

Right on! 4

Right on! 4 is a challenging course for learners at CEFR Level B1. The course provides stimulating topics and rich texts in themed modules and aims to develop those 21st century skills today's students need to face the challenges of the modern world. The digital material that accompanies the course contains a wealth of fully interactive activities, authentic videos and games to engage all types of learners.

For the Student



Student's Book



Workbook
Student's Book



Grammar Book
Student's Book



ieBook software
(offline – Windows,
macOS)



For the Teacher



Teacher's Book



Workbook
Teacher's Book



Grammar Book
Teacher's Book



Class CDs



IWB software
(offline – Windows, macOS)



Test Booklet
CD-ROM



Express Publishing

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Right on!

Right on! 4 Student's Book

Jenny Dooley

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4

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Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkʌm/	became /brɪkeɪm/	become /brɪkʌm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡən/	begun /brɪɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	done /dʌn/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shone /ʃɒn/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /dri:vən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /frɔ:z/	frozen /frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /swəə/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

Right on!

4

Student's Book

Jenny Dooley



Express Publishing

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<ul style="list-style-type: none"> • <i>My Wild West Getaway</i> • <i>The Maid of the Mist</i> • Listening: dialogues/a narration (multiple choice) • Culture: <i>Niagara Falls</i> 	<ul style="list-style-type: none"> • Asking about/Stating a preference • Narrating an experience • Intonation: in exclamations (<i>what/how – so/ such</i>) 	<ul style="list-style-type: none"> • An advert • A myth • A story (sequence of events, tenses, setting the scene; descriptive language)
<ul style="list-style-type: none"> • <i>Moving Home?</i> • <i>One language for all?</i> • Listening: an interview (multiple choice); a monologue (gap fill) • Culture: <i>Languages in the UK</i> 	<ul style="list-style-type: none"> • Making predictions • A job interview • Intonation: in question tags 	<ul style="list-style-type: none"> • A short descriptive text • A forum entry expressing an opinion • An informal email accepting/rejecting an offer (informal style; error correction)
<ul style="list-style-type: none"> • <i>The Voice from the Streets</i> • <i>Gathering up the Garbage</i> • Listening: a dialogue (T/F); an announcement (note taking) • Culture: <i>The sweethearts Wheelchair Foundation</i> 	<ul style="list-style-type: none"> • Giving a witness statement • Making suggestions • Intonation: in compound nouns 	<ul style="list-style-type: none"> • An article about a charity • An informal email asking for information • An email to the editor making suggestions (supporting sentences)
<ul style="list-style-type: none"> • <i>Tech Forum (Augmented reality)</i> • <i>Simply Genius!</i> • Listening: a dialogue/monologue (not taking) • Culture: <i>Tim Berners-Lee</i> 	<ul style="list-style-type: none"> • Making suggestions • Complaining about damaged goods • Pronunciation: diphthongs 	<ul style="list-style-type: none"> • A descriptive text • A biography • A pros & cons essay (linkers; formal style)
<ul style="list-style-type: none"> • <i>Game of Thrones</i> • <i>London, Capital of UK, festivals</i> • Listening: a dialogue (multiple choice); an announcement (T/F); • Culture: <i>Coronation Street</i> 	<ul style="list-style-type: none"> • Expressing likes/dislikes • Asking about/Describing a concert • Intonation: in indirect questions 	<ul style="list-style-type: none"> • A survey about favourite TV shows • An email about a festival you attended • A book review (recommending/using descriptive language)

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1 • Everyday life



What's in this module?

• Vocabulary

- hobbies/free-time activities
- sports
- character qualities
- teen problems
- routines & free time
- types of families

• Grammar

- present simple – present continuous
- stative verbs
- adverbs of frequency
- present perfect – present perfect continuous
- *have been* – *have gone*
- comparisons
- *like/as*
- relative pronouns/ adverbs – relative clauses

• Speaking

- express preference
- invite – accept/refuse
- ask for/give advice

• Listening

- an interview (multiple choice)
- dialogues (multiple choice)

• Writing

- a forum entry about your hobby
- a summary of a survey
- an article expressing your opinion

• CLIL (PSHE):

Everyone's different
Everyone's the same

- **Values:** Thoughtfulness

Vocabulary

Hobbies/Free-time activities

- 1 Which of the hobbies/free-time activities in the pictures do you: *go?* *play?* *do?*
Suggest more activities with these verbs.



1 knitting



2 Zumba

3 parkour



4 laser tag



5 fencing



6 archery



8 candle making



7 lacrosse

2



Think

Which of the hobbies/free-time activities in the pictures are: *creative*; *exciting*; *energetic*; *relaxing* for you?

Express preference

3

Use these adjectives to find out which hobbies your partner likes/doesn't like.

- exciting • relaxing • fun • fast-moving • difficult • boring
- expensive • dangerous • tiring

A: Do you like archery?

B: Not really. I find it difficult. / Yes, I do. I think it's exciting.



FUN to Fame

1 1.2 Look at the picture and read the title. What do you think the man in the picture does for a living? Listen and read to find out.

Goaaaaaaaaa! With more than four million subscribers, freekickerz is a German YouTube channel that has more viewers than lots of TV stations. In fact, freekickerz is the world's largest YouTube football channel. What's even more **impressive** is that Konstantin Hert, the YouTuber behind freekickerz, has built his success by doing something he's always loved – his hobby.

Konzi, as he is known to his fans, has always loved football and even played for a club as a child. In 2006, he uploaded his first video clip of an unknown player scoring an amazing goal. Since then, freekickerz has posted thousands of fun football videos. There are clips of free kicks, reviews of football equipment, and epic fails. His fans love them and since 2013 he's been a professional YouTuber.

So what makes him such a **hit**? Well for one thing, he's constantly learning. He admits that sometimes, "my videos have not always been that good." But this just **motivates** him to get better. He studies photography and editing to make his channel the best it can be. He is also a strong believer in never giving up: "Think like an athlete – if someone tells you that you won't make it, train **harder**, and prove your critics wrong."

The future looks **bright** for Konzi. He now has sponsorship from **major** sports brands and freekickerz is increasing its audience by about 50,000 every week. He also has a range of sportswear and another YouTube channel dedicated to music. He's turned his love of football into a social media success story. So what do you do in your free time? Could your hobby be the key to a future career?

2 Read the article again. For each question, choose the correct letter (A, B, C or D).

- Konstantin is successful because he
 - enjoys what he does.
 - works for a TV channel.
 - spends lots of time online.
 - has a good sense of humour.
- Konstantin is working hard
 - to earn more money.
 - to improve his video clips.
 - because his fans ask him to.
 - so he can buy new equipment.
- How does Konstantin feel about his critics?
 - He wants them to be nicer to him.
 - He agrees with the things they say.
 - He tries to prove they are wrong.
 - He says they are not real athletes.
- What does the writer say about Konstantin in the last paragraph?
 - He is getting more popular.
 - He likes buying sports clothes.
 - He enjoys listening to music.
 - He is working on a TV channel.
- What would be a good introduction to this article?

A Konstantin Hert's hobby became his job. Read on for his advice on choosing the right hobby for you.

C He hated football, but it became his job. Find out how Konstantin Hert found fame through social media.

B In this article, Konstantin Hert tells us how to make money by starting our own YouTube channel.

D Konstantin Hert is a YouTuber with millions of fans. Read on to find out more about his online success.

3 Match the words in bold in the article to their antonyms below.

- less • small • ordinary • failure • dark • discourages

- subscriber
- free kick • epic fail
- hit • admit
- motivate
- sponsorship
- dedicated to

Interview Konstantin. What does he owe his success to?

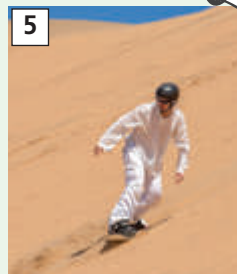
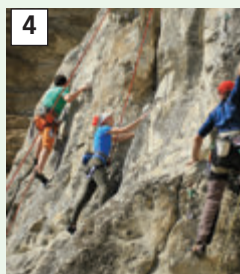
Vocabulary


Sports

4 Which of the sports in the list can you see in the pictures? Check in your dictionaries.



- bowling • darts • gymnastics • hiking • ice climbing • badminton
- paragliding • rock climbing • sandboarding • sky diving • ice skating



5  Which of the sports in Ex. 4 take place: *indoors?* *outdoors?* Which are extreme sports? Add more sports to each of these categories.

Speaking (Invite – Accept/Refuse)

6  Discuss, as in the example. Use the sports in Ex. 4 as well as your own ideas.

A: We're going ice skating this evening. Why don't you come, too?

B: Sorry, I can't. I'm going to Zumba class tonight. But I'm free on Saturday. Why don't we all go then?

A: We're going bowling on Saturday. Do you want to come play with us?

B: Sure, why not? What time?

A: At four thirty at the bowling alley in Kent Road.

B: That's fine. See you there, then.

Prepositions

7 Choose the correct preposition. Check in your dictionary. Then, answer the questions about you.

- 1 Do you like listening **of/to** music?
- 2 Are you keen **on/at** playing chess?
- 3 What do you do **in/for** your free time?
- 4 Are you interested **to/in** video games?
- 5 How do you feel **about/for** extreme sports?

Writing

8 Write a short entry for an online forum about your hobby. Use the prompts below. Write: *name of hobby – how you do/play it – why you like it*. Read it to the class.

Doing your favourite hobby is a great way to relax. My hobby is It's a(n) (*easy, difficult, etc*) hobby to do/play. You I think ... is the perfect hobby for me because it's (*exciting, fast-moving, etc*). Can you imagine your life without a hobby?



Culture Spot

The National Centre for Circus Arts in London offers courses in circus skills.



Are there any special schools in your country? Find information and write a short paragraph about one.



Present simple – Present continuous – Stative verbs See pp. GR4-GR5

O: Are you going to the sports centre, Bianca?

B: No, I'm not. I don't have basketball practice on Mondays. I'm thinking of going to the mall. I'm jogging a lot these days, so I need a new pair of trainers. Do you want to come?

O: I don't think I can today. I'm taking these books back to the library. It closes at 4. Then I'm having a piano lesson. Sorry!

1 Read the cartoon dialogue. Identify the *present simple* and *present continuous* tenses. How do we form these tenses? Which tense do we use for: *actions happening now?* *repeated actions?* *temporary actions?* *fixed arrangements in the future?* *timetables?* Which tense do we use with stative verbs?

2 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- 1 A: _____ (you/go) to Poppy's party this weekend?
B: No, I _____ (want) to study for Monday's Maths test.
- 2 A: Come on! The film _____ (start) at 7:50.
B: OK! I _____ (put) my coat on now!
- 3 A: I _____ (look) for my keys. Can you help me find them?
B: Harry! You _____ (always/lose) them!
- 4 A: What _____ (Emily/do) tomorrow night?
B: I think she _____ (go) to Zumba every Tuesday.
- 5 A: _____ (you/know) where Tom is?
B: I _____ (think) he's in his bedroom.
- 6 A: Where _____ (Dan/work) these days?
B: In a sports shop. He really _____ (like) it.

3 Look at the underlined verbs in the cartoon. How does the meaning differ?

4 Put the verbs in brackets in the *present simple* or the *present continuous*. Explain the difference in meaning.

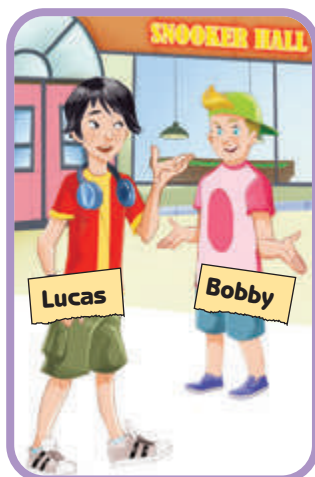
- 1 a I _____ (not/think) I've got any free time this week.
b John _____ (think) of joining the chess club.
- 2 a Paragliding _____ (look) dangerous to me.
b Jack and Sue _____ (look) for a new place to live.
- 3 a We _____ (have) pizza for dinner tonight.
b Alfie _____ (have) a new games console.
- 4 a This coffee _____ (taste) very sweet.
b Anna _____ (taste) the curry to see if it's spicy enough.
- 5 a I _____ (see) there's a new cinema in town.
b Max _____ (see) the doctor after school.
- 6 a Kelly _____ (appear) on a TV game show on Friday.
b Luke _____ (appear) to be very annoyed.

Adverbs of frequency See p. GR4

5 Your partner is a famous sportsperson. Use adverbs of frequency (*always, usually, often, sometimes, rarely/seldom, never*) to find out how often he/she does the following. You can use your own ideas as well.

- go to the gym • drink coffee • eat pizza • visit the doctor
- stay up late • go on trips at the weekend • lose their temper
- appear on TV • sign autographs





- L:** Hi, Bobby. Have you been waiting long?
- B:** No, I haven't. I've just arrived. Are you OK, Lucas?
- L:** Sorry, I've been studying all morning and I feel a little tired. But it's OK. Let's go and play snooker. Have you been here before?
- B:** I've been a member since it opened. The last time I came was last week. Have you ever played snooker?
- L:** Yes, I have, but I'm not very good.

Game!

In teams make sentences. Use: *still, yet, already, since, for, ever, never.*

Present perfect – Present perfect continuous

See pp. GR5-GR6


- 6** Read the cartoon dialogue. Identify the *present perfect* and *present perfect continuous* tenses. How do we form these tenses? Which tense do we use:
- for actions that happened at an unstated time in the past?
 - for actions that started in the past and continue up to the present?
 - for actions that started in the past and lasted for some time and whose results are visible in the present?
 - to put emphasis on the duration of an action that started in the past and continues up to the present?
 - for actions that happened in the past at a specific time?
- 7** Put the verbs in brackets in the *present perfect* or the *present perfect continuous*, then choose the correct adverb.
- _____ (you/buy) a new pair of trainers **since/yet**?
 - Ben _____ (try) skydiving **once/yet** this summer.
 - They're tired because they _____ (run) **for/since** an hour.
 - _____ (Ryan/play) video games **all morning/just**?
 - Max _____ (never/try) fencing **ago/before**.
 - Rachel _____ (not/do) Zumba **since/for** last month.
 - We _____ (not/finish) our game of chess **just/yet**.
 - Sorry, but I _____ (not/see) Harry at all **today/before**.
- 8** Fill in *have/has (not) been* or *have/has (not) gone*.
- Dave's not here. He _____ to basketball practice.
 - Kelly _____ to the sports centre twice this week.
 - Do you know where Molly and Tracey _____ all week?
 - I _____ to the craft fair yet. I'm going tomorrow.
 - Liam and Amy _____ to the library. They'll be back in an hour.
- 9** Put the verbs in brackets in the *present perfect*, *present perfect continuous*, *present simple* or the *present continuous*.

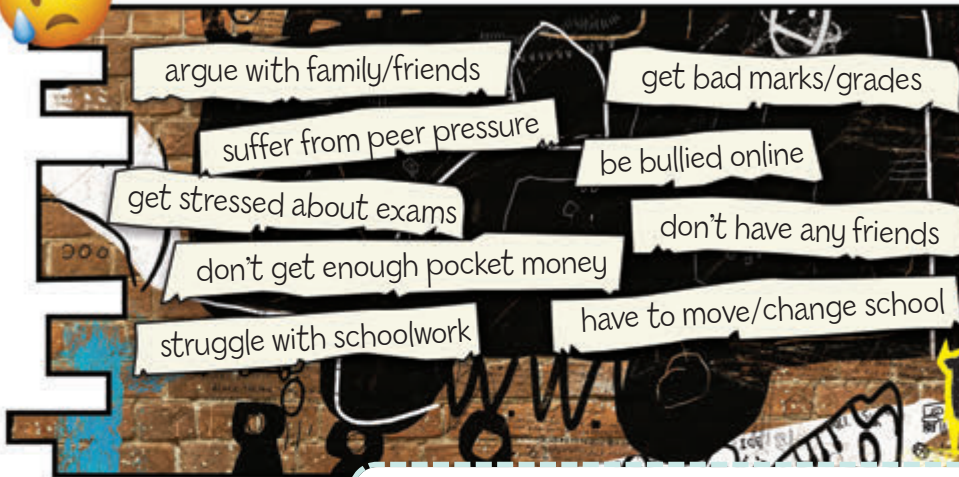
Hey Abby,
How are you? I 1) _____ (not/see) you at football practice recently. I hope everything's OK.
2) _____ (you/hear) about Pro Camp yet? Coach told us about it yesterday, but you weren't there, so I'm letting you know. It's a great opportunity for young people like us who 3) _____ (play) football for a club for more than three years. It 4) _____ (take) place in Wales, near Cardiff, and 5) _____ (last) a week. You get the chance to train with professional coaches, and even meet some top players. It sounds so exciting!
I 6) _____ (already/check) the website and it's £150 for the week.
I 7) _____ (think) it's a good deal. I 8) _____ (book) my place, but there are still spaces if you want to sign up. I 9) _____ (hope) you do! It would be great to have you there.
Let me know if you 10) _____ (come).
Layla



Everyday English • 1d

Asking for/Giving advice

- 1  1.4 Which of the problems below does Jerry have? What advice does Mark give him? Listen and read to find out.




Teen PROBLEMS



Mark You don't look very happy. What's the matter?
Jerry It's my brother. We've been arguing a lot recently.
Mark Really? What about?
Jerry He keeps borrowing my things without asking me. I can't stand it. What should I do?
Mark Poor you! Have you discussed this with your parents?
Jerry They said we're old enough to sort it out ourselves.
Mark They're probably right. Have you tried explaining to your brother how it makes you feel?
Jerry Not really. We usually just shout at each other.
Mark It might be a good idea to try talking to him calmly. I think he'll listen to what you have to say.
Jerry I guess you're right. I'll give it a try, thanks.
Mark You're welcome.

- 2 Find sentences in the dialogue which mean the same as the sentences below. Which of these phrases/sentences asks for advice?

- Actually, I haven't.
- You've got a point.
- Thanks for the advice.
- Are you alright?
- It really bothers me.
- What do you advise?

- 3  Use the ideas below to act out a dialogue similar to the one in Ex. 1.

don't have any friends:

- try talking to more people
- join a club

Intonation Interjections (expressing emotions)

-  1.5 Listen and match the interjections to the emotion each expresses. Listen again and repeat.

- | | | | |
|---------------|----------------|------------|--------------|
| 1 Wow! | | 3 Oh dear! | |
| a bored | b surprised | a angry | b sad |
| 2 Poor you! | | 4 Really? | |
| a sympathetic | b uninterested | a doubtful | b interested |



- B:** I think Steve is the best player on the team. He's the tallest of all and jumps the highest of all.
- L:** That's true, but he's not as cooperative as Mark is, and he can be really arrogant at times.
- B:** Yeah, but Steve is friendlier and more serious than Mark. He's also the most hard-working of all and he always arrives for practice earlier than the others. I think Steve is good enough to be the captain of the team.
- L:** I guess you're right. I'll vote for Steve then.

Comparisons – *likelas*

See pp. GR6-GR7

- 1 a) Read the cartoon dialogue. Find the comparative and superlative forms and complete the table.

Adjective/Adverb	Comparative	Superlative
good/well	better than	
bad/badly	worse than	the worst (of/in)
tall	taller than	
high	higher than	
friendly		the most friendly/friendliest (of/in)
serious		the most serious (of/in)
hard-working	more hard-working than	
early		the earliest (of/in)

- b) How do we form the comparative/superlative forms of adjectives and adverbs? Which adjective in the table forms their comparative/superlative form in two ways?

- 2 Choose the correct item.

- Our school team played **well/better** than the other team.
- Mario is **bossier/bossiest** than his older brother, Peter.
- Golf is **more boring/boring** than darts to me.
- Danny is the **most pleasant/more pleasant** boy I know.
- Poppy arrived at the gym **more early/earlier** than expected.
- Harry runs the **slowest/slower** of all my friends.
- Olivia is more intelligent **than/of** Emily.
- That was the **worse/worst** game of bowling I've ever played.

- 3 Put the words in brackets into the correct comparative/superlative form.

- A: Phew! Getting in shape is tiring.
B: The _____ (**hard**) you exercise, the _____ (**fit**) you get!
- A: Karen's not _____ (**cheerful**) as Beatrice.
B: She's a lot _____ (**confident**), though.
- A: The more knitting I do, the _____ (**relaxed**) I get.
B: I prefer _____ (**exciting**) hobbies than that.
- A: You look _____ (**heavy**) than when I saw you last.
B: That's because I don't go to the gym _____ (**often**) as I used to.
- A: Chris is _____ (**rude**) person I've ever met!
B: I agree. I thought he would be _____ (**friendly**) than he is.

- 4 Fill in: *like* or *as*.

- Tom works in the gym _____ a personal trainer.
- I had to run _____ the wind to catch up with you!
- Your brother looks so much _____ you; you could be twins.
- There is nothing _____ exercise to help you beat stress!

Note!

like (for similarities)
No one can sing **like** Erica. (in the same way) Nick plays **like** a professional player. (but he isn't)

as (for jobs) He works **as** a football coach. (He is a football coach.)

Relative pronouns/adverbs – Relative clauses

See pp. GR7-GR8



O: Do you know the boy whose dad works at the sports centre?

B: That's Tony. His mum, who's a French teacher, works in my brother's school. They live in the building where my aunt lives. They're good friends, actually.

O: Really? Tony's sister's in the football team which I play for. It's a small world, isn't it?

5 a) Read the cartoon dialogue. Look at the underlined clauses. Which refers to: a person? a place? a thing? Which shows possession?

b) Look at the underlined clauses again. Which are defining relative clauses? Which is a non-defining relative clause? Which word can be omitted from a defining relative clause? Why?

6 Choose the correct item.

- 1 That's the sports centre **which/where** you can do Zumba.
- 2 Clara, **who/whose** loves knitting, is making me a jumper.
- 3 In our team we don't have players **whose/that** try to cheat.
- 4 The bad weather is **why/when** I don't like jogging in the park.
- 5 She's the player **whose/which** goal won her team the cup final.
- 6 Jake didn't come to football practice, **that/which** was really surprising.

7 Fill in: *who, whose (x2), which, when, where (x2), why*. Put commas where necessary.

- 1 Saturday is the day _____ we hang out at the mall.
- 2 Matt _____ dad is a boxer wants to become a lawyer.
- 3 Isn't that the woman _____ works in the sports shop?
- 4 I've just got back from the gym _____ I do aerobics.
- 5 Is this the video game _____ Tom wants to buy?
- 6 Dan's moved back to the area _____ he grew up.
- 7 The reason _____ I can't go rock climbing is that I'm scared of heights.
- 8 Ben _____ mother is a ski instructor broke his leg skiing!

8 Join the sentences. Use the relative pronouns/adverbs in brackets. Put commas where necessary.

1 He doesn't like water sports. The reason is that he can't swim well. **(why)**

2 Gary collects stamps. He gets them from his penfriends. **(which)**

3 Molly is talking to a woman. She runs the chess club. **(who)**

4 8 o'clock is the time. We have our yoga lesson. **(when)**

5 My uncle is a chef in a restaurant. He lives in Italy. **(who)**

6 101 High Street is next to the library. My best friend lives there. **(where)**

Game!

Find the person, object, animal or place. Use relative pronouns/adverbs. Play in teams.

A: It's a place where we can exercise.

B: It's a gym.

Reading & Speaking



- 1 Look at the pictures of the people and read the texts about them. What free-time activities do you think they would like to do? Make a list. Tell the class.
- 2 The teenagers want to do an activity in their free time. Read the leaflet and decide which activity (A-E) would be the most suitable for the teenagers (1-3).



1

Zach's cousins are coming to visit this weekend and he wants to show them a few different attractions. They're students so they can't afford to go anywhere expensive.



2

Suri loves sports, as long as she can do them indoors. She enjoys singing and going to the cinema. One day, she hopes to meet some of her big screen heroes.



3

T Tyler's looking for something exciting to do this weekend. He enjoys learning interesting facts about his city, but he's tired of visiting the usual museums and landmarks.

Free Time's Fun Time!



A London Bridge Experience

Step back in time with an award-winning guided tour of what lies underneath the world's most haunted bridge. The tour uses performers to **bring to life** 2,000 years of spooky historical happenings. Warning! The London Bridge Experience is not for the easily frightened.

B Covent Garden

Shop 'til you drop at Covent Garden. It offers **the best of both worlds** from designer clothes to handmade art and crafts. No money? Then just **go window shopping** or check out the street performers. It's also near popular landmarks like Nelson's Column and Piccadilly Circus.

C House of Vans

This skate park is not only for skateboarding; it's also for BMX sessions! Skaters can improve their skills and learn tricks in our workshops. There's also an art gallery and a cinema for skate and BMX movies. **Come rain or shine**, House of Vans is the place for street culture.

D All Star Lanes

Forget the rain and head down to All Star Lanes for a game of 10-pin bowling. **Keep an eye out** for a Hollywood star or two – they can't resist a bit of bowling when they're in London. Try the delicious burgers and become a star yourself in our special karaoke room.

E Lee Valley White Water Centre

You don't have to be an athlete to **have the time of your life** at this water park which was built for the 2012 London Olympics. Try white-water rafting, canoeing and kayaking, or just go paddling in the lake. Lee Valley has something for everyone – if you don't mind getting wet!



- 3 Match the expressions in bold to their definitions below.
 - watch carefully • look without buying • whatever happens
 - all the advantages • have a really enjoyable experience • make more interesting

- 4 1.6 **Think** Listen to and read the leaflet. Which of the places in the text would you like to visit? Why?

- award-winning
- haunted • spooky
- workshop • head
- resist • go paddling

Vocabulary

Routines & Free time

Phrasal Verbs

get about/around =
to go to lots of
places

get across = to
communicate

get along = to have a
good relationship
with sb

get away = to have a
holiday

get over = to recover

- 5 Fill in: *have, make, go, go to, take, play, do*. Use the phrases to compare your daily routine and weekend activities to those of your partner.

- 1 _____ the chores, the gardening, exercise, homework, the dishes, the shopping
- 2 _____ the bed, breakfast, a phone call
- 3 _____ out with friends, jogging, cycling, fishing
- 4 _____ the gym, the park, the mall, the library, a concert, bed
- 5 _____ a break, a snack, a shower, a drink, a rest, dinner, a sleepover
- 6 _____ a walk, the bus/train etc, the rubbish out
- 7 _____ video games, football, squash, the guitar, the piano

- 6 Read the Phrasal Verbs box. Then, choose the correct particle.

- 1 Do you get **along/over** well with your brothers?
- 2 Finn hired a car to get **across/about** while he was in London.
- 3 Has Tracey got **over/away** the flu yet?
- 4 He needs to get **about/away** for a few days.
- 5 She didn't manage to get her ideas **across/along**.

- 7 Read the Word Formation box, then complete the gaps with words derived from the words in brackets.

- 1 What's the _____ between squash and badminton? (**DIFFERENT**)
- 2 I often eat out of _____ rather than hunger. (**BORED**)
- 3 Mum was amazed by the _____ of my bedroom. (**TIDY**)
- 4 Our team needs a coach with the _____ to motivate us. (**ABLE**)

Word Formation


We form nouns from
adjectives with:

-ence (*silent-silence*)

-(i)ty (*secure-security*)


-dom (*free-freedom*)

-(i)ness (*happy-happiness*)

- 8  1.7 Listen to three dialogues. For each question, choose the correct answer.

- 1 You will hear two friends talking about chores. What does the girl's brother do?
A make the beds B do the washing-up C keep his room clean
- 2 You will hear two friends arranging to go out. What time will they meet?
A 7:30 pm B 8:00 pm C 8:30 pm
- 3 You will hear two friends talking about their daily routines. When does the boy usually make his bed?
A before breakfast B after his shower C before bedtime

Writing (a summary of a survey)

- 9  Write a list of free-time activities. Prepare a questionnaire about what your classmates like doing in their free time. Use the answers to write a paragraph summarising the findings. Use: *most, some, a few, very few, almost none*.

SEX: MALE FEMALE **AGE:** _____

Tick the activities you enjoy doing in your free time in order of preference from 1 (like the least) to 5 (like the most).

	1	2	3	4	5
1 hang out with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1g • Writing (an article expressing your opinion)

Rubric analysis

- 1 Read the rubric. Underline the key words and answer the questions.

You see this notice in an international English-language magazine.

We want your articles on great weekends!

We want to know what makes a great weekend. Is it the place, the people, the activities – or all these things? Why do we need time away from work or study?

Write an article answering these questions and we will publish the best one in next month's issue.

Write your article in 100-140 words.

- 1 What are you going to write? Who for?
- 2 What are you going to write about?
- 3 What questions do you need to answer?
- 4 How many words should you write?

Model analysis

- 2 Read the article and match the paragraphs (A-D) to the headings (1-4) below.

What makes a Great Weekend?

A Cartoonist Bill Watterson once said, "Weekends don't count unless you spend them doing something completely pointless." To my mind, great weekends are not about what we do, but who we do it with.

B A great weekend begins and ends with friends and family. They make us laugh, they give advice and they offer support. Sharing time with these people makes us feel better about ourselves.

C We need weekends because the week is often really busy. It's always full of schoolwork and chores. It is important to have free time with the people who understand us the best because then we can really be ourselves.

D I strongly believe that a great weekend is about being with the people we care about. It's what I look forward to most of all during the week. After all, without friends and family who are we?

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> 1 | second viewpoint & reasons/examples |
| <input type="checkbox"/> 2 | restate opinion |
| <input type="checkbox"/> 3 | first viewpoint & reasons/examples |
| <input type="checkbox"/> 4 | introduce topic & state your opinion |

- 3 Which techniques has the writer used to start/end the article in Ex. 2?

- 4 Read the article in Ex. 2 again and complete the notes in your notebook.

Viewpoints

Reasons/Examples

- | | | |
|---|-------|-------|
| 1 | _____ | _____ |
| | _____ | _____ |
| 2 | _____ | _____ |
| | _____ | _____ |

Great Weekends



Study skills

To attract the reader's attention you can start/end an article with:

- a quotation **Gus Van Sant** once said, "Free time keeps me going."
- a rhetorical question (a question that doesn't need an answer) **What would life be like without free time and hobbies?**
- addressing the reader directly **How important to you are your hobbies?**

Study skills**Topic sentences**

We introduce each main body paragraph with a topic sentence. A topic sentence summarises the content of the paragraph. It is followed by supporting sentences (reasons & examples) that develop the main idea of the paragraph.

Useful Language**Expressing an opinion**

- I think/feel (that) ...
- I (strongly) believe (that) ...
- As far as I am concerned, ...
- In my opinion/view, ...
- To my mind, ...
- The way I see it, ...

- 5 Find the topic sentences in the model in Ex. 2. Replace them with other appropriate ones.

Expressing an opinion

- 6 Find two phrases the writer uses in the model in Ex. 2 to express his/her opinion. Replace them with phrases from the Useful Language box.
- 7 Rewrite the following statements so that they express an opinion.
- 1 Hobbies take your mind off your problems.
 - 2 A hobby is an opportunity to be creative.
 - 3 Our hobbies can teach us important skills.

Your turn

- 8 Read the rubric. Underline the key words and complete the sentences.

You see this notice in an international English-language magazine.


SEND US YOUR ARTICLES ON HOBBIES!

We want to know all about the hobbies you do in your free time.

Why is it important to have hobbies? Tell us what you think!

Write an article answering these questions. The most interesting articles will appear in next month's issue.

Write your article in 100-140 words.

- 1 You are going to write a(n) _____ for _____.
 - 2 You are going to write about _____.
 - 3 You should write _____ words.
- 9  1.8 Listen to two people talking about hobbies. Which of these ideas do they mention?
- | | |
|---------------------------------|-----------------------------|
| 1 clear your mind | 4 help you express yourself |
| 2 help you become more creative | 5 teach you to be patient |
| 3 relieve stress | 6 help you make friends |
- 10 Use the ideas in Ex. 9 as well as your own to write your article. Follow the plan. Give your article a title.

Plan

- (Para 1) present the topic & give your opinion
 (Para 2) first viewpoint & reasons/examples
 (Para 3) second viewpoint & reasons/examples
 (Para 4) restate opinion


Checklist

When you finish writing your article, check for the following:

- an appropriate title
- your opinion in introduction/conclusion
- clear topic sentences to introduce main body paragraphs
- supporting sentences with reasons/examples
- appropriate techniques to start/end the article
- grammar/spelling/punctuation mistakes
- correct number of words

Reading & Listening

- 1 How are these words related to the title of the leaflet: *race, religion, age, gender, culture*? Read to find out.



EVERYONE'S DIFFERENT EVERYONE'S THE SAME



Today's young people are living 1) _____ a world of technology, development and change. No previous generation has ever experienced life like this. So what is the key to not just surviving, but becoming successful, in such a world? That's simple: all you have to do is be yourself – but be 2) _____ best version of yourself.

So be ...

- Y**oung at heart, but never childish
- O**pen 3) _____ meeting new people and having new experiences
- U**nderstanding when someone 4) _____ a different opinion
- R**espectful of the way others want to live 5) _____ lives
- S**upportive 6) _____ anyone that faces hatred and prejudice
- E**ager to explore different cultures and learn 7) _____ other people
- L**oyal to your friends and those 8) _____ one day will become your friends
- F**earless and follow your dreams!

- race • religion
- gender
- understanding
- hatred • prejudice

Note!

Be careful! Some adjectives might seem the same but have a slightly different meaning.

- 2 a) Read the leaflet again and think of the word which best fits each gap (1-8). Use only one word in each gap.
- b) 1.9 Listen and check.
- 3 Look at the pairs of words (1-4). Which word in each pair has: *a negative meaning?* *a positive/neutral meaning?* Check in your dictionary.

- | | |
|------------------------|------------------|
| 1 childish – childlike | 3 alone – lonely |
| 2 slim – skinny | 4 nosy – curious |

Project Time 1

- 1 a) Look at the pictures. Which shows: a nuclear family; an extended family; a single-parent family?



- b) Describe the pictures. Talk about: *the people – the place – the weather – what they are doing.*

- 2 Read the sentences about what makes a good family. Number them in order of importance.

A We share our problems.

B We go on holiday together.

C We find time to eat as a family.

D We celebrate together.

E We show love and affection to each other.

F We talk all the time.

G We listen to what each other says.

H We argue but make up afterwards.

- 3 **Think** Read the family mottos below. Create your own family motto. Prepare a class poster.

Together through rain and shine

Always there to share and care

We love, we fight, we're there.
We forgive, we forget, we care



Presentation Skills

- 4 What makes a good family? Use the ideas in Ex. 2 as well as your own to prepare and give a presentation to the class.

VALUES

Thoughtfulness

- 5 Read the sayings below. What do you think they mean? How can we apply these sayings in daily life?

Kindness is its own reward.

Think of others before yourself.

Kind words are worth much and cost little.

1 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 The future looks **bright/childish/professional/loyal** for Zach.
- 2 Konstantin has over 4 million **critics/brands/fails/subscribers** to his channel.
- 3 Tom's **reliable/patient/arrogant/cruel**, so if he said he'd help, then he will.
- 4 Actors **give/bring/come/keep** a script to life.
- 5 Paul loves **indoors/extreme/epic/bossy** sports such as paragliding.

5 x 2 = 10

2 Fill in: *do, get, play, make, take*.

- 1 I try not to _____ stressed about my exams.
- 2 Can you please _____ the rubbish out?
- 3 I didn't know Dave could _____ darts so well.
- 4 You can _____ bodybuilding at our local gym.
- 5 I need to _____ a phone call.

5 x 1 = 5

3 Choose the correct item.

- 1 Are you keen **at/on** dancing?
- 2 How does she feel **for/about** it?
- 3 She doesn't get **over/along** well with her sister.
- 4 He often argues **about/with** his friends.
- 5 I'm not interested **on/in** knitting.
- 6 I don't like listening **in/to** heavy metal music.
- 7 She hasn't got **over/away** her accident yet.
- 8 He didn't manage to get the message **around/across**.

8 x 1 = 8

Grammar

4 Complete the gaps with the correct form of the words in brackets.

- 1 The sports centre was the _____ (**busy**) I've ever seen it.
- 2 Fencing is a lot _____ (**exciting**) than rock climbing.
- 3 Sam's as _____ (**good**) as Steve at chess.
- 4 I can make the beds _____ (**quickly**) than my sister.
- 5 1 o'clock is the _____ (**early**) I can meet you.

5 x 1 = 5

5 Choose the correct item.

- 1 The sports centre **has opened/opens** at 8:00 am every day.
- 2 **Do you like/Are you liking** doing Zumba?
- 3 Kelly **didn't see/hasn't seen** my YouTube video yet.
- 4 Mum works **like/as** a chef.
- 5 Harry **is playing/has been playing** video games now.
- 6 She's **been/gone** to the library, but she'll be back soon.
- 7 Ben **wants/is wanting** to join the circus as an acrobat.
- 8 Dad's been coaching the hockey team **since/for** last autumn.
- 9 I **have been waiting/am waiting** here for over an hour!
- 10 Petra has **just/never** gone skydiving before.

10 x 1 = 10

6 Join the sentences using the relative in bold. Put commas if necessary.

- 1 That is Rachel. Her sister works in the circus. (**whose**)

- 2 This is the stadium. We watched last year's cup final. (**where**)

- 3 Fran's uncle plays in a lacrosse team. He's from Canada. (**who**)

- 4 Did you get the email? I sent it this morning. (**which**)

- 5 5th March is the day. They won the match. (**when**)

5 x 1 = 5

Listening

7 1.10 Listen to three short dialogues. For each question, choose the correct answer.

- You will hear a brother and a sister talking about knitting. What does the boy think about it?
A It is boring. B It is very useful.
C It is old-fashioned.
- You will hear two friends talking about skydiving. They agree that it
A costs too much.
B would be good to try.
C is too dangerous.
- You will hear two friends talking about sports. The girl says
A she hates football.
B basketball is better.
C football is the best.

3 x 4 = 12

Reading

8 Read the article and think of the word which best fits each gap (1-5). Use only one word in each gap.



You have probably heard of golf, and you might know 1) _____ a frisbee is, but have you ever seen the sport of disc golf? It's an outdoor sport like golf, with 9 to 18 holes, but instead 2) _____ hitting a golf ball, you throw a frisbee towards a target up to seventy metres away.

Disc golf has been a sport 3) _____ longer than you might think. It started in Canada in 1926 4) _____ some school boys started throwing tin lids at trees and bins. In the second half of the 20th century, players used a variety of everyday items like lampposts as targets. The target eventually became a pole with chains and a new sport was born.

Disc golf is growing 5) _____ popularity day by day. There are professional competitions around the world and new disc golf courses are opening all the time. So get out and get playing on a course near you!

5 x 4 = 20

Everyday English

9 Match the exchanges.

- | | |
|---|-------------------------------------|
| 1 | What's the matter? |
| 2 | Thanks for the advice. |
| 3 | What should I do? |
| 4 | How about making a study timetable? |
| 5 | I can't stand it! |

- a You're welcome.
- b Have you discussed this with your parents?
- c I'm struggling with schoolwork.
- d Poor you!
- e I'll give it a try.

5 x 2 = 10

Writing

10 Write an article for an international English magazine giving your opinion about why people like doing extreme sports (100-140 words).

15 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

Understand words/phrases related to:

- hobbies & sports ★★★★★
- character qualities & teen problems ★★★★★
- routines & free time activities ★★★★★

Reading

- understand texts related to sports ★★★★★
- understand texts related to free-time activities ★★★★★

Speaking

- express preference ★★★★★
- invite – accept/refuse ★★★★★
- ask for/give advice ★★★★★

Listening

listen & understand dialogues related to people/sports ★★★★★

Writing

- write a forum entry ★★★★★
- write a summary of a survey ★★★★★
- write an article expressing my opinion ★★★★★