was very windy yesterday, so we went windsurfing.
- 2 We didn't play tennis because it was too windy.
- 3 It was very hot yesterday and we swam in the lake.
- 4 We couldn't play football because it was too hot.
- 5 It was too hot to play football this morning.

FOCUS

- | | | |
|-------------------------------------|--------------------------|--|
| 1 We use too and very | <input type="checkbox"/> | a if the adjective describes a problem . |
| 2 We use too | <input type="checkbox"/> | b before adjectives. |
| 3 We use very | <input type="checkbox"/> | c an adjective + to + infinitive . |
| 4 We can use too with | <input type="checkbox"/> | d to make an adjective stronger . |

2 Complete the replies with **too** or **very**.

- ① Do you like it? Yes, it's nice.
- ② Why don't you carry it? I can't. It's heavy.
- ③ Let's swim in the lake. It's cold to swim.
- ④ Can you wear this jacket? No. It's small.
- ⑤ Do you want a small phone? Yes, a small one.
- ⑥ Has he got a car? No. He's young to drive.



Adverbs of manner

Look at the **highlighted** adverbs and complete the rules.

It snowed **heavily** yesterday.

It's raining **hard** this morning.

Can your sister ski **well**?

Can you speak **quietly**, please?

She walked **slowly** along the river.

I can't run **fast**.

FOCUS

- 1 Adverbs of **manner** describe .
- 2 We usually form adverbs of manner with an + **-ly**.
- 3 Adverbs of manner go the **verb** in sentences.
- 4 These adverbs are **irregular**:
 good – , hard – , fast – .

Study help * Word grammar



To help you remember the difference between adjectives and adverbs, you can write sentence like this:

I'm a **bad** singer. I sing **badly**.

Write pairs of sentences for these adjectives and adverbs.

- 1 slow
slowly
- 2 quiet
quietly
- 3 good
well



Unit 6 Survival

The weather

boiling	<i>(il fait) une chaleur d'enfer</i>
cloudy	<i>nuageux</i>
cold	<i>froid</i>
foggy	<i>brumeux</i>
freezing	<i>(il fait) un froid glacial</i>
hot	<i>chaud</i>
rain (v)	<i>pleuvoir</i>
snow (v)	<i>neiger</i>
sunny	<i>(il y a) du soleil</i>
windy	<i>(il y a) du vent</i>

Phrases to talk about the weather

bright sunshine	<i>un soleil éclatant</i>
dark clouds	<i>des nuages noirs</i>
a gentle breeze	<i>une douce brise</i>
heavy rain	<i>une forte pluie</i>
heavy snow	<i>une neige abondante</i>
a light shower	<i>une petite averse</i>
a severe thunderstorm	<i>un orage violent</i>
a strong wind	<i>un vent violent</i>
thick fog	<i>un brouillard épais</i>
a thin mist	<i>une brume légère</i>

The natural world

desert	<i>désert</i>
field	<i>champ</i>
forest	<i>forêt</i>
hill	<i>colline</i>
island	<i>île</i>
jungle	<i>jungle</i>
lake	<i>lac</i>
mountain	<i>montagne</i>
river	<i>rivière</i>
sea	<i>mer</i>
waterfall	<i>cascade</i>

Words and phrases

attack (v)	<i>attaquer</i>	shallow	<i>peu profond</i>
board (v)	<i>monter à bord de</i>	survive	<i>survivre</i>
deep	<i>profond</i>	survivor	<i>survivant</i>
explode	<i>exploser</i>	take-off	<i>décollage</i>
follow	<i>suivre</i>	too (deep)	<i>trop (profond)</i>
high	<i>haut</i>	very (hot)	<i>très (chaud)</i>
low	<i>de faible altitude</i>	warm	<i>chaud</i>
miss (a plane)	<i>rater (un avion)</i>	well (adv)	<i>bien</i>
narrow	<i>étroit</i>	wide	<i>large</i>
seat	<i>siège</i>		

What's the weather like
in (London)?
It's (sunny).

*Quel temps fait-il
à (Londres) ?
Il y a (du soleil).*

after
before
later
then
when
while

*après
avant
plus tard
puis
quand
pendant que*

Everyday English

And anyway ...
Don't worry.
Hang on.
I'm not going to (tell people
at school), either.
... it's (our) fault ...
Let's play (a game), then.
There's no way (I can ...)
There's no way
(I'm going to ...)
(This is no fun) at all.

*Et de toute façon ...
Ne t'en fais pas / Ne vous en faites pas.
Attends/Attendez.
Je ne vais pas (le raconter à l'école),
non plus.
... c'est de (notre) faute ...
Jouons (à un jeu), alors.
Impossible, (je ...)
Je refuse de ...
(Ce n'est) vraiment pas (drôle).*



Phrasal verbs

- 1** What do the sentences with phrasal verbs refer to?
Match them with the items below.

1 find (sth) out
I'm going to find it out.

2 get off
Where do you get off?

3 grow up
She grew up there.

4 look after sb/sth
I have to look after her.

5 look for sb/sth
I'm looking for them.

6 look (sth) up
I'm going to look it up.

7 put (sth) away
Please put them away.

8 turn (sth) off
Can you turn it off?

9 wake (sb) up
I have to wake him up early.

a a bus

b the TV

c my lost keys

d my baby sister

e the price of
a new phone

f in a house
in London

g my brother in
the morning

h the clothes that
are on the bed

i a word in
a dictionary

- 2** Make vocabulary cards to help you learn to use
the phrasal verbs in sentences.

find (sth) out

I want to **find out** the
price of a new phone.



3



SB Vocabulary bank page 92

Read the definitions and complete the phrasal verbs. Then write example sentences.

Phrasal verb	Definition
1 fill (sth) _ _	write information on an official document
2 give (sth) _ _	give homework to your teacher
3 give (sth) _ _	stop doing something
4 go _ _ _ _	leave your home to go on holiday
5 go _ _ _ _	become lower
6 go _ _ _	make a loud sound
7 go _ _	become higher
8 take (sth) _ _	start doing an activity



School and studies

Complete the school and studies expressions.

1 the questions.

Write the

2 Which exercise shall I

We're an English test tomorrow.

You must all your homework.

My teacher told me to some extra work this evening.

3 My mum gets very angry if I an exam.

I hope I don't the German test.

4 I need to the poem by heart.

You have to the new words for Friday.

5 My best friend always gets good

I'm sad because my are bad.

6 I hope I all my exams this summer.

Great! I the English test last week.

7 I have to for the Maths test.

..... all the words you learned last week.

I hate for exams.

8 I'm going to really hard this year.

You have to do some extra



Study help * Using a bilingual dictionary



A bilingual dictionary is very useful, but many words have various translations and you need to choose the right one.

For example, to translate *économiser* in this sentence:

*Comment pouvons-nous **économiser** de l'énergie à l'école?*

- Look it up in the French–English section.

économiser vt economise, save, save up, put by, put aside, preserve
 ~ **sur** economise on, cut down on

- Now check the translations 'backwards' in the English–French section.

economise vt économiser (**on sur**), faire des économies

save vt **1** sauver ; **2** mettre [qqch] de côté ; **3** économiser ; **4** économiser ses forces

- Choose the best translation for the word.

*How can we **save** energy at school?*

Write these sentences in English. Use a bilingual dictionary and check using 'backwards' translations.

1 Prenez une douche rapide au lieu d'un bain.

.....

2 Si vous ne vous en servez pas, éteignez vos appareils électriques.

.....

3 Baissez votre chauffage la nuit.

.....

4 Utilisez des ampoules basse consommation.

.....



going to

1 Read the sentences and tick the correct rule.

I'm going to stop eating sweets!

We're going to work hard next term.



FOCUS

We use **going to** for:

- future intentions
- predictions about the future

2 Look at the rule. Then complete the table.



FOCUS

We form the **going to future** with the present tense of **be (+ not) + going to + infinitive without to**.

Affirmative	Negative
I'm going to stop.	I'm not going to stop.
1	He isn't going to stop.
They're going to stop.	2

Yes/No questions	Short answers
Are you going to stop?	Yes, I am. No, I'm not.
3	Yes, he is. No, he isn't.
Are they going to stop?	4
	5



must/mustn't

1 Match the sentences with the situations a–e.

1 Students must not run in the corridors.

2 My mum doesn't have to be in the office early. She can start when she likes.

- a In a shop
- b At school
- c At home
- d In the cinema
- e At work

4 I must switch off my phone before the film starts.

3 It's late, but I don't have to go to bed now! It's Saturday tomorrow.

5 I'm looking for a new phone. It must have a good camera, but it mustn't be too expensive.

2 Match the rules.

FOCUS

- 1 We use **must** to say a it's necessary **not** to do something.
- 2 We use **mustn't** to say b something isn't an obligation.
- 3 We use **don't have to** to say c something is an obligation.

3 Complete the table.



It's an obligation to do this	I ¹ switch off my phone.
It's an obligation not to do this	We ² run in the corridors.
It isn't an obligation	I ³ go to bed now.
Questions about obligation	Do I ⁴ switch off my phone? Does your mum ⁵ be there early?



Language links

* Modals of obligation

What do the signs mean? Complete the table.

		
GB	You turn right.	You use your phone.
F
D

Verb + infinitive with/without to

Read the sentences carefully then **circle** the words to complete the rules.

- | | |
|--|--|
| <p>1 <i>They have to get up early for school.</i></p> <p>2 <i>I want to take up running.</i></p> <p>3 Remember to wake me up in the morning.</p> <p>4 <i>We can explain why we're late.</i></p> <p>5 Would you like to stay at the party?</p> | <p>6 We must go home soon.</p> <p>7 <i>You don't have to leave now.</i></p> <p>8 <i>Do you think you'll pass the exam?</i></p> <p>9 Don't forget to do your homework.</p> |
|--|--|

FOCUS

- We use the **infinitive with / without to** after **would like** and **want**.
- We use the **infinitive with / without to** after **must, can, will** and **have to / don't have to**.
- We use the **infinitive with / without to** after **remember** and **forget** when we remind people about things.



Study help * Grammar in dictionaries



far

UK US /fɑː/ *adverb* (further, furthest, farther, farthest)

DISTANCE

> used to talk about how distant something is:

*It's the first time I've been so **far away** from home.*

How far is it to the supermarket?

Bournemouth is **not far from** Poole.

In the summer the herds move **further** north.

lightning

UK US /'laɪtnɪŋ/ *noun* [U]

> a sudden flash of light in the sky during a storm:

thunder and lightning

He was **struck by lightning** and killed.

stop

UK US /stɒp/ *verb* (PRESENT PARTICIPLE **stopping**, PAST TENSE AND PAST PARTICIPLE

stopped)

FINISH [I, T]

> to finish doing something that you were doing:

[+ doing sth] *My dad has **stopped** smoking.*

1 Look at the dictionary entries. Then circle the correct words.

- I live **far** / **farer** / **further** away from school than my friend.
- We saw **a** / **some** lightning on the way here.
- My dad is going to stop **driving** / **to drive** to work.

2 Use a dictionary to answer.

- What's the superlative of *dry*?
- What's the past simple of *break*?
- Is *weather* countable or uncountable?
- Which verb form do we use after *learn*?
- Which verb form do we use after *suggest*?



Unit 7 Good intentions

Phrasal verbs

find out about sth
find (sth) out
get off
grow up
look after sb/sth
look for sb/sth
look (sth) up
put (sth) away
turn (sth) off
wake (sb) up

se renseigner sur qqch
trouver qqch
descendre de
grandir
s'occuper de qqun / prendre soin de qqch
chercher qqun/qqch
chercher une information
ranger qqch
éteindre qqch
réveiller qqun

Phrasal verbs

fill (sth) in (e.g. a form)
give (sth) in (e.g. homework)
give (sth) up (e.g. running)
go away
go down (e.g. marks)
go off (e.g. an alarm clock)
go up (e.g. prices)
take (sth) up (e.g. running)

compléter qqch
rendre qqch
renoncer à (courir)
partir
baisser
sonner
augmenter
se mettre à (courir)

School and studies

answer (the questions)
(write) the answer
do an exam / a test
do an exercise
do some homework
do some (extra) work
fail an exam / a test
get good/bad marks
learn (sth) by heart
pass an exam / a test
revise (for an exam / a test)
work hard

répondre (aux questions)
(noter) la réponse
passer un examen / un test
faire un exercice
faire ses devoirs
faire du travail (en plus)
échouer à un examen / un test
avoir de bonnes/mauvaises notes
apprendre (qqch) par cœur
réussir à un examen / un test
réviser (pour un examen / un test)
travailler beaucoup

Words and phrases

believe	<i>croire</i>
break (the rules)	<i>ne pas respecter (les règles)</i>
bring (sb) home	<i>ramener (qqun) à la maison</i>
bring (your phone to school)	<i>apporter (votre téléphone à l'école)</i>
change (n)	<i>changement</i>
do (sth) less (often)	<i>faire (qqch) moins (souvent)</i>
do (sth) more (often)	<i>faire (qqch) plus (souvent)</i>
excuse (n)	<i>excuse</i>
get back	<i>rentrer</i>
intention	<i>intention</i>
midnight	<i>minuit</i>
on the way (home)	<i>en allant / en rentrant (à la maison)</i>
start + -ing	<i>se mettre à qqch / à faire qqch</i>
stay out	<i>sortir</i>
stop + -ing	<i>arrêter qqch / de faire qqch</i>
tidy (adj)	<i>bien rangé</i>
twins	<i>jumeaux</i>
untidy	<i>en désordre, désordonné</i>

Culture in mind

be passionate about	<i>être passionné de</i>
choice	<i>choix</i>
community	<i>collectivité</i>
volunteer (n/v)	<i>bénévole / faire du bénévolat</i>
way of life	<i>façon de vivre</i>

Science

carbon dioxide	<i>dioxyde de carbone</i>
climate change	<i>changement climatique</i>
drought	<i>sécheresse</i>
environment	<i>environnement</i>
flood	<i>inondation</i>
fossil fuel	<i>combustible fossile</i>
global warming	<i>réchauffement planétaire</i>
greenhouse gases	<i>gaz à effet de serre</i>
ice	<i>glace</i>
melt	<i>fondre</i>
save (energy)	<i>économiser (de l'énergie)</i>



Personality adjectives

1 Complete the sentences with pairs of opposite adjectives.



1 Tom isn't very
In fact, he's today.

2 Their dog isn't very
In fact, it's really



3 My sister isn't
In fact, she's really

4 That woman isn't very
In fact, she's



5 That isn't a thing to
do. In fact, it's very

6 I'd love to be more
but I'm really



7 That little boy isn't very
In fact, he's very

8 You don't look very
In fact, you look really





2   Vocabulary bank page 92 Write the adjectives in the correct column for you.

I like people who are ...	I don't like people who are ...



Language links

* Phrases about personality

1 Match the questions and answers.

① How's your best friend?

a She's friendly.

b He's tall and he's got fair hair.

② What's your best friend like?

c She's fine.

d He's tired.

2 Write notes.

1 What kind of information do we want when we ask *How ...?*

.....

2 What kind of information do we want when we ask *What ... like?*

.....

3 Do we make the same distinction in French and German?

.....

.....



Study help * False friends



There are many words that are similar in French and English. Sometimes the meaning is the same and sometimes it is different. When similar words have different meanings, we call them **false friends**.

For example:

F	GB	GB	F
sympathique	nice	sympathetic	compréhensif compatissant

Use a bilingual dictionary to translate the false friends.

F	GB	GB	F
actuellement		actually	
chance		chance	
gentil		gentle	
grand		grand	
misérable		miserable	
monnaie		money	
sensible		sensible	



Animals

Write the animals from Unit 8 in the table.

Domesticated animals	
Pets	Farm animals
Wild animals	
Land mammals	Sea mammals
Reptiles and amphibians	Invertebrates
Fish	Birds



Past information questions

Complete the table with the question words.

How How long How many How much

What When Where Who Why

FOCUS

Questions about ...	Question word	<i>did</i>	subject + infinitive
a thing	1	<i>did</i>	the Taliban do to Malala?
a person	2		she live with in Pakistan?
a time	3		she start writing her blog?
a place	4		Malala grow up?
a reason	5		the Taliban want to kill her?
a way or method	6		the girls travel to school?
a period of time	7		the flight take?
quantity	8 shots		the gunman fire?
	9 time		she spend in hospital?



First conditional

1 Look at the table. Then match to make the correct rules.

If clause (condition)	Main clause
If you work hard next year,	you'll do well in your exams.
If she doesn't pass her exams,	she won't get a good job.
If we do our homework now,	we'll have time for a film later.



FOCUS

First conditional sentences have two clauses: an **If clause** and a **main clause**.

- In the **If clause**, we use a **will** or **won't**.
- The **If clause** describes b the **present simple** tense.
- In the **main clause**, we use c the **result** of an action or situation.
- The **main clause** describes d a **possible future** action or situation.

2 Highlight the **If** clauses. Then **circle** the answer to complete the rule.

- If she climbs that tree, she'll fall down.
- You'll have to climb down if you don't jump.
- I won't go outside if the rain doesn't stop.
- If the dogs attack them, what will they do?



FOCUS

Can we put the **main clause** at the **beginning** of first conditional sentences? **Yes / No**



Questions with the first conditional

1 Look at the **highlighted** question clauses and **circle** the words to complete the rules.



FOCUS

In first conditional questions:

- 1 We use **will / the present simple** in the **question clause**.
- 2 We put **will** after / before the **subject**.

2 Complete the questions in the table with *will* and the verbs in the box.

find happen look after

What	1	if	the cat doesn't like the dog?
How	2 you the dog		it runs away?
Who	3 the dog		you go away?



Punctuation with the first conditional

1 Write the headings in the tables: *Main clause* or *If clause*.

FOCUS

If clauses can go at the **beginning** or the **end** of sentences. The meaning doesn't change.

1	2
We'll go to the lake	if the weather's good.
Will you go to the lake	if it rains?



3	4
If the weather's good,	we'll go to the lake.
If it rains,	will you go to the lake?

2 Highlight the commas. Then **circle** the words to complete the rules.

- 1 If you feel tired, we'll stop.
- 2 We'll stop if you feel tired.
- 3 Will you walk to school if you miss the bus?
- 4 If you miss the bus, will you walk to school?

, = comma

FOCUS

- 1 With the **main clause** at the **beginning**, we **use / don't use** a **comma**.
- 2 With the **If clause** at the **beginning**, we **use / don't use** a **comma**.

3 Write commas in the boxes if necessary.

- 1 If it's sunny tomorrow I'll be happy.
- 2 Will you go to the park if you finish your homework?
- 3 I'll make a cake today if I have time.
- 4 If we go on holiday we'll send you a postcard.



Unit 8 How brave!

Personality adjectives

brave	<i>courageux</i>	miserable	<i>malheureux</i>
cheerful	<i>joyeux</i>	nervous	<i>nerveux</i>
dishonest	<i>malhonnête</i>	organised	<i>organisé</i>
disorganised	<i>désorganisé</i>	polite	<i>poli</i>
friendly	<i>sympathique</i>	relaxed	<i>détendu</i>
hard-working	<i>travailleur</i>	rude	<i>malpoli</i>
honest	<i>honnête</i>	unfriendly	<i>peu amical,</i> <i>hostile</i>
kind	<i>gentil</i>	unkind	<i>pas gentil</i>
lazy	<i> paresseux</i>		

Personality adjectives

arrogant	<i>arrogant</i>
bad-tempered	<i>irritable</i>
easy-going	<i>accommodant</i>
impatient	<i>impatient</i>
modest	<i>modeste</i>
outgoing	<i>ouvert</i>
patient	<i>patient</i>
shy	<i>timide</i>
sympathetic	<i>compréhensif</i>
thoughtful	<i>réfléchi</i>

Animals

beetle	<i>scarabée</i>	kitten	<i>chaton</i>
butterfly	<i>papillon</i>	lizard	<i>lézard</i>
chick	<i>poussin</i>	monkey	<i>singe</i>
chimpanzee	<i>chimpanzé</i>	owl	<i>chouette, hibou</i>
cow	<i>vache</i>	parrot	<i>perroquet</i>
crocodile	<i>crocodile</i>	pig	<i>cochon</i>
dolphin	<i>dauphin</i>	puppy	<i>chiot</i>
frog	<i>grenouille</i>	rhino	<i>rhinocéros</i>
goat	<i>chèvre</i>	shark	<i>requin</i>
gorilla	<i>gorille</i>	snake	<i>serpent</i>
hen	<i>poule</i>	spider	<i>araignée</i>
hippo	<i>hippopotame</i>	whale	<i> baleine</i>

Words and phrases

alone	<i>seul</i>
bite – bit	<i>mordre</i>
brain	<i>cerveau</i>
education	<i>éducation</i>
go back	<i>retourner</i>
gun	<i>arme à feu</i>
hear – heard	<i>entendre</i>
kill	<i>tuer</i>
neighbour	<i>voisin</i>
owner	<i>maître, propriétaire</i>
right (n)	<i>droit</i>
shoot – shot	<i>tirer</i>
shot (n)	<i>balle</i>
suddenly	<i>soudain</i>

What are (you) like?

Comment (es-tu / êtes-vous) ?

What's (your best friend) like?

Comment est (ton/votre meilleur ami) ?

Everyday English

... after all.	<i>... après tout.</i>
... and that's that.	<i>... un point, c'est tout.</i>
Go on!	<i>Allez !</i>
Good for you!	<i>Bravo !</i>
I beg your pardon?	<i>Pardon ?</i>
I mean ...	<i>Je veux dire ...</i>
It's not a big deal.	<i>Ce n'est pas si difficile.</i>
Well done!	<i>Bravo !</i>

Irregular verbs



Infinitive	Past simple	Past participle	Translation
be			
become			
begin			
bite			
blow			
break			
bring			
build			
buy			
can			
catch			
choose			
come			
cost			
cut			
do			
draw			
drink			
drive			
eat			
fall			



Infinitive	Past simple	Past participle	Translation
feel			
fight			
find			
fly			
forget			
get			
give			
go			
grow			
hang			
have			
hear			
hit			
hold			
hurt			
keep			
know			
lay			
leave			
let			
lie			

Irregular verbs



Infinitive	Past simple	Past participle	Translation
lose			
make			
meet			
pay			
put			
read			
ride			
run			
say			
see			
sell			
send			
shine			
shoot			
show			
shut			
sing			
sink			
sit			
sleep			
smell			



Infinitive	Past simple	Past participle	Translation
speak			
spend			
spread			
stand			
strike			
swim			
take			
teach			
tell			
think			
throw			
understand			
wake			
wear			
win			
write			



Phrasal verb	Example sentence
ask for	
believe in	
bump into	
call at	
come back	
come from	
consist of	
cut (sth) up	
depend on	
eat out	
fill (sth) in	
find (sth) out	
get back	
get down	
get off	
get on	
get up	
give (sth) up	
go away	
go back	
go down	



Phrasal verb	Example sentence
go off	
go on	
go up	
grow up	
hang on	
let (sb) down	
look after	
look for	
look forward to	
look (sth) up	
print (sth) out	
put (sth) away	
run away	
sing along	
speak up	
stay out	
switch (sth) off	
switch (sth) on	
take (sth) in	
take off	
take (sth) out	

Phrasal verbs



Phrasal verb	Example sentence
take (sth) up	
throw away	
tidy up	
try (sth) out	
turn (sth) off	
turn (sth) on	
wake (sb) up	
work out	
write down	