

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

- 1 g \_\_\_\_\_ s \_\_\_\_\_
- 2 d \_\_\_\_\_
- 3 r \_\_\_\_\_ c \_\_\_\_\_
- 4 r \_\_\_\_\_ s \_\_\_\_\_
- 5 p \_\_\_\_\_ d \_\_\_\_\_
- 6 a \_\_\_\_\_ f \_\_\_\_\_
- 7 c \_\_\_\_\_ s \_\_\_\_\_
- 8 t \_\_\_\_\_
- 9 s \_\_\_\_\_ o \_\_\_\_\_
- 10 s \_\_\_\_\_



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

## 3A Vocabulary

### Film and TV programmes

#### Exercise 1 page 30

- 1 game show   2 documentary   3 romantic comedy  
 4 reality show   5 period drama   6 action film  
 7 chat show   8 thriller   9 war film   10 soap opera  
 11 sitcom

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

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

This kind of film or TV programme:

- 1 usually has stories which take place in the future.  
\_\_\_\_\_
- 2 often has characters with magical or supernatural powers. \_\_\_\_\_
- 3 often has cowboys and Native Americans.  
\_\_\_\_\_
- 4 often has frightening characters like vampires or ghosts. \_\_\_\_\_
- 5 includes singing and dancing. \_\_\_\_\_
- 6 tells you about important events in the world.  
\_\_\_\_\_
- 7 includes cartoon characters, usually made with computers. \_\_\_\_\_
- 8 makes you laugh. \_\_\_\_\_



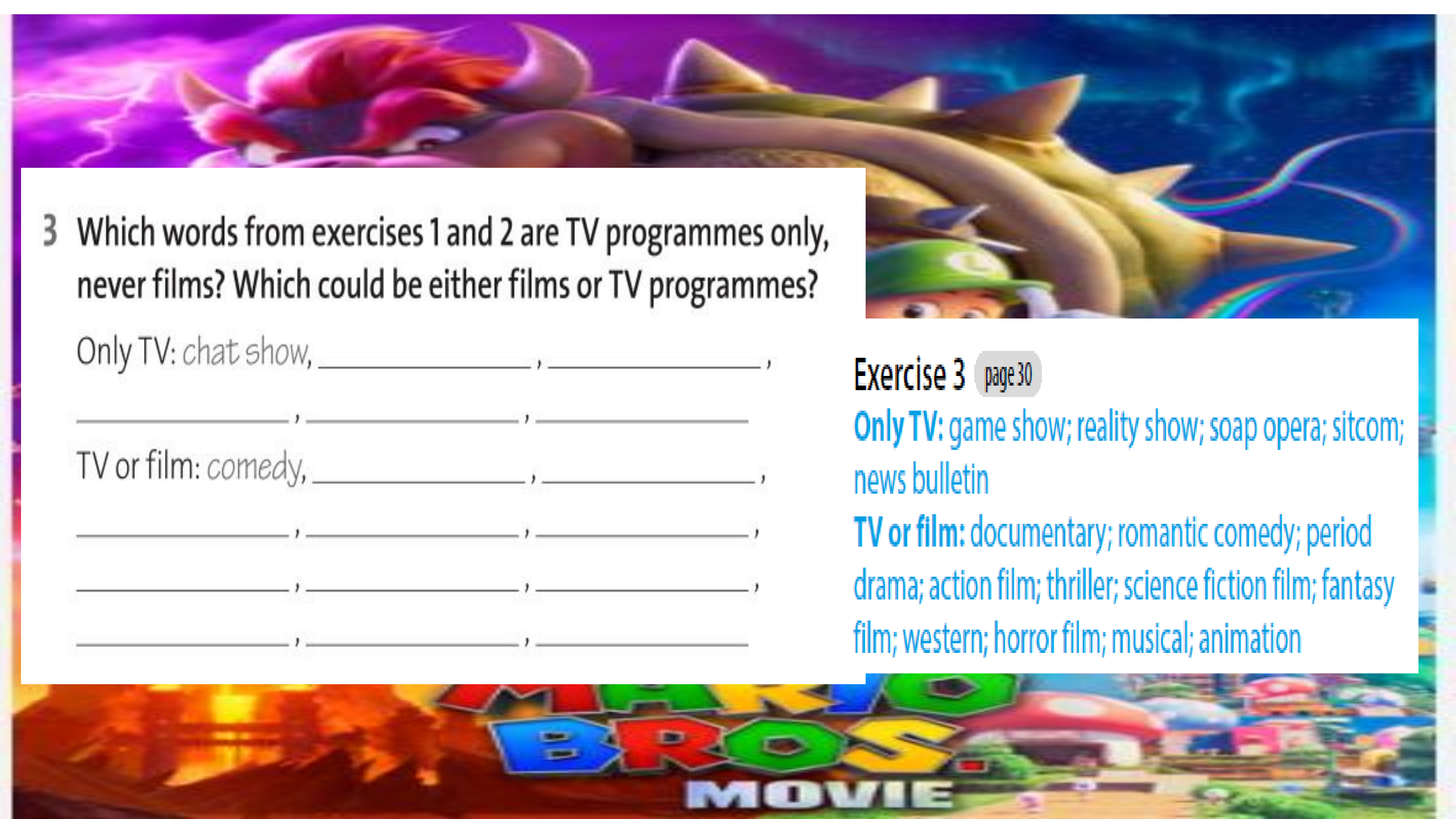
**Exercise 2** page 30

- 1 science fiction film    2 fantasy film    3 western
- 4 horror film    5 musical    6 news bulletin
- 7 animation    8 comedy



**MOVIE**





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

Only TV: *chat show*, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

TV or film: *comedy*, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

### Exercise 3 page 30

**Only TV:** game show; reality show; soap opera; sitcom; news bulletin

**TV or film:** documentary; romantic comedy; period drama; action film; thriller; science fiction film; fantasy film; western; horror film; musical; animation

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

- 1 boring
- 2 \_xc\_t\_ng
- 3 f\_nn\_
- 4 gr\_pp\_ng
- 5 c\_nf\_s\_ng
- 6 c\_nv\_nc\_ng
- 7 \_mb\_rr\_ss\_ng
- 8 \_m\_g\_n\_t\_v\_
- 9 sp\_ct\_c\_l\_r
- 10 \_nr\_\_l\_st\_c
- 11 sc\_r\_
- 12 \_nt\_r\_st\_ng
- 13 m\_v\_ng
- 14 v\_\_l\_nt

**Exercise 4** page 30

- 2 exciting 3 funny 4 gripping 5 confusing
- 6 convincing 7 embarrassing 8 imaginative
- 9 spectacular 10 unrealistic 11 scary
- 12 interesting 13 moving 14 violent

**positive:** exciting funny gripping convincing  
imaginative spectacular interesting moving  
**negative:** boring confusing embarrassing  
unrealistic scary violent

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

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

**Exercise 5** 1.09 page 30

1 a 2 a

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

	Anna's opinion	David's opinion
characters		
special effects		
soundtrack		
scenes		

**Exercise 6** 1.09 page 30

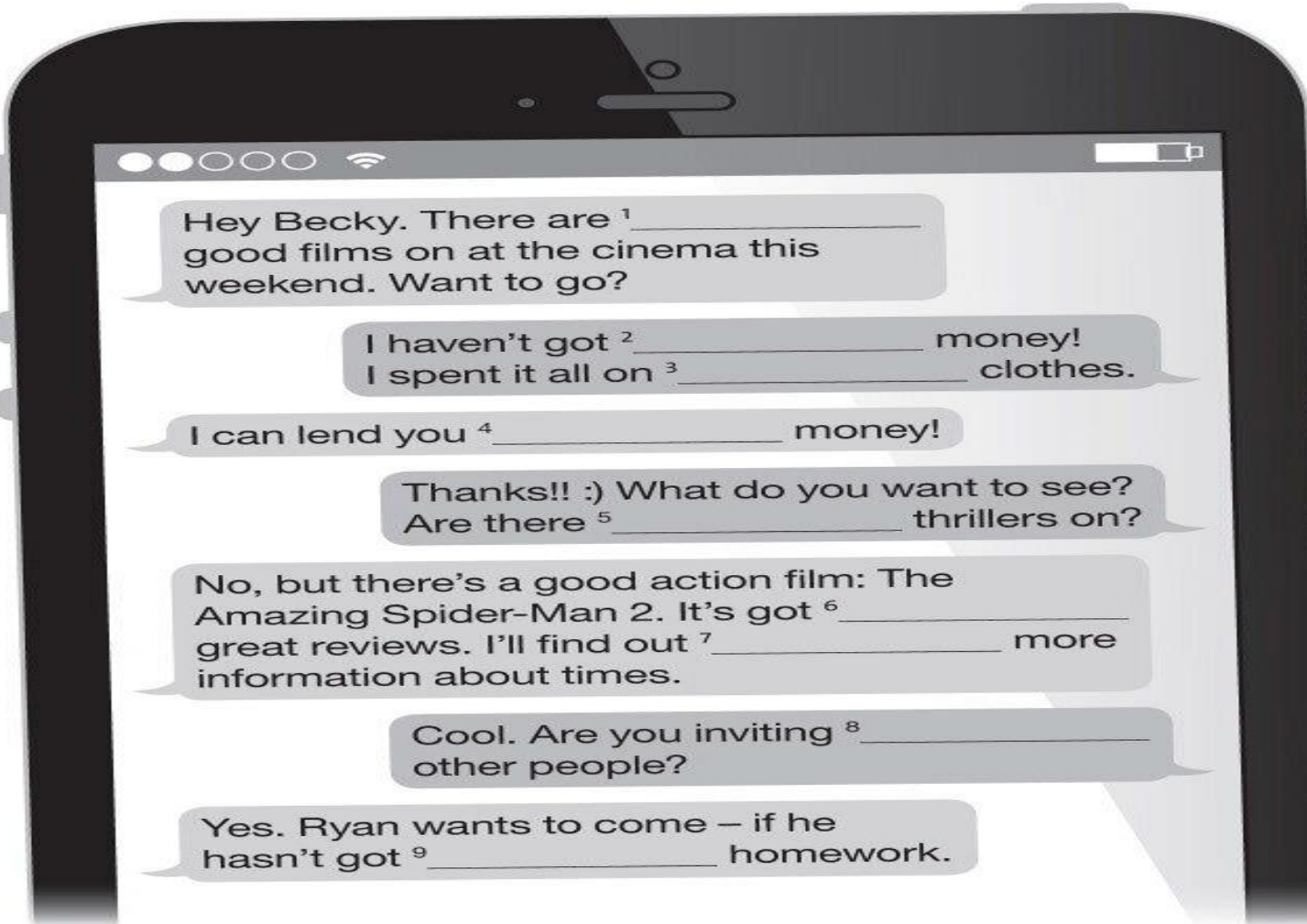
- 1 interesting 2 interesting 3 spectacular
- 4 unrealistic 5 interesting 6 interesting 7 scary
- 8 violent



1 Choose the correct words to complete the sentences.

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

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



Exercise 1 page 31

- 1 some
- 2 some
- 3 any
- 4 Some
- 5 any
- 6 any
- 7 any



Exercise 2 page 31

- 1 some
- 2 any
- 3 some
- 4 some
- 5 any
- 6 some
- 7 some
- 8 any
- 9 any



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

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

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

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

1 a few 2 a little 3 a few 4 a few 5 a little  
6 a little 7 a few

**Exercise 4** page 31

1 How many 2 How much 3 How many  
4 How much 5 How many





5 Answer the questions in exercise 4.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

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

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



## MEGAPOLIS

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

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



1 How many 2 How much 3 a few 4 many  
5 a little 6 some 7 any 8 much



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

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

2 **BEAUTIFUL KIT FOR THE BEAUTIFUL GAME**

3 **Get in.  
Get happy.**

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

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

6 **Eat fresh.**

A sports clothes

B cosmetics

C credit cards

D cars

E sweets

F fast food

1 C 2 A 3 D 4 B 5 E 6 F

### Listening Strategy

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


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

A sports clothes a motorway b race c beach

B cosmetics a elegant b risky c convincing

C a car a script b engine c station

D fast food a anxious b tired c hungry


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

Advert 1 is for **1 fast food 2 cosmetics 3 sports clothes 4 a car**

Advert 2 is for \_\_\_\_\_

Advert 3 is for \_\_\_\_\_

Advert 4 is for \_\_\_\_\_

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

**race, elegant, engine, hungry**




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


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

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

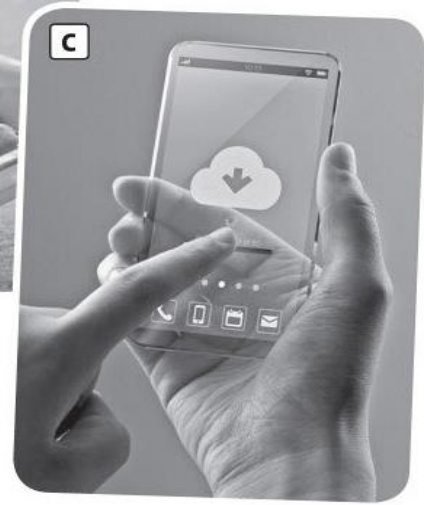
1 D 2 C 3 A 4 B 5 E

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

- Dialogue 1: sentence \_\_\_\_\_
- Dialogue 2: sentence \_\_\_\_\_
- Dialogue 3: sentence \_\_\_\_\_
- Dialogue 4: sentence \_\_\_\_\_

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

- 8 Write slogans to advertise these products.
- A \_\_\_\_\_ Dialogue 1: C Dialogue 2: E \_\_\_\_\_
  - B \_\_\_\_\_ Dialogue 3: A Dialogue 4: B \_\_\_\_\_
  - C \_\_\_\_\_ The extra sentence: D \_\_\_\_\_



1 Choose the correct verbs to complete the dialogue.



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

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

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

- 1 **doesn't have to** 2 **mustn't** 3 **mustn't**  
4 **doesn't have to** 5 **mustn't** 6 **mustn't**  
7 **don't have to, mustn't**



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

# Quiz night

1 don't have to / needn't   2 mustn't   3 must / have to  
4 must / have to   5 mustn't

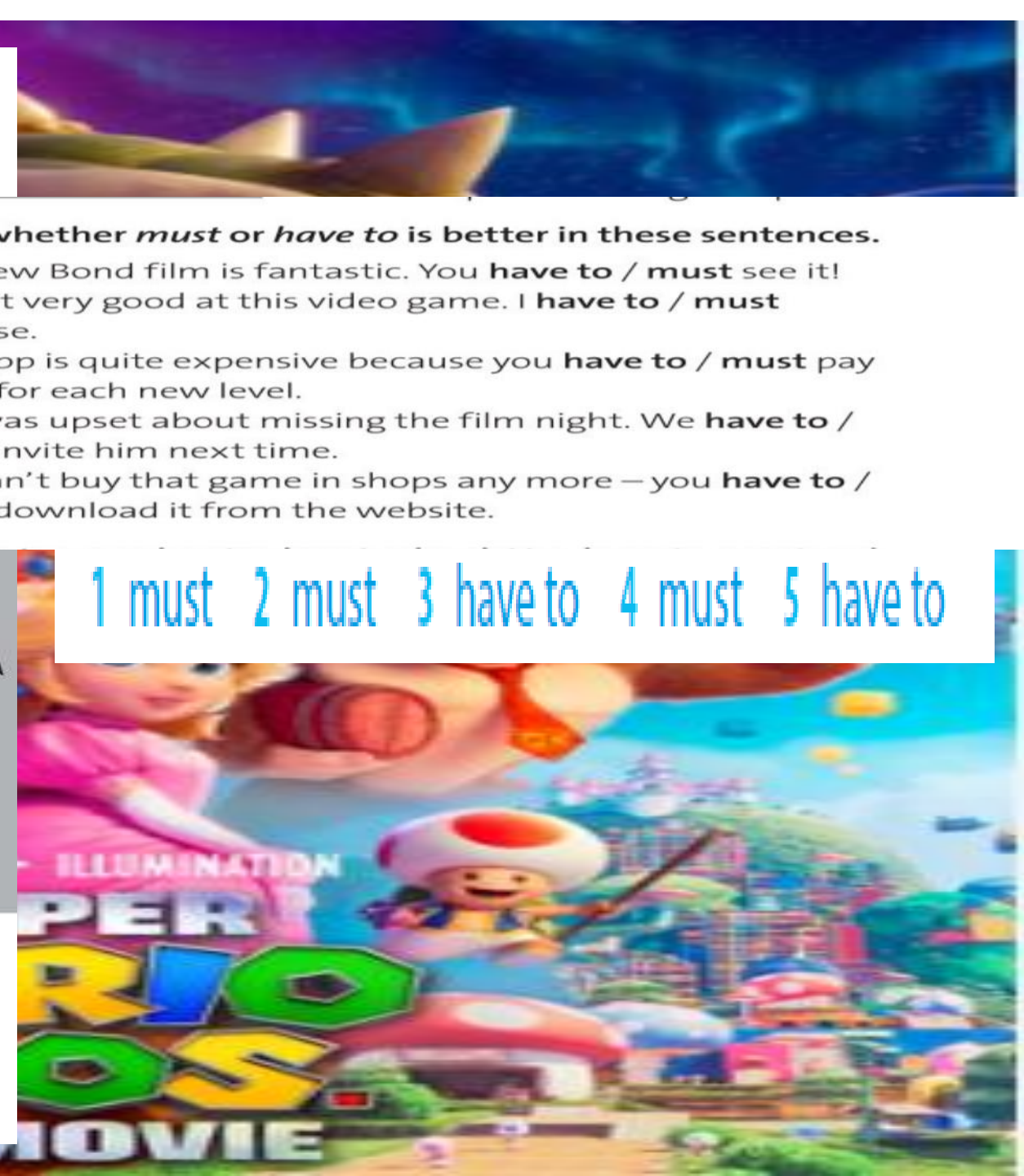
- Take part on your own or with a team.
- Arrive before 6 p.m. to enter.
- £3 entry fee per person.
- School students only – no parents or friends.
- No smartphones allowed!

- 1 You \_\_\_\_\_ be part of a team.
- 2 You \_\_\_\_\_ arrive after 6 o'clock.
- 3 You \_\_\_\_\_ pay £3 to enter the quiz.
- 4 You \_\_\_\_\_ be a student at the school.
- 5 You \_\_\_\_\_ use a smartphone during the quiz.

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

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

1 must   2 must   3 have to   4 must   5 have to





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

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

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

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

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

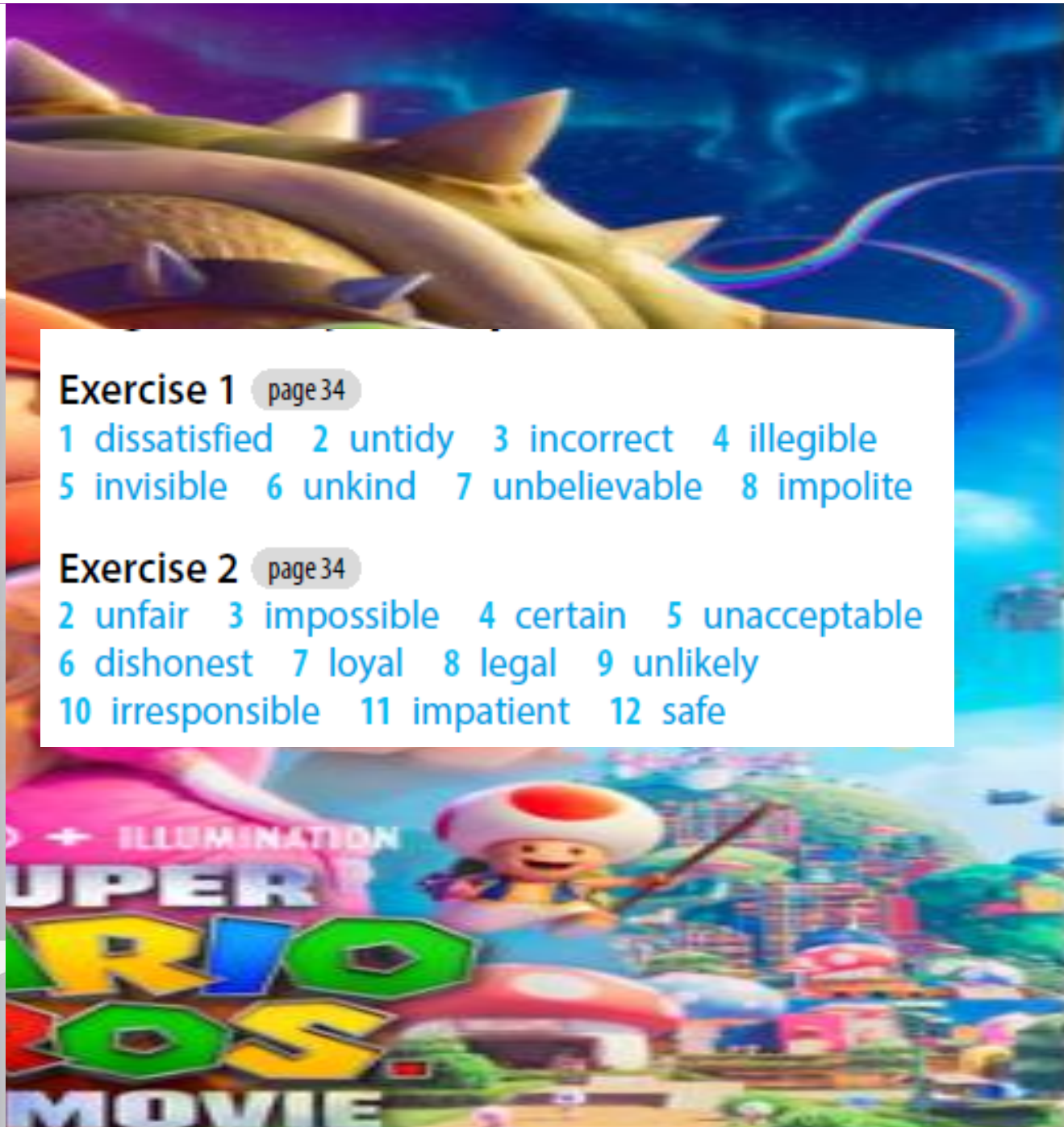
In fact, the number of illegal downloads is now going down, but that's not because of the warnings. For people who are <sup>11</sup>\_\_\_\_\_ (patient) to hear the latest tracks, streaming services like Spotify now offer a simple and <sup>12</sup>\_\_\_\_\_ (safe) way to enjoy them without the need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

### Exercise 1 page 34

- 1 dissatisfied 2 untidy 3 incorrect 4 illegible  
5 invisible 6 unkind 7 unbelievable 8 impolite

### Exercise 2 page 34

- 2 unfair 3 impossible 4 certain 5 unacceptable  
6 dishonest 7 loyal 8 legal 9 unlikely  
10 irresponsible 11 impatient 12 safe





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

honest legal patient polite possible safe

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

#### Dictionary Skills Strategy

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

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

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

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

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

#### VOCAB BOOST!

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

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

- 1 **pleasant** SYN \_\_\_\_\_ OPP \_\_\_\_\_
- 2 **fortunate** SYN \_\_\_\_\_ OPP \_\_\_\_\_
- 3 **courteous** SYN \_\_\_\_\_ OPP \_\_\_\_\_
- 4 **probable** SYN \_\_\_\_\_ OPP \_\_\_\_\_

## Exercise 3 page 34

- 1 illegal
- 2 impolite
- 3 impatient
- 4 possible
- 5 unsafe
- 6 honest

## Exercise 4 page 34

- 1 kind
- 2 thoughtful
- 3 yes
- 4 considerate

## Exercise 5 page 34

(Possible answers)

- 1 enjoyable, unpleasant
- 2 lucky, unfortunate
- 3 polite, discourteous
- 4 almost certain, improbable

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

cause do express get have make  
provide take part in use

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

2 Read the text and answer the questions.

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

**Reading Strategy**

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

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

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

- 1 take part in 2 provide 3 did 4 use 5 have  
6 cause 7 express 8 make 9 get

**Exercise 2** page 35

- 1 She's a scientist. 2 Japan 3 earthquake

**Exercise 3** page 35

- 1 c 2 b 3 b 4 d

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# STAYING SAFE

When you ask most people about the benefits of apps on their smartphone, they say they use them to play games, surf the net, keep in touch with people and organise social events. But Jenny Harlow, a scientist from London, has got an app that does something much more important: it warns her when she is in danger. The app is called Safety Tips and it gives users real-time earthquake and tsunami warnings. The Japan Tourist Agency had the idea for the app after the 2011 earthquake in Japan, when many foreign tourists in the country were confused about what was happening and what they should do. Jenny was on a business trip to Japan when the earthquake struck. 'Although there are a lot of earthquakes in Japan, it was the first time I experienced one. All the warnings and information on the internet, radio and TV were in Japanese, and I couldn't understand. It was really confusing and I didn't know what to do.' She had to rely on Japanese colleagues to help her.

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





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

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

**Exercise 1** page 36

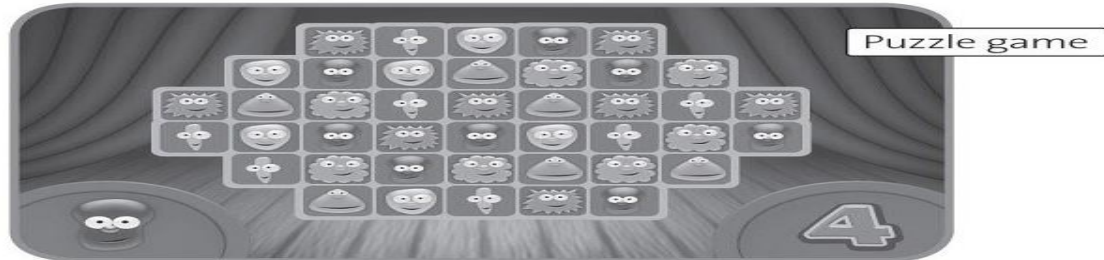
**Expressing likes and dislikes:** 1 I adore / I can't stand; 5 I'm / I'm not a big fan of ...; 7 I'm / I'm not keen on ...  
**Expressing a preference:** 3 I think ... will be better / more fun, etc.; 4 I'd rather / I'd prefer (to) ... 5 I quite fancy / I don't really fancy ...  
**Reaching an agreement:** 2 That's agreed, then; 6 OK, I agree; 8 Let's / Shall we settle on ... 9 That's a great idea.

**Exercise 2** 1.12 page 36

The student chose the second game, the driving game.

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

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



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

Students should tick: 1, 2, 4, 5, 8, 9

**Speaking Strategy**

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

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



My choice: \_\_\_\_\_  
 Why? \_\_\_\_\_

Play the game where? Why? \_\_\_\_\_

Invite other people? Why? / Why not? \_\_\_\_\_

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

## Preparation

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

### Exercise 1 page 37

- 1 go for a bike ride   2 go shopping  
 3 meet friends in town   4 play basketball  
 5 have a coffee   6 listen to music   7 play table tennis

2 Complete the invitations by writing the first word of each phrase and adding a social activity from exercise 1. Use the

### Exercise 2 page 37 (Possible answers)

- 1 Why don't we play table tennis? \_\_\_\_\_ ?  
 2 Do you fancy having a coffee? \_\_\_\_\_ ?  
 3 How about going for a bike ride? \_\_\_\_\_ ?  
 4 Would you like to meet in town? \_\_\_\_\_ ?
- 3 words to complete the letter below. **missing**

1 Dear   2 are   3 now   4 soon   5 best

1 \_\_\_\_\_ Lily,  
 Thanks for your letter. How <sup>2</sup> \_\_\_\_\_ you? I had a great weekend. Lauren came over and we watched the third Hobbit film on DVD. I saw the second film last year and I loved it.

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

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

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

Anyway, that's all for <sup>3</sup> \_\_\_\_\_. Write again

<sup>4</sup> \_\_\_\_\_.

<sup>5</sup> \_\_\_\_\_ wishes,

Paige

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

acting characters ending plot scenes  
 script special effects length

scenes, length

## Writing Strategy

When you write a letter to a friend or relative:

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

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

You and a friend watched a film at your house recently.

Write a letter to another friend in which you:

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

## Writing Guide

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

\_\_\_\_\_ (greeting)  
 \_\_\_\_\_ (introduction)  
 \_\_\_\_\_ (what film?)  
 \_\_\_\_\_ (your opinion)  
 \_\_\_\_\_ (another activity)  
 \_\_\_\_\_ (an invitation)  
 \_\_\_\_\_ (final paragraph)  
 \_\_\_\_\_ (close the letter)  
 \_\_\_\_\_ (sign your name)

## CHECK YOUR WORK

Have you ...

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



## Vocabulary

- 1 Complete the sentences with the film and TV genres below. Use each genre only once.

action film animation chat show period drama

### Exercise 1 page 38

- 1 documentary 2 fantasy film 3 horror film  
4 musical 5 action film 6 animations 7 talent show  
8 news bulletin 9 chat show 10 game show  
11 romantic comedy 12 period drama

about

in  
it

- 4 'What's your favourite \_\_\_\_\_?' 'I absolutely love *The Sound of Music*.'
- 5 In a modern \_\_\_\_\_ like *Guardians of the Galaxy*, it's difficult to tell which stunts are real and which are created on a computer.
- 6 *Frozen* is one of the most popular \_\_\_\_\_s of all time, among adults as well as children.
- 7 There are so many great singers on this \_\_\_\_\_ that I can't guess who will win.
- 8 They stopped the regular programme for a \_\_\_\_\_ about the earthquake.
- 9 I enjoy this \_\_\_\_\_ because they interview interesting guests and talk about amusing topics.
- 10 No one ever wins the whole million pound prize on this \_\_\_\_\_. I wonder if it's even possible.
- 11 I don't want to watch another \_\_\_\_\_. It's always the same old story of a man and woman who fall in love even though they are a totally unlikely couple.
- 12 *Pride and Prejudice* is a \_\_\_\_\_ that takes place in the early 1800s, but it tells a love story that never gets old.

Mark:  / 12

- 2 Choose the correct words to complete the sentences.

- 1 That vampire film was extremely \_\_\_\_\_. I had my eyes closed half of the time!  
a scary b unrealistic c moving
- 2 It was an action film, but it was so \_\_\_\_\_ that I nearly fell asleep.  
a exciting b convincing c boring
- 3 Reality shows can be so \_\_\_\_\_! People do such

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

laugh once.

a moving

b interesting

c gripping

\_\_\_\_\_. I didn't

c funny

5 The plot wasn't very interesting, but the special effects were \_\_\_\_\_!

a unrealistic b spectacular c violent

- 6 That thriller was so \_\_\_\_\_. I couldn't take my eyes off the screen for a second!

a scary b gripping c confusing

- 7 That film was so \_\_\_\_\_ I couldn't stop crying!

a thrilling b moving c imaginative

Mark:  / 7

- 3 Complete the film review with the words below. Use each word only once.

acting actors characters ending plot  
scenes script soundtrack

1 actors 2 characters 3 plot 4 script  
5 scenes 6 ending 7 acting 8 soundtrack

Joseph Paul — isn't very exciting. The \_\_\_\_\_ has some very unnatural lines and some of the \_\_\_\_\_ are quite long and boring. Moreover, the \_\_\_\_\_ of the film doesn't make sense! I'm sure there was a better way to finish the story. The \_\_\_\_\_ is excellent, though; all of the actors do a very good job. But probably the best thing in the film is the \_\_\_\_\_ . It's a collection of great old songs and modern hits.

Mark:  / 8

## Word Skills

- 4 Complete the sentences choosing the correct word in brackets, using a negative prefix.

- 1 I can't believe Sara was so \_\_\_\_\_ about her plans. I had no idea that she wanted to do that. (believable / honest)
- 2 I'm sorry my handwriting is so \_\_\_\_\_. I'm the only one who can read it. (legible / possible)
- 3 You can have strong opinions, but there's no need to be \_\_\_\_\_.
- 4 I \_\_\_\_\_ 1 dishonest 2 illegible 3 impolite 4 irresponsible
- 5 I \_\_\_\_\_ 5 unsafe 6 dissatisfied 7 invisible 8 inappropriate
- 6 T \_\_\_\_\_ 9 untidy
- 7 The film is about a man who becomes \_\_\_\_\_ to everyone but his cat. (visible / legible)
- 8 It was totally \_\_\_\_\_ to criticise her work in front of everyone in the office. (appropriate / patient)
- 9 Your bedroom is so \_\_\_\_\_! There are books and clothes all over the floor! (kind / tidy)

Mark:  / 9

## Grammar

5 Complete the dialogues with *how much, how many, much, many, not much, not many, a few, a little or a lot of*.

- 1 / 1 How many 2 many / a lot of 3 a few  
 4 How much 5 much 6 many  
 2 / 7 How much 8 a little 9 not much  
 10 a lot of / a little 11 Not many 12 a few 13 much  
 3 / 14 How much 15 a few 16 much

shopping.

- 4 A We've got <sup>10</sup> \_\_\_\_\_ time before the film starts.  
 Let's buy some sweets. What types do you like?  
 B <sup>11</sup> \_\_\_\_\_, really. Only chocolates. Just buy  
<sup>12</sup> \_\_\_\_\_ sweets for yourself. I haven't got  
<sup>13</sup> \_\_\_\_\_ money anyway.  
 5 A <sup>14</sup> \_\_\_\_\_ money do you have on you?  
 B Just <sup>15</sup> \_\_\_\_\_ coins. Why?  
 A I need to buy milk. It probably won't cost  
<sup>16</sup> \_\_\_\_\_.

Mark:  / 16

6 Rewrite the underlined parts of the sentences with *must, have to, don't have to, or mustn't* and a subject.

- 1 To be an extra in the TV show, it is necessary to be in the studio before 7 a.m.  
 To be an extra in the TV show, you have to be in the studio before 7 a.m.  
 2 You don't need to come to the meeting, but we'd like it if you did.  
 3 You don't have to come 3 You mustn't enter  
 4 I must finish 5 You mustn't criticise 6 I don't have to get up 7 she has to audition 8 You mustn't watch  
 5 It's a terrible idea to criticise people when you don't know all the facts.  
 6 There's no need for me to get up early tomorrow. We have a day off school.  
 7 Her agent says that it's necessary for her to audition for the part because it's a great opportunity.  
 8 Don't watch that film! It will upset you too much.

## Use of English

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

Did you see the new Swedish (SWEDEN) drama *The Black*

- 1 spectacular 2 imaginative 3 convincing 4 unlikely  
 5 violence 6 impossible

couldn't stop watching – even to answer the phone!

The plot was very clever and <sup>2</sup> \_\_\_\_\_ (IMAGINE), without being too complicated. The story starts when a dead woman is found in a river after a music festival. I'm not going to say any more! Actor Stieg Martinsson was extremely <sup>3</sup> \_\_\_\_\_ (CONVINCE) as the detective who has to find the two murderers. He is an <sup>4</sup> \_\_\_\_\_ (LIKELY) hero who has problems with his marriage and his children. I should warn viewers that there is some <sup>5</sup> \_\_\_\_\_ (VIOLENT) in the drama, but it isn't excessive. You can see the second part of the series next Thursday. Don't miss it! It's <sup>6</sup> \_\_\_\_\_ (POSSIBLE) to stop watching once you start!

Mark:  / 6

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★★
I can talk about films and TV programmes.			
I can talk about quantities.			
I can predict what I'm going to hear.			
I can talk about prohibition and necessity.			
I can form and use adjectives with negative prefixes.			
I can understand a text about video games and their health effects.			
I can role-play ideas for free-time activities.			
I can write an informal letter.			



## Reading

I was born in Nottinghamshire and was the third of five sons. My father was not a rich man, but he was able to send me to Cambridge University, where I studied for

three years. **When I left college, I continued my studies and became a doctor.** But I always wanted to travel, and so I made several voyages as a ship's doctor. When I married my wife Mary, however, I planned to stay at home for a while. But after a few years I discovered I was not earning enough money from my patients. **I decided to go to sea again, and this time I joined a ship sailing to the islands in the South Pacific Ocean.** We started our journey from Bristol on May 4th, 1699.

### Exercise 2 page 40

1 H 2 A 3 C 4 D 5 E 6 B 7 G

There is one extra sentence.

#### Extract from *Gulliver's Travels*

We sailed across the Atlantic, round the coast of Africa and into the Indian Ocean. But before we could reach the Pacific, a violent storm hit us and drove us to the north-west of Tasmania. <sup>1</sup>\_\_\_\_\_ Some of the sailors and I managed to get a boat into the water, and we rowed away to look for land. But when we were too tired to row any more, a great wave hit our small boat, and we all fell into the sea. <sup>2</sup>\_\_\_\_\_

The wind and waves pushed me along as I struggled to keep my head above water. <sup>3</sup>\_\_\_\_\_ Luckily, just then my feet touched the ground. I walked out of the sea and on to a beach, where there was no sign of any people or houses. I was so exhausted that I lay down and went to sleep.

When I woke up next morning, and tried to get up, I could not move. I was lying on my back and my whole body, my arms and legs were strongly fastened to the ground. <sup>4</sup>\_\_\_\_\_

The sun began to grow hot, and I was very uncomfortable. Soon I felt something alive moving along my leg and up my body to my face, and when I looked down, I saw a very small human being, only fifteen centimetres tall. He had a bow and arrow in his hands, and there were forty more of these little men following him. <sup>5</sup>\_\_\_\_\_ They all jumped back, very frightened, and some hurt themselves by falling off my body. Meanwhile, I was struggling to unfasten myself, but just as I managed to pull my left arm free of the ropes, I felt a hundred arrows land on my free hand, and more arrows on my face and body. This was very painful, and made me cry aloud. I lay quietly, to see what would happen next.

<sup>6</sup>\_\_\_\_\_ An official climbed up there to speak to me. Although I could not understand his language, I understood that they would be friendly towards me – if I did not try to harm them. By now I was extremely hungry, so I used sign language to beg the official for food. He seemed to understand

me, because immediately ladders were put against my sides and little men climbed up with baskets of food and drink.  
7 \_\_\_\_\_ In just one mouthful I ate three of their meat dishes and three of their loaves of bread.

- A I do not know what happened to my companions, but I suppose they were all drowned.
- B When they saw I was no longer struggling, they quickly built a platform next to my head.
- C I became very tired and soon felt I could not swim any more.
- D Even my hair, which was long and thick, was tied to the ground.
- E I was so surprised that I gave a great shout.
- F The sky was a cloudless blue and the sea was very calm.
- G They were surprised at how much I could eat and drink.
- H The wind drove our ship on to a rock, which broke the ship in half.

## Listening

### Strategy

When you are asked to match statements to recordings that you hear, there is always one extra sentence that you don't need. This sentence will partly match at least one of the recordings, but it will not be completely correct. Make sure you understand why it is not the right answer.

- 3 Read the Strategy. Then read the audio script and choose the correct sentence (A or B) to describe it.

🎧 'Welcome to the show, and what a great show we have today! In a moment I'd like to welcome our special guest, singer and songwriter Eliza Swain. She's going to talk to us about her latest album and also her European tour next month. After that, we go to Mitch Jackson, who will tell us the top five films to watch right now. And they are amazing ... I know, I've seen them all. Later on in the programme, we have Lucy Kyle with some great fashion tips. But first, let's welcome Eliza to the show.'

- A The speaker presents a music show.
- B The speaker presents an entertainment show.

- 4 🎧 1.13 You will hear five speakers talk about entertainment. You will hear the recording twice. Match sentences A–E with recordings 1–5. There is one extra sentence.

- A We learn about somebody's life. \_\_\_\_\_
- B The speaker is making an announcement to competitors. \_\_\_\_\_
- C The speaker wants to advertise a summer job opportunity. \_\_\_\_\_
- D The speaker is still studying at school. \_\_\_\_\_
- E We learn about the history of some popular stories. \_\_\_\_\_
- F The speaker is describing a festival. \_\_\_\_\_

Exercise 3 page 40

B

Exercise 4 🎧 1.13 page 40

1 C 2 B 3 A 4 E 5 D



5 Read the Strategy. Then read the text and choose the correct options (A–C) to complete the gaps.

**Young Explorer**

In December 2011, sixteen-year-old Amelia Hempleman-Adams became the youngest person ever to reach the South Pole on skis. During the expedition, she <sup>1</sup>\_\_\_\_\_ seventeen nights on the ice with her father and eight other explorers. Temperatures were freezing, and it was difficult to rest as <sup>2</sup>\_\_\_\_\_ were twenty-four hours of daylight. As a result, Amelia only slept for a <sup>3</sup>\_\_\_\_\_ hours every night. But it was an amazing adventure for Amelia. <sup>4</sup>\_\_\_\_\_ her school friends were studying for 'A' levels, she was skiing her way into the history books! Amelia took lots of homework with her. However, she didn't do very <sup>5</sup>\_\_\_\_\_. The books were too heavy to transport and they <sup>6</sup>\_\_\_\_\_ to take them out. Also, she was too tired at the end of a day's skiing to <sup>7</sup>\_\_\_\_\_ about school work, which isn't surprising! So why did she <sup>8</sup>\_\_\_\_\_ in such an exhausting trip? Amelia comes from a family of explorers. Her father is the famous British adventurer David Hempleman-Adams. David has made around thirty trips to the Arctic himself. <sup>9</sup>\_\_\_\_\_ an adventurous father, Amelia has two adventurous sisters, Camilla and Alicia. Alicia, aged eight, became the youngest person to stand at the North Pole, and Camilla, aged fifteen, became the youngest person to ski to the North Pole. Even their holidays were an adventure, because they went to so many exciting places. When Amelia was seven, they travelled <sup>10</sup>\_\_\_\_\_ America in a caravan. And when she was nine, they went to Japan and climbed Mount Fuji!



- |               |              |               |
|---------------|--------------|---------------|
| 1 A took      | B spent      | C made        |
| 2 A it        | B there      | C they        |
| 3 A lot       | B little     | C few         |
| 4 A During    | B Through    | C While       |
| 5 A much      | B lot        | C many        |
| 6 A needed    | B must       | C had         |
| 7 A make      | B think      | C look        |
| 8 A take part | B take off   | C take place  |
| 9 A Not only  | B As well as | C Even though |
| 10 A over     | B into       | C across      |

**Speaking**

**Strategy**

Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.

6 Read the Strategy. In pairs, read the exam task and the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.

**Student A**

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest asking someone in your family to drive you there.

**Student B**

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest taking public transport.

**Writing**

**Strategy**

Plan your email carefully. Focus on developing each point, but also try not to include extra information that is not in the instructions for the task.

7 Read the Strategy. Then look at the exam task and the notes that a student has made for it. Match the notes with the points in the instructions for the task. Cross out any unnecessary notes.

You and your friends went hiking in the mountains and you nearly had an accident. Write an email to a friend in which you:

- 1 Describe the place.
- 2 Describe how you avoided an accident.
- 3 Give your personal opinion of the experience.
- 4 Invite your friend to go with you next time.

- beautiful scenery 1
- Mark pulled me back \_\_\_\_
- got very foggy \_\_\_\_
- went with friends from school \_\_\_\_
- exciting, memorable \_\_\_\_
- went hiking in the mountains \_\_\_\_
- started out early \_\_\_\_
- plan to go again soon \_\_\_\_
- got too near edge of cliff \_\_\_\_
- taught me a lot \_\_\_\_
- had sandwiches and coffee at midday \_\_\_\_
- beautiful sunshine later, saw some deer \_\_\_\_

8 You and a group of students made a film about your school. Write an email to a friend in which you:

- Explain whose idea it was and why you wanted to make it.
- Describe what is shown in the film.
- Give your personal opinion of the experience.
- Invite your friend to come round to watch the film.

5 Read the Strategy. Then read the text and choose the correct options (A–C) to complete the gaps.

### Young Explorer

In December 2011, sixteen-year-old Amelia Hempleman-Adams became the youngest person ever to reach the South Pole on skis. During the expedition, she <sup>1</sup>\_\_\_\_\_ seventeen nights on the ice with her father and eight other explorers. Temperatures were freezing, and it was difficult to rest as <sup>2</sup>\_\_\_\_\_ were twenty-four hours of daylight. As a result, Amelia only slept for a <sup>3</sup>\_\_\_\_\_ hours every night. But it was an amazing adventure for Amelia. <sup>4</sup>\_\_\_\_\_ her school friends were studying for 'A' levels, she was skiing her way into the history books! Amelia took lots of homework with her. However, she didn't do very <sup>5</sup>\_\_\_\_\_. The books were too heavy to transport and they <sup>6</sup>\_\_\_\_\_ to take them out. Also, she was too tired at the end of a day's skiing to <sup>7</sup>\_\_\_\_\_ about school work, which isn't surprising! So why did she <sup>8</sup>\_\_\_\_\_ in such an exhausting trip? Amelia comes from a family of explorers. Her father is the famous British adventurer David Hempleman-Adams. David has made around thirty trips to the Arctic himself. <sup>9</sup>\_\_\_\_\_ an adventurous father, Amelia has two adventurous sisters, Camilla and Alicia. Alicia, aged eight, became the youngest person to stand at the North Pole, and Camilla, aged fifteen, became the youngest person to ski to the North Pole. Even their holidays were an adventure, because they went to so many exciting places. When Amelia was seven, they travelled <sup>10</sup>\_\_\_\_\_ America in a caravan. And when she was nine, they went to Japan and climbed Mount Fuji!



- |  |  |  |
|--|--|--|
| 1 A took                                       | <input checked="" type="radio"/> B spent | C made   |
| 2 A it   | <input checked="" type="radio"/> B there | C they   |
| 3 A lot  | B little                                 | <input checked="" type="radio"/> C few         |
| 4 <input checked="" type="radio"/> A During    | B Through                                | <input checked="" type="radio"/> C While       |
| 5 <input checked="" type="radio"/> A much      | B lot                                    | C many   |
| 6 A needed                                     | B must                                   | <input checked="" type="radio"/> C had         |
| 7 A make                                       | <input checked="" type="radio"/> B think | C look   |
| 8 <input checked="" type="radio"/> A take part | B take off                               | C take place                                   |
| 9 A Not only                                   | B As well as                             | <input checked="" type="radio"/> C Even though |
| 10 A over                                      | <input checked="" type="radio"/> B into  | C across                                       |

### Strategy

When you have finished the task, read the whole text through again and check that the options you have chosen make sense. Check carefully for tense and general meaning.



## Speaking

### Strategy

Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.

- 6 Read the Strategy. In pairs, read the exam task and the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.**

### Student A

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest asking someone in your family to drive you there.

### Student B

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest taking public transport.

## Writing

### Strategy

Plan your email carefully. Focus on developing each point, but also try not to include extra information that is not in the instructions for the task.

## Exercise 7 page 41

- 1 beautiful scenery
- 2 Mark pulled me back, got too near edge of cliff
- 3 exciting, memorable
- 4 plan to go again soon

**7 Read the Strategy. Then look at the exam task and the notes that a student has made for it. Match the notes with the points in the instructions for the task. Cross out any unnecessary notes.**

You and your friends went hiking in the mountains and you nearly had an accident. Write an email to a friend in which you:

- 1 Describe the place.
- 2 Describe how you avoided an accident.
- 3 Give your personal opinion of the experience.
- 4 Invite your friend to go with you next time.

- beautiful scenery 1
- Mark pulled me back \_\_\_
- got very foggy \_\_\_
- went with friends from school \_\_\_
- exciting, memorable \_\_\_
- went hiking in the mountains \_\_\_
- started out early \_\_\_
- plan to go again soon \_\_\_
- got too near edge of cliff \_\_\_
- taught me a lot \_\_\_
- had sandwiches and coffee at midday \_\_\_
- beautiful sunshine later, saw some deer \_\_\_

**8 You and a group of students made a film about your school. Write an email to a friend in which you:**

- Explain whose idea it was and why you wanted to make it.
- Describe what is shown in the film.
- Give your personal opinion of the experience.
- Invite your friend to come round to watch the film.