

# 1 Magazines

## Reading comprehension

### 1 Read The *portrait* project again.

### 2 Write T (true) or F (false).

- 1 The *Portrait* project brings together Art and Technology. \_\_\_\_\_
- 2 Professor John Brown is running Hampton University. \_\_\_\_\_
- 3 In the project, students create a portrait of the place where they go to school. \_\_\_\_\_
- 4 Professor Brown told the students that they must decide what to tell people. \_\_\_\_\_
- 5 After the first session the students rushed for the door. \_\_\_\_\_
- 6 In the second session Professor Brown talked about producing the portrait. \_\_\_\_\_
- 7 The students had to choose who they wanted to work with. \_\_\_\_\_
- 8 Professor Brown put up message boards to help students find each other. \_\_\_\_\_

### 3 Correct the false statements.

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### 4 Answer the questions about the interview with Laura. Write short answers.

- 1 How often are the students going to meet? \_\_\_\_\_
- 2 What three things is Laura interested in? \_\_\_\_\_
- 3 What does Laura do every Monday? \_\_\_\_\_
- 4 What films does she like? \_\_\_\_\_
- 5 Where does she not like going? \_\_\_\_\_

### 5 Write the name of the person who ...

- |   |                                     |
|---|-------------------------------------|
| 1 told the students about the project _____ | 2 was interviewed by Patsy _____    |
| 3 is interested in people _____             | 4 works at Hampton University _____ |
| 5 is interested in photography _____        | 6 likes making new friends _____    |

### 6 Write the names of the two people who ...

- 1 reported the project \_\_\_\_\_
- 2 don't like the dentist \_\_\_\_\_
- 3 chatted to Patsy \_\_\_\_\_
- 4 go to West Hill Academy \_\_\_\_\_

**1** Some words have more than one meaning. Read the sentence below then circle the correct meaning (a, b or c) for **running**.

Professor Brown is running the project.

- a flowing
- b organising
- c going fast by taking steps quickly

If the meaning you know doesn't make sense, check for a new meaning.



**2** Write the correct definition from Exercise 1 for **running** in these sentences.

- 1 Tears were running down the girl's face. \_\_\_\_\_
- 2 The children were running across the playground. \_\_\_\_\_

**3** Write the correct definition for **present** next to each sentence.

**present adj. here**

**present n. gift**

**present n. this time, now**

**present v. show**

- 1 We gave Grandma a present on her birthday. \_\_\_\_\_
- 2 Sam did not present his project today because he was ill. \_\_\_\_\_
- 3 Ben was not present for the exam because he was ill. \_\_\_\_\_
- 4 In the past, people travelled by horse but in the present, they use cars. \_\_\_\_\_

**4** Read each sentence in Exercise 3. Circle **present** in the sentence where it is pronounced differently.

**5** Write the correct meaning of **get on** next to each sentence.

- 1 We must **get on** the train now because it will leave in a minute. \_\_\_\_\_
- 2 Anna and Lily often play together and they **get on** very well. \_\_\_\_\_
- 3 Sam is **getting on** well with his project – it's going to be good! \_\_\_\_\_

**6** Match the verbs from the text with the verb that has a similar meaning.

**find out    report    respond    invite    create**

- 1 ask \_\_\_\_\_
- 2 make \_\_\_\_\_
- 3 discover \_\_\_\_\_
- 4 tell \_\_\_\_\_
- 5 reply \_\_\_\_\_

Use your dictionary to help you.



**7** Choose three of the words from the box and use them in sentences of your own.

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# Working with words

## 1 Write the words next to the correct definition.

volunteer   present   portrait   session   include   decide   get on

- \_\_\_\_\_ a drawn or painted picture of a person
- \_\_\_\_\_ a person who offers to do something without payment
- \_\_\_\_\_ a period of time in which an activity is done
- \_\_\_\_\_ to think about something and then choose what to do
- \_\_\_\_\_ to show
- \_\_\_\_\_ to put something with other things
- \_\_\_\_\_ to enjoy being with somebody

## 2 Read these verbs. Use the suffix *-tion* or *-ment* to make a noun. Write the noun.

Think about the changes you need to make to the root word before you add the suffix.

- equip \_\_\_\_\_
- invite \_\_\_\_\_
- present \_\_\_\_\_
- imagine \_\_\_\_\_
- argue \_\_\_\_\_
- animate \_\_\_\_\_

## 3 Complete the sentences with the words in Exercise 2.

- Our cousin has sent us an \_\_\_\_\_ to her wedding.
- My uncle is an artist who works in film \_\_\_\_\_.
- When you write a story, use your \_\_\_\_\_ to help you think of ideas.
- My brothers had a big \_\_\_\_\_ about their new computer game.
- Make sure you have the right \_\_\_\_\_ when you go skiing.
- All our parents came for the \_\_\_\_\_ of the class prizes.

## 4 **abc** Spelling: complete the words. Write *ss* or *sh*.

- mi\_\_\_\_\_ion
- fa\_\_\_\_\_ion
- cu\_\_\_\_\_ion
- discu\_\_\_\_\_ion
- impre\_\_\_\_\_ion
- ru\_\_\_\_\_ing
- Ru\_\_\_\_\_ian
- bru\_\_\_\_\_es

## 5 **abc** Write the words in Exercise 4 next to the correct definition. Check your spelling.

- a soft object for sitting on or putting on a chair or sofa \_\_\_\_\_
- objects used to clean teeth or tidy hair \_\_\_\_\_
- a talk between two or more people \_\_\_\_\_
- hurrying \_\_\_\_\_
- a person from Russia \_\_\_\_\_
- a style, especially in clothing \_\_\_\_\_
- a task done by an individual or group \_\_\_\_\_
- the mark left on something by pressing on it \_\_\_\_\_

## 1 Look at the picture and complete the sentences.

Use the verbs in the box. Use the present continuous.

*make    report    smile    hold    interview    record*

- Patsy Parker \_\_\_\_\_ some footballers.
- \_\_\_\_\_ she \_\_\_\_\_ notes?
- She \_\_\_\_\_ the interview.
- The footballers \_\_\_\_\_ happily.
- They \_\_\_\_\_ a cup.
- Will Jones \_\_\_\_\_ not \_\_\_\_\_ on the match.



## 2 Complete the sentences with the verbs in the box. Use the present simple.

- Will and Patsy \_\_\_\_\_ for a magazine.
- \_\_\_\_\_ they often \_\_\_\_\_ interesting people?
- Patsy always \_\_\_\_\_ smart clothes to work.
- Professor Brown \_\_\_\_\_ at the university.
- Laura \_\_\_\_\_ not \_\_\_\_\_ to the same school as Holly.
- Ross and Jack \_\_\_\_\_ not \_\_\_\_\_ in the same part of town.

*go    wear    meet  
live    work    teach*

## 3 Complete the sentences with the verbs in brackets.

Use the present simple or the present continuous.

- Today the students \_\_\_\_\_ about The *portrait* project. (learn)
- Be quiet! I \_\_\_\_\_ to do my homework. (try)
- Holly often \_\_\_\_\_ shopping with her mother. (go)
- The children \_\_\_\_\_ not usually \_\_\_\_\_ to reporters. (speak)
- The score is 3–1. Our team \_\_\_\_\_! (win)
- \_\_\_\_\_ Ross \_\_\_\_\_ doing puzzles and quizzes? (enjoy)

## 4 Remember!

We usually use the long forms of verbs when we are writing.



We usually use the short forms of verbs when we are speaking.

**Write the long forms of the verbs.**

- I'm reading. *I am reading.* \_\_\_\_\_
- She's a student. \_\_\_\_\_
- You're late. \_\_\_\_\_
- He doesn't play. \_\_\_\_\_

**Write the short forms of the verbs.**

- We are waiting. *We're waiting.* \_\_\_\_\_
- They do not swim. \_\_\_\_\_
- I am studying. \_\_\_\_\_
- We do not understand. \_\_\_\_\_

# Grammar in use

## 1 Complete the sentences with the verbs in the box.

Use the present simple.

*think cost understand include remember sound*

- John's teacher \_\_\_\_\_ he will pass his exam.
- I \_\_\_\_\_ not \_\_\_\_\_ the professor's name.
- This new computer game \_\_\_\_\_ fun.
- The film \_\_\_\_\_ some amazing special effects.
- How much \_\_\_\_\_ that CD \_\_\_\_\_?
- Lucy \_\_\_\_\_ Spanish but she can't speak it.

## 2 Read.

When **have** means **own** or **hold**, we use the present simple.

I have got a cat.  
I haven't got a dog.  
Have you got a pet?

I have a cat.  
I don't have a dog.  
Do you have a pet?

With **got** or not with **got**?  
That is the question!

**got** is used in British English.

## 3 Complete the sentences. Use **have**.

- Polly and Pete \_\_\_\_\_ got lots of pets. Polly \_\_\_\_\_ got three cats and Pete \_\_\_\_\_ got two dogs. They \_\_\_\_\_ not got one parrot. They \_\_\_\_\_ got four! \_\_\_\_\_ you got any pets?
- Mandy and Andy \_\_\_\_\_ black hair. Mandy \_\_\_\_\_ brown eyes. \_\_\_\_\_ Andy \_\_\_\_\_ brown eyes, too? No, Andy \_\_\_\_\_ not \_\_\_\_\_ brown eyes. He \_\_\_\_\_ blue eyes. What colour eyes \_\_\_\_\_ you \_\_\_\_\_?

## 4 Complete the sentences with words from the boxes.

*do make a decision a project a list homework friends*

- Ben is going shopping but he is very forgetful. He must \_\_\_\_\_.
- The teenagers are going to \_\_\_\_\_ about their town.
- You will like your new school. You will soon \_\_\_\_\_.
- Are we going to the mountains or the seaside? We must \_\_\_\_\_.
- If Milly \_\_\_\_\_ her \_\_\_\_\_ now, she can watch TV later.

# Individual writing: writing an interview

You have read **an interview** between Patsy and Laura.  
You have written **an interview** between Patsy and Holly.  
Now write **an interview** between Patsy and Ross.

**Read Student's Book page 14 again.**  
**It tells you how to write an interview.**

## Read Ross's personal profile.

**name:** Ross  
**age:** 14  
**lives in:** North Park  
**brother:** Harry, aged 16  
**sister:** Amy, aged 10  
**school:** North Park College  
**interests/hobbies:** art, swimming, basketball  
**likes:** animals (all animals but particularly my cat, Claws)  
**dislikes:** zoos, people who are cruel to animals



## Think about the questions Patsy can ask.

- Remember the question words:  
*What ...? When ...? Where ...? Which ...? Who ...? How ...?*
- Try to write the interview without looking back at the questions you wrote on Student's Book page 14.

**Use the information in the profile to write Ross's answers. Look carefully at his profile. Think of extra questions Patsy could ask.**



**Make notes here**

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**Use extra information about Ross. He chatted to Patsy at the City Hall. What did he tell her?**



**Make notes here**

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## Remember to set out the interview like a play.

The names of the interviewer and the interviewee are on the left. The words they say come after their names. Remember the interview between Patsy and Laura:



**Patsy:** Why did you want to do this project?  
**Laura:** I thought it sounded interesting.



# Listening and speaking

**1** Complete the dialogue. Use the verbs and expressions from the boxes.

like    think    live    have got    go    be interested

It sounds ...    Lucky you!    me, too!    Hmm    at all

**Laura:** Where do you live, Holly?

**Holly:** I \_\_\_\_\_ in a flat near the station.

**Laura:** \_\_\_\_\_ you \_\_\_\_\_ any brothers or sisters?

**Holly:** Yes, I \_\_\_\_\_ a brother and two sisters.

**Laura:** \_\_\_\_\_! I've only got one brother. Which school \_\_\_\_\_ you \_\_\_\_\_ to?

**Holly:** I \_\_\_\_\_ to Central High School. I \_\_\_\_\_ it's a great school. We \_\_\_\_\_ a swimming pool, a library and a theatre.

**Laura:** \_\_\_\_\_ fantastic! \_\_\_\_\_ you \_\_\_\_\_ in swimming?

**Holly:** No, I don't like swimming \_\_\_\_\_. I \_\_\_\_\_ to the library every week, though. I \_\_\_\_\_ reading books.

**Laura:** What sort of books \_\_\_\_\_ you \_\_\_\_\_?

**Holly:** \_\_\_\_\_... I \_\_\_\_\_ mystery stories best.

**Laura:** Oh, \_\_\_\_\_!



## Individual speaking

**1** Think about your family. Who lives in your home?

mum    dad    brother    sister    aunt    uncle    cousin    grandma    grandpa    anyone else?

**2** Make notes about your family. Use the questions below or use your own ideas.

- Who is in your family? Write one name on the first line in each box.
- Who goes to work? What jobs do they do? Write the jobs under the names.
- Who goes to school? Write the name of the school under the names.
- What are the people in your family interested in? Add notes to the boxes.
- What things do they like? Add notes to the boxes.

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**3** Write sentences about the people in your family. Use your notes in the boxes.

**4** Talk to the class for one minute. Tell them about your family.

## Reading

- You read a magazine article.
  - What was the title of the article? \_\_\_\_\_
  - What was the full name of the project? \_\_\_\_\_
- There was an interview between two people.
  - Who were they? \_\_\_\_\_
  - Who was the interviewee? \_\_\_\_\_
  - Who was the interviewer? \_\_\_\_\_

## Vocabulary

- You learned 20 words about working on a group project. Look at page 122 in this book. Do you know what all these words mean? Check any that you are not sure of in your dictionary.
- Is a suffix added to the end of the word or the beginning of a word? \_\_\_\_\_
- Make these verbs into nouns. Write the nouns. Use the suffixes *-tion* or *-ment*. Check Student's Book page 11 if you are not sure and learn the words.
  - present \_\_\_\_\_
  - excite \_\_\_\_\_
  - argue \_\_\_\_\_
  - imagine \_\_\_\_\_
- Complete these words with *sh* or *ss*. If you are not sure, check in your dictionary.
  - se\_\_\_\_\_ion
  - fa\_\_\_\_\_ion
  - impre\_\_\_\_\_ion
  - mi\_\_\_\_\_ion
  - cu\_\_\_\_\_ion

## Grammar

- Maisie is talking about her family. Complete the paragraph. Use *be, work, live, think, like*.  
 I \_\_\_\_\_ with my family in the centre of the city. My dad \_\_\_\_\_ an engineer. Usually, he \_\_\_\_\_ in the city but right now, he \_\_\_\_\_ in France so he \_\_\_\_\_ not \_\_\_\_\_ at home. He \_\_\_\_\_ his job is interesting but I \_\_\_\_\_ not interested in engineering. I \_\_\_\_\_ puzzles and quizzes but we both \_\_\_\_\_ designing things.

## Writing

- Complete these features of an interview.  
 An interview is set out like a \_\_\_\_\_. The names of the speakers are on the \_\_\_\_\_. The words they say are on the \_\_\_\_\_. The interviewer \_\_\_\_\_ the questions. The interviewee \_\_\_\_\_ the questions.
- Have you made a neat copy of your interview?  Is it in your folder?

## Listening and speaking

- Have you listened again to Jack and Ross?
- Did your friend ask you about your home and family, and things you like and dislike?
- Did you ask your friend?
- Have you talked for one minute about your family?

Check-out 1 complete