

# REVIEW 1

## UNITS 1–4

### VOCABULARY

#### 1 Write the missing letters to complete the word for each set.

- 0 dolphin penguin giraffe  
 a n i m a l s
- 1 receptionist luggage tourist  
 h \_\_\_\_\_
- 2 land hill sea  
 e \_\_\_\_\_
- 3 tram underground scooter  
 t \_\_\_\_\_
- 4 balcony ceiling cupboard  
 h \_\_\_\_\_
- 5 address age surname  
 i \_\_\_\_\_

#### 2 Complete the sentences with the correct words.

- 1 I don't want to go in the car to the beach. Walking is good for us so let's go \_\_\_\_\_.
- 2 My parents packed our \_\_\_\_\_ for our skiing holiday last night.
- 3 Have you got a \_\_\_\_\_ of the city? I want to see where the museum is.
- 4 We've got a \_\_\_\_\_ in our apartment block but I don't use it. I always use the stairs.
- 5 Do you ever come to school \_\_\_\_\_ bike?
- 6 \_\_\_\_\_ are large white animals and they live in the cold Arctic.
- 7 \_\_\_\_\_ are birds with brightly coloured feathers. Some of them can talk.
- 8 \_\_\_\_\_ are birds too but they can't fly. They spend a lot of time swimming in the ocean.

#### 3 Read the descriptions of some nature words. Write the missing letters to complete the words.

- 0 This place is water but has land all around it.  
l a k e
- 1 This place is very dry. It's hot in the day and often cold at night.  
 \_\_\_\_\_ r \_\_\_\_\_
- 2 This place has lots of trees.  
 \_\_\_\_\_ r \_\_\_\_\_
- 3 This place is all water and it moves all the time.  
 \_\_\_\_\_ i \_\_\_\_\_
- 4 This place is low and is often between two mountains.  
 \_\_\_\_\_ l \_\_\_\_\_
- 5 This place is a kind of mountain, but it has a hole in the top.  
 v \_\_\_\_\_

### GRAMMAR

#### 1 Choose the correct options to complete the sentences.

- 1 I like to watch swimming competitions because *I'm swimming / I swim* too.
- 2 Of course everyone *wants / want* to have more friends.
- 3 The weather was really hot, but I still *have / had* a great time there.
- 4 In my town, *there is / there are* a lot of shopping centres and sports centres.

#### 2 Correct the mistakes in these sentences.

- 5 I visited Thao Cam Vien zoo, but I didn't liked it.
- 6 Every day we doing different tests or exams at school.
- 7 Do you liked the competition?
- 8 I can't go shopping today because I working.

#### 2 Complete the sentences. Use the present simple or present continuous.

- 0 I really like (really like) my new bedroom. I am painting (paint) it blue.
- 1 I \_\_\_\_\_ (think) that's Olivia over there. What \_\_\_\_\_ (she / do)?
- 2 Sorry, I \_\_\_\_\_ (not know) where the station is. I \_\_\_\_\_ (come) from another town.
- 3 That aeroplane \_\_\_\_\_ (fly) very low. I \_\_\_\_\_ (hope) everything's OK.
- 4 My aunt \_\_\_\_\_ (travel) a lot, but she \_\_\_\_\_ (not travel) at the moment.
- 5 I'm sorry, I \_\_\_\_\_ (not understand). Can you say it again, please?

#### 3 Complete the text about Gabby using the past simple and past continuous.

Gabby wants to do dance for the fitness part of a competition. Last month, she (0) bought (buy) a dance DVD, so she (1) \_\_\_\_\_ (can) learn at home.

But it was quite difficult because while she (2) \_\_\_\_\_ (watch) the DVD, she (3) \_\_\_\_\_ (also practise) the dance steps. When her mum (4) \_\_\_\_\_ (come) home, she (5) \_\_\_\_\_ (say) to Gabby, 'Why don't you join a dance class? It's a much better way to learn.' 'That's a good idea,' (6) \_\_\_\_\_ (answer) Gabby.



# 5 SCHOOL



## ABOUT YOU

**03** Watch the video and discuss the questions.  
 How many different subjects do you study?  
 How much homework do you usually get each day?



## VOCABULARY

AND

## READING

### School subjects

**1** Match the school subjects in the box to the pictures A–L.

EP

- |                       |           |         |
|-----------------------|-----------|---------|
| biology               | chemistry |         |
| design and technology | drama     |         |
| foreign languages     | geography |         |
| history               | ICT       | maths   |
| PE                    | physics   | science |



Listen and check. Then repeat.

**2** Read the article about schools in Finland and choose the best title.

- A Starting young
- B New ways of learning
- C Time for homework

**3** Read the text again and answer the questions.

- 1 At what age do Finnish students go to school?
- 2 How long are they at school every day?
- 3 Do students have any homework?
- 4 Do subject words appear on all school timetables?
- 5 How do some experts think our brains work?
- 6 In Finland, do students
  - a complete a project at the same time as they learn school subjects, or
  - b study school subjects and then complete a project?
- 7 What subjects do students learn when they do the project on Pompeii?

**4** In pairs, ask and answer the questions.

- 1 Which are your favourite subjects?
- 2 Which subjects don't you enjoy as much?
- 3 Which subjects are you best at?

A



36

B



C



D



E



F



G



H



I



J



K

234+567

L



In international tests of maths, science and reading, students in Finland do well. This is good news! But when you look more carefully at the schools, it's not easy to explain. Finnish students don't start school until they are seven years old. The school day is short, about five hours, and there are only three or four classes a day. Students don't have much homework and there are no exams. So, why don't they do badly in tests? Perhaps something else can explain it.

There is another unusual feature of schools in Finland. For most of us, the school timetable is a list of subjects, for example ICT, history, foreign languages, geography, with one lesson following another. But some experts believe our brains work in a different way. They say our brains don't divide our learning into subjects. Our brains learn better when they get new information in context. This is why some Finnish schools don't teach subjects separately. Instead, they give students a project, such as 'the weather', and then bring school subjects into the project.

So how do some experts believe we learn most easily? Here's an example of a project with a class of 12-year-olds. Students watch a video re-enactment of the end of the city of Pompeii. Then on their laptops they compare ancient Italy under the Romans with modern Finland. Groups look at different parts of the topic and then share their ideas. They also use 3-D printers to make a tiny Roman building. Later, they use the pieces of the building for a game. This project includes history, ICT, and design and technology.



**PRONUNCIATION** Word patterns



5 Listen and look at the word patterns in the table. Then put the words in the box into the correct column.

0o	0oo	o0oo
<i>topic</i>	<i>audience</i>	<i>communicate</i>
biology history	chemistry languages	classroom science
	favourite technology	geography



Listen and check. Then repeat.

**GRAMMAR**

**Comparative and superlative adverbs**

1 Look at the adverbs in the sentences. Decide which ones are simple adverbs, **comparative adverbs** or **superlative adverbs**.

- In international tests of maths, science and reading, students in Finland do **well**.
- When you look **more carefully** at the school system, it's not easy to explain.
- So, why don't they do **badly** in the tests?
- Do students learn **better** when the school day is shorter?
- When there is no exam do students study **hard**?
- Do students learn **more efficiently** when they study subjects or when they study a topic?
- So, how do some experts believe we learn **the most easily**?

2 Look at the **comparative** and **superlative adverbs** and in Exercise 1 again and answer the questions.

- Which word do we often use after comparative adverbs?
- Which word do we often use before superlative adverbs?

3 Complete the table.

Adjective	Simple adverb	Comparative adverb	Superlative adverb
<i>bad</i>	1 .....	<i>worse</i>	<i>the worst</i>
2 .....	3 .....	4 .....	<i>the best</i>
5 .....	6 .....	7 .....	<i>the most carefully</i>
8 .....	<i>efficiently</i>	9 .....	10 .....
<i>easy</i>	11 .....	12 .....	13 .....
14 .....	15 .....	<i>harder</i>	16 .....

➤ **GRAMMAR REFERENCE AND PRACTICE PAGE 151**

4 Write the correct form of the adverb for the adjective in brackets.

- Laura often makes mistakes because she always does her homework very ..... (quick).
- Hans speaks ..... (fast) in our class.
- You speak English much ..... (good) than me.
- Please can you speak ..... (slow). I didn't understand you before.
- None of us did well in the exam, but I did ..... (bad)!
- I think I work ..... (hard) in English lessons than I do in science.

5 Correct the mistakes in the sentences.

- You speak English really good.
- I made friends much easier at my new school.
- Drama classes helped me speak clearer and better.
- Catch this bus and you can get more quickly home.
- My brother likes best the music class.

6 ➤➤ Work with a partner. Go to page 136.

## READING

- 1 Read Clarissa's blog quickly. Where is she studying now, at home or at school?

# Clarissa's blog



39

31 July 2018

**A few years ago, I wasn't very happy at school and I wasn't doing well in tests. So, when I was eight, Mum and Dad decided to teach me at home.**

Homeschooling – great, I thought! I could stay in bed all day! Well it wasn't quite like that! My parents found out what I needed to learn. Sometimes I had lessons, but most of the time I studied things I liked and found interesting. That's how homeschooling works best.

My favourite hobby was playing computer games, so, with Dad's help, I began to write my own computer programs. But I liked making models too, and for that I needed ... maths! At school maths was boring, but now it was useful for making my models. I made a model boat and I needed to understand science and maths to do that – oh and design and technology too!

So were there any bad things about homeschooling? Not really. I missed my friends, but I saw them at weekends and we talked about school! They told me about their week at school, and I told them about mine. Mine always seemed more fun to me. Some weeks I studied more than they did. Other weeks I didn't study much at all. And I never had homework!

I'm 15 now, and I'm back at school because I need to take exams. I don't mind. It's nice to study with my friends again.



## PREPARE FOR THE EXAM

## Reading Part 3

- 2 Read Clarissa's blog again. For each question, choose the correct answer.
- Why did Clarissa's parents teach her at home?
    - Her parents didn't like her school.
    - She was too old for her school.
    - She was having problems at school.
  - What does Clarissa say about homeschooling in the second paragraph?
    - She only learned what her parents told her to.
    - She chose what she wanted to learn.
    - She studied in bed a lot of the time.
  - Clarissa preferred doing maths at home because
    - her dad was able to explain it to her.
    - it helped her do things she enjoyed.
    - she had more time to spend on it.
  - What was the difference between Clarissa's and her friends' school experiences?
    - Clarissa didn't have to do any homework.
    - Clarissa always had more work to do than they did.
    - Her friends enjoyed themselves more.
  - What does Clarissa say about homeschooling in the article?
    - It's important to have daily lessons.
    - It's hard to find time to see friends.
    - Learning doesn't always have to come from books.

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## TALKING POINTS

- What do you like about going to school?  
 What are the good things about homeschooling?  
 What are the bad things about it?  
 Would you like to study at home? Why? / Why not?

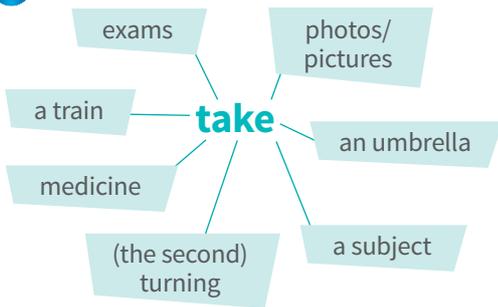
**VOCABULARY**

**take**

**1** What does *take* mean in this sentence?

I'm 15 now, and I'm back at school because I need to **take exams**.

**2** Now look at the mind map. Match the meanings of *take* to these words.



- |         |            |
|---------|------------|
| a carry | e go along |
| b make  | f use      |
| c do    | g catch    |
| d study |            |



**40** Listen and check. Then repeat.

**3** Write an example sentence for each meaning of *take*.

**4** Complete the questions with words from Exercise 2 and then answer the questions:

- When did you last take an ..... out with you in the rain?
- Which ..... do I need take to get to the park from here? The one on the left or the one on the right?
- What extra ..... would you like to take at school ?
- Have you taken any ..... today with your new camera? How many?
- When was the first time you took a ..... to go somewhere? Were you on holiday?
- Do you usually take ..... when you are ill?
- How do you feel when you take an ..... at the end of the school year?

**5** In pairs, compare your answers.

**LISTENING**



**41** **1** Listen to the *What's New* section on a morning radio show. A boy called Ethan is talking about his experience of schooling. What phrase does Ethan use for the education he had on the trip?



**41** **2** Listen again. Are the sentences right (✓) or wrong (X).

- There are four people in Ethan's family.
- Ethan's mum left her job because she wanted to see the world.
- Ruth and Ethan were homeschooled before they went travelling.
- Ethan's parents didn't tell anyone else about their plans.
- Ruth and Ethan's parents helped with the 'world schooling'.
- Ruth and Ethan do a lot of different things when they are travelling.
- Ethan's parents wanted him to go back to school.
- Ethan says he works harder at school than he did when he was world schooled.

**3** In pairs, discuss the questions.

- Would you like to be 'world schooled'?
- Would your parents be good teachers?
- Which parts of the world would you like to visit?
- What would you miss about your school?

**SPEAKING**

**1** In pairs, or a small group, use the questions to describe your perfect school. Make notes about what you discuss.

- Where is the school?
- What lessons do you have?
- How many students are there?
- Who are the teachers?
- Do you have homework?
- How many lessons do you have in a day/week?
- How long are the school days/holidays?
- Do you wear a uniform?
- What's the food like?
- Do you sleep there?
- What makes your school better than other schools?

**2** Now tell the rest of the class about your perfect school. Take turns in your group to speak.

# 6 FAVOURITE THINGS

## ABOUT YOU

Do you have a favourite thing? What is it?  
 Where did you get it?  
 Why is it special?  
 What do you like about it?

5 In pairs, look around the classroom and at what people are wearing. Find as many things as you can that are made from the materials in Exercise 1. Say what they are.

6  Cam is doing a project for school. He asks three people in the street about their favourite things. Listen to the recording. Which thing was a present?



## VOCABULARY AND LISTENING

### Materials

1 Look at the photos below. Match the materials in the box to the photos A–J.

EP

cotton    glass    gold    leather  
 metal    paper    plastic    silver  
 wood    wool

42  Listen and check. Then repeat.

2 What are the things in the photos made of? Talk about the photos with your partner.

The headphones are made of plastic.

3 Look at the examples. Which **word** is a noun and which is an adjective?

The box is made of **wood**. It's a **wooden** box.

4 Work with your partner. Use the materials as adjectives to describe and find the things in the photo.

It's a cotton T-shirt.

Photo B

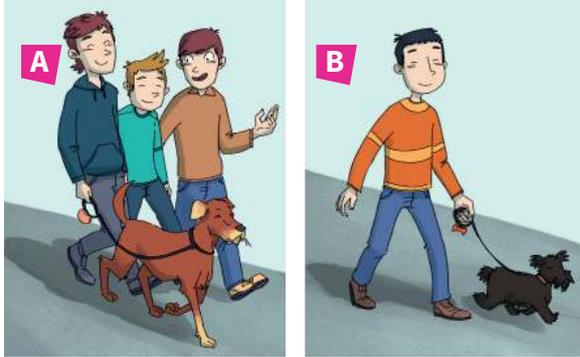
43  7 Listen again and complete the table.

	Speaker 1	Speaker 2	Speaker 3
What is the thing?			
Who does it belong to?			
What is it made of?			



**GRAMMAR** Possession

1 Look at the pictures. Match sentences 1 and 2 to pictures A and B.



- 1 It's my brother's dog.
- 2 It's my brothers' dog.

2 Look at sentences 1 and 2 in Exercise 1. Which sentence has 's and which sentence has s'? Why?

3 Complete the sentences. Use the word in brackets in the singular or plural and 's or s'.

- 1 That's my ..... (sister) car. My dad bought them one to share last year.
- 2 I don't have a computer, but I use my ..... (brother) when I need to. I lend him my camera when he needs it because he hasn't got a good one.
- 3 My little sister loves going to the ..... (child) disco. It's specially for little kids and there are games and activities.
- 4 Don't put any cake on those plates! I use them for the ..... (dog) food. They don't like the bowls from the pet shop.

4 Look at the words in purple in the two examples from the listening. Underline the determiners and circle the pronouns.

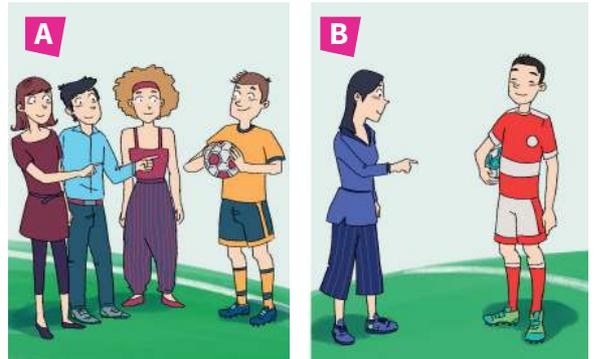
- 1 They're not **mine**. They're **my** sister's.
- 2 Oh and what are **theirs**? **Your** dad's for example.

5 Now complete the table.

Determiners	Pronouns
my	<i>mine</i>
your	
his	
her	
our	
their	

➤ **GRAMMAR REFERENCE AND PRACTICE PAGE 152**

6 Look at the pictures and decide who the football player is. Match sentences 1 and 2 to pictures A and B.



- 1 He's a friend of theirs.
- 2 He's a friend of hers.

7 Complete the sentences with the correct word.

- 1 That's not Robert's book, it's Paula's. Robert lost ..... yesterday.
- 2 My parents had a holiday on a boat last summer. I think it belonged to a friend of .....
- 3 A cat plays in our garden sometimes, but it's not ..... We've got a dog.
- 4 You can't use my brother's football. But you can borrow ..... if you like. I got it for my birthday.
- 5 Are you looking for your hat? I saw Paul's in the garden, but I don't know where ..... is.
- 6 Sally is so good at art. That picture is .....

8 Correct the mistakes in the sentences.

- 1 You can read your favourite book's there.
- 2 My friends name's Ben.
- 3 The bus stop is just five minutes walk from my house.
- 4 Bring your computer because my is broken.
- 5 My bedroom is bigger than their.



**PRONUNCIATION** Weak forms: *a* and *of*



9 Listen and repeat.

- She's a friend of mine.
- He's a friend of hers.
- They're friends of ours.
- Is he a friend of yours?

10 Think of three things that are special and belong to different people in your family. In pairs, tell each other about them. Use the questions to help you.

- 1 What are they? What are they made of?
- 2 Who do they belong to?
- 3 Where did they come from?
- 4 Why are they special?
- 5 What else can you say about them?

**READING**

- In pairs, tell your partner about a special present someone gave you. What was it?
- Anja and Pete wrote about special memories in their online school magazine. Look at objects A–F. What present did Anja get? What present did Pete get?



# HILL CREST ACADEMY



## Special Memories

**ANJA, AGE 13**

My special memory is from when I was three years old. We were staying with my grandparents at their house in the country. They lived in an old wooden house. I remember the house was always cold and it was near a forest. When it was time for bed, Grandma took me upstairs to read me a story. On my bed there was a lovely wool blanket. It was really colourful. I remember touching it and it was so, so soft. 'It's yours. I made it for you', my grandma said. I still have the blanket on my bed at home. It looks really small there, but I remember when I was younger it seemed so big!

**PETE, AGE 14**

My special memory isn't from very long ago. I was opening presents on my 13th birthday. My older brother gave me a large box. It was very hard. What could it be? I opened it and felt inside. I'm blind, so I need to touch everything because I can't see. It was smooth and round. I remember thinking 'it's a leather football' and feeling upset. I can't play football because I can't see the ball. I picked it up. It felt quite heavy, and it made a noise. My brother told me it was a special football for blind people. There are little metal balls inside that make a noise when someone kicks or throws it. Perfect! Now I play football all the time.



**3 Read the article again and answer the questions**

- What was Anja's grandparents' house like?
- When did Anja first see the blanket?
- What was it like?
- Why do you think Anja remembers it as big when in fact it's quite small?
- Who was Pete's present from?
- What did it feel like?
- Why did he feel sad when he first felt the present?
- What happened when he took it out of the box and why?



**TALKING POINTS**

Anja's memory is from when she was three years old. What's your earliest memory?  
 Pete's memory is of his special football. What other special things can help someone like Pete?

**VOCABULARY**

**Adjectives for describing objects**

**1 Match the words in the box to photos A–F.**



colourful	hard	heavy	large
little	lovely	old	pretty
round	small	smooth	soft



**Listen and check.**

- In pairs, describe the objects in the photos. Use the adjectives from Exercise 1 and others you know.
- Take turns to describe something in the classroom to your partner for them to guess what it is. Use the words from Exercise 1 to help you.

It's large, smooth and colourful. It's made of paper and it's on the wall.

Yes.

A map?

**LISTENING**



**PREPARE FOR THE EXAM**

**Listening Part 5**

**1** For each question, choose the correct answer. You will hear Carmen talking to Murat about some things she has found in her grandparents' house. Who does each thing belong to?



Things	People
0 clock	<input checked="" type="checkbox"/> <b>A</b> aunt
1 computer	<input type="checkbox"/> <b>B</b> brother
2 hat	<input type="checkbox"/> <b>C</b> cousin
3 toy bear	<input type="checkbox"/> <b>D</b> father
4 painting	<input type="checkbox"/> <b>E</b> grandfather
5 jacket	<input type="checkbox"/> <b>F</b> grandmother
	<b>G</b> mother
	<b>H</b> uncle

**2** Listen again and check your answers.



**WRITING**



**PREPARE TO WRITE**

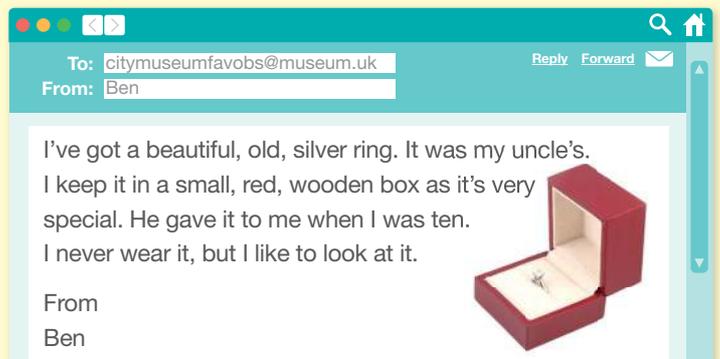
**Adjective order**

**GET READY**

**THE CITY MUSEUM**

Have you got a favourite thing or something from the past you want to tell us about? Send us an email. Describe the object and say why it's special for you and attach a photo if you have one.

Email: [citymuseumfavobs@museum.uk](mailto:citymuseumfavobs@museum.uk)



Read the notice from the museum and then read Ben's email reply. What's his favourite thing? Put the adjectives from the email in the correct column in the table.

Adjective order						
Opinion (pretty)	Size (big)	Physical quality (hard)	Shape (square)	Age (new)	Colour (blue)	Material (gold)

Find three more examples of pairs of adjectives in the texts on page 38 and add them to the table.

**PLAN** You are going to write to the museum about something special. Use these questions to plan your email.

What is it? Where/who did it come from? What does it look like?

Plan your email to the museum.

What groups of adjectives can you use to describe your object? What order do they go in?

**WRITE** Write an email to the museum. Use Ben's email to help you. Write about 35 words.

Draw a picture of the object.

**IMPROVE** In pairs, read each other's email. Check for mistakes with adjectives. Rewrite your emails.