

# 2

# Adventure

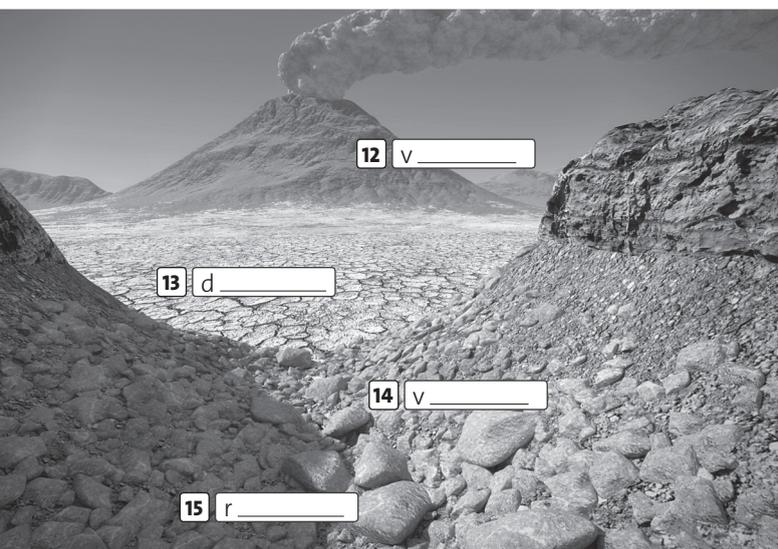
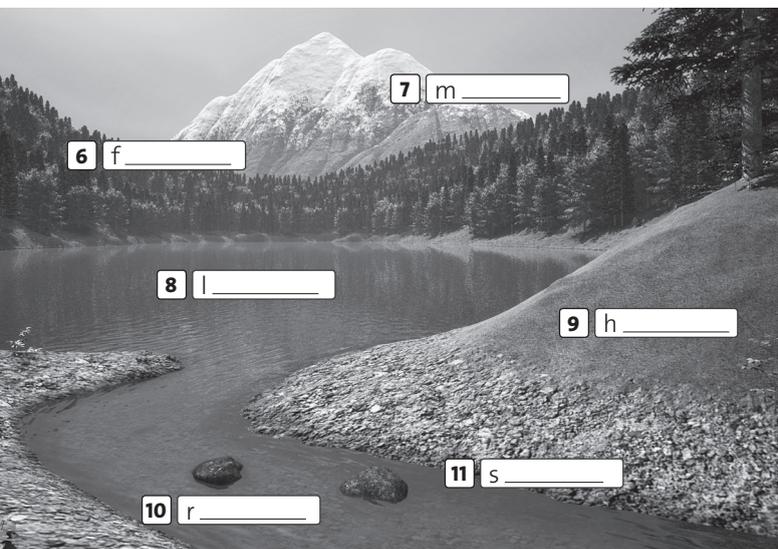
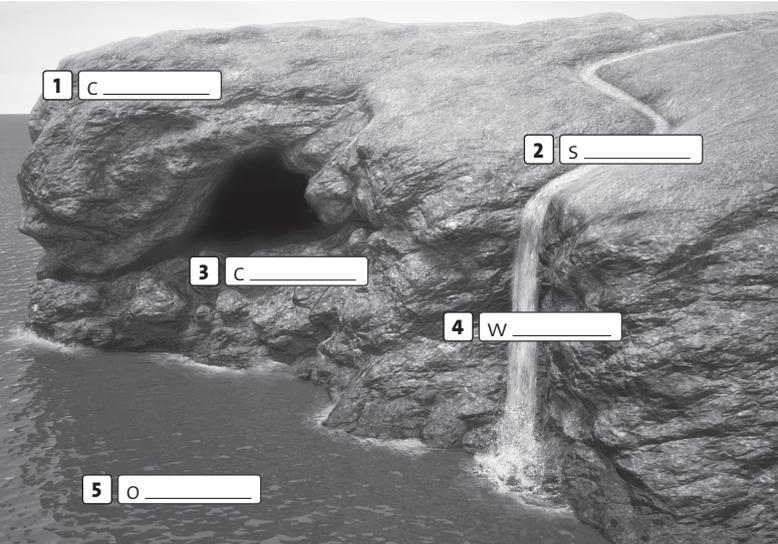
## Vocabulary

### A

## Landscapes

I can describe landscapes.

1 Complete the labels.



2 Put the letters in order to make adjectives that describe landscapes. Then circle the landscape feature that can go with each adjective. Sometimes both are possible.

Landscape features	
Adjectives	Nouns
1 lalt _____	river / <u>mountain</u>
2 ciy _____	stream / desert
3 rowran _____	ocean / river
4 kadr _____	cave / shore
5 wholsal _____	lake / valley
6 owl _____	ocean / waterfall
7 cykor _____	shore / forest
8 edge _____	ocean / waterfall
9 diwe _____	river / hill
10 peste _____	volcano / waterfall

3 1.06 Listen and complete the quiz questions.

- In which country is the highest \_\_\_\_\_ in the world?
- What's the name of the \_\_\_\_\_ to the east of Africa?
- What's the name of the \_\_\_\_\_ that flows through London?
- In which country is \_\_\_\_\_ Baikal?
- What's the name of the \_\_\_\_\_ that run along the west coast of South America?
- In which country is the \_\_\_\_\_ Vesuvius?
- What's the name of the \_\_\_\_\_ in southern Africa?
- In which two continents is the Great Rift \_\_\_\_\_?
- Which famous American city is on the \_\_\_\_\_ of Lake Michigan?
- In which European country is the Black \_\_\_\_\_?

4 Answer the questions in exercise 3. Use the internet to help you.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_ and \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Past continuous

I can use the past continuous.

### 1 Complete the sentences with the past continuous form of the verbs in brackets.

- Yesterday at 6 p.m. we \_\_\_\_\_ (have) dinner.
- Harry \_\_\_\_\_ (not listen) so he didn't know how to do the exercise.
- Kate \_\_\_\_\_ (lie) on the beach and Anna \_\_\_\_\_ (eat) an ice cream.
- Sam and Ryan \_\_\_\_\_ (smile) and Nancy \_\_\_\_\_ (take) a photo of them.
- Why \_\_\_\_\_ you and Zoe \_\_\_\_\_ (argue)?
- Hannah was annoyed because a man on the train \_\_\_\_\_ (talk) loudly on his mobile.
- At 1 a.m. Fred \_\_\_\_\_ still \_\_\_\_\_ (chat) with his friends on Facebook.
- My eyes were closed, but I \_\_\_\_\_ (not sleep).

### 2 Write sentences. Use the past continuous.

- Jake / ride / his bike  
*Jake was riding his bike.*
- the sun / shine ?  
\_\_\_\_\_
- it / not rain  
\_\_\_\_\_
- where / he / go ?  
\_\_\_\_\_
- he / not wear / a helmet  
\_\_\_\_\_

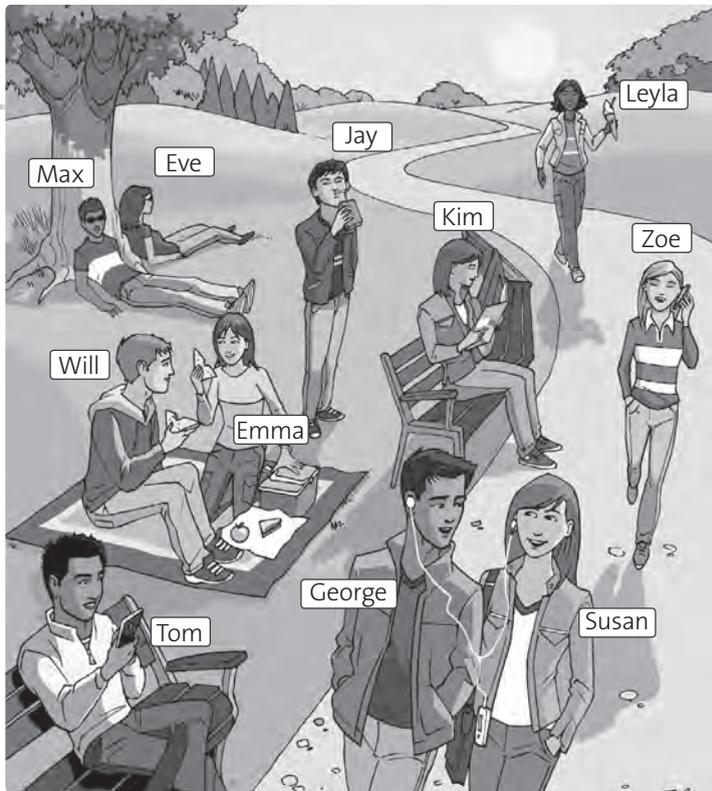
### 3 Complete the text with the past continuous form of the verbs below.

- carry follow hurry  
leave rain stand  
wear not wear



When I got off the coach in London, the weather was awful.

It <sup>1</sup>\_\_\_\_\_ and there was a cold wind. A short, fat man, who <sup>2</sup>\_\_\_\_\_ a hat and <sup>3</sup>\_\_\_\_\_ a small briefcase, got off after me. It was five o'clock and lots of people <sup>4</sup>\_\_\_\_\_ work and <sup>5</sup>\_\_\_\_\_ to catch the bus or the Underground. I <sup>6</sup>\_\_\_\_\_ a raincoat so I went into a department store and bought a cheap umbrella. When I came out, the short, fat man from the bus <sup>7</sup>\_\_\_\_\_ outside the department store. <sup>8</sup>\_\_\_\_\_ he \_\_\_\_\_ me?



### 4 What was happening at the park yesterday afternoon?

Complete the sentences, using the verbs and phrases below. Use the past continuous.

- eat an ice cream drink fruit juice have a picnic listen to music  
phone someone read a magazine shine sunbathe text

- Tom *was texting.*
- Will and Emma \_\_\_\_\_.
- Kim \_\_\_\_\_.
- Max and Eve \_\_\_\_\_.
- George and Susan \_\_\_\_\_.
- Jay \_\_\_\_\_.
- Leyla \_\_\_\_\_.
- Zoe \_\_\_\_\_.
- The sun \_\_\_\_\_.

### 5 Write questions with you in the past continuous. Then write true answers.

- |                       |                        |
|-----------------------|------------------------|
| 1.30 p.m. yesterday   | 10.30 p.m. yesterday   |
| on this day last year | 3 a.m. this morning    |
| 7.30 p.m. yesterday   | 8.30 a.m. this morning |

- What were you doing at 1.30 p.m. yesterday?  
I was ... \_\_\_\_\_.
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?
- \_\_\_\_\_?

## Adrenaline junkies

I can listen for key words and antonyms.

1 **USE OF ENGLISH** Read the text about BASE jumping and choose the correct answers (a–c) to complete gaps 1–5.

- |              |             |             |
|--------------|-------------|-------------|
| 1 a alike    | b like      | c similar   |
| 2 a However  | b Otherwise | c Instead   |
| 3 a part     | b place     | c off       |
| 4 a thanks   | b because   | c according |
| 5 a invented | b decided   | c thought   |

# BASE jumping

BASE jumping is an extreme sport. It is <sup>1</sup> \_\_\_\_\_ to skydiving, but there are important differences. Firstly, the jumps are much lower – usually no more than six hundred metres. And secondly, there is no aircraft. <sup>2</sup> \_\_\_\_\_, participants jump from some kind of bridge, building or cliff. The first BASE jump took <sup>3</sup> \_\_\_\_\_ in 1912 in New York, when Frederick Law jumped from the Statue of Liberty. In the 1960s and 70s, the sport became more popular, partly <sup>4</sup> \_\_\_\_\_ to film-maker Carl Boenish. He made documentaries about BASE jumping and also <sup>5</sup> \_\_\_\_\_ of the name. He died in 1984 while he was jumping in Norway. BASE jumping is a thrilling experience, but it is very risky too.

### Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task.

- Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns and verbs.
- Also listen out for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.

*It's rather cold today. » It isn't very warm today.*  
*We won the match. » We didn't lose the match.*

2 **1.07** Read the Listening Strategy. Then listen to Alex talking about wingsuit flying. Write the words he uses instead of the underlined words.

- 1 He spent a long time trying to find the right sport.  
 \_\_\_\_\_,
- 2 He disliked team games when he was a teenager.  
 \_\_\_\_\_,
- 3 He thinks wingsuit flying is a great feeling.  
 \_\_\_\_\_,
- 4 Unfortunately, it is expensive.  
 \_\_\_\_\_,



A Speaker



B Speaker



C Speaker

- 3 **1.08** Listen to three other people talking about the extreme sports in the photos above. Match speakers 1–3 with photos A–C.
- 4 **1.08** Listen again. Are these sentences true (T) or false (F)? To help you, listen for synonyms or antonyms of the underlined words.

#### Speaker 1

- 1 When he first saw the sport, he thought it looked impossible.
- 2 He thinks the sport feels worse when you're actually doing it.

#### Speaker 2

- 3 She wanted a sport that was physically difficult.
- 4 She often thinks about the risks involved in her sport.

#### Speaker 3

- 5 He was familiar with the sport before he went to Nicaragua.
- 6 He found the experience not very exciting.

## Contrast: past simple and past continuous

*I can distinguish the use of the past simple and the past continuous.*

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

- Jake looked at the weather outside: it was grey, but it **didn't rain / wasn't raining**.
- You didn't answer when I phoned you this morning. What **did you do / were you doing**?
- Lucy switched off her computer, **put on / was putting on** her coat and **left / was leaving** the office.
- She closed the window because some children **made / were making** a lot of noise outside.
- When I told my friends about the robbery, they **didn't believe / weren't believing** me.
- She didn't hear the doorbell because she **had / was having** a shower.

### 2 Complete the sentences. Use the past simple form of one verb and the past continuous form of the other.

- I \_\_\_\_\_ (see) Henry as I \_\_\_\_\_ (cycle) to the sports centre.
- While we \_\_\_\_\_ (prepare) the picnic, it \_\_\_\_\_ (start) to rain.
- All my friends \_\_\_\_\_ (leave) the party when I \_\_\_\_\_ (arrive).
- As we \_\_\_\_\_ (walk) by the river, we \_\_\_\_\_ (hear) a shout.
- We \_\_\_\_\_ (not eat) very much while we \_\_\_\_\_ (stay) in that hotel.
- I \_\_\_\_\_ (drink) my dad's coffee while he \_\_\_\_\_ (not look).
- She \_\_\_\_\_ (drop) her new phone as she \_\_\_\_\_ (put) it in her pocket.
- I \_\_\_\_\_ (meet) a really interesting person while I \_\_\_\_\_ (wait) for the bus.

### 3 Complete the text with the past simple or past continuous form of the verbs in brackets.

In January 2014, a doctor from New Zealand <sup>1</sup>had (have) a frightening experience with a shark – but his calm reaction <sup>2</sup>\_\_\_\_\_ (make) him the star of news reports around the world.

James Grant <sup>3</sup>\_\_\_\_\_ (fish) with friends one Saturday when a shark attacked him. He <sup>4</sup>\_\_\_\_\_ (not see) anything, but he <sup>5</sup>\_\_\_\_\_ (felt) a sudden pain in his leg. At first, he thought that his friends <sup>6</sup>\_\_\_\_\_ (play) a prank on him. He <sup>7</sup>\_\_\_\_\_ (turn) around – but nobody <sup>8</sup>\_\_\_\_\_ (be) behind him. Then he <sup>9</sup>\_\_\_\_\_ (realise) what <sup>10</sup>\_\_\_\_\_ (happen).

Luckily, James <sup>11</sup>\_\_\_\_\_ (carry) a knife so he <sup>12</sup>\_\_\_\_\_ (use) it to fight off the shark. Then he <sup>13</sup>\_\_\_\_\_ (get) out of the water and <sup>14</sup>\_\_\_\_\_ (look) at his leg. The bites were 5 cm long and they <sup>15</sup>\_\_\_\_\_ (bleed) a lot. James <sup>16</sup>\_\_\_\_\_ (clean) his leg. Then he and his friends <sup>17</sup>\_\_\_\_\_ (go) to a nearby café! While they <sup>18</sup>\_\_\_\_\_ (enjoy) a drink, somebody <sup>19</sup>\_\_\_\_\_ (give) James a bandage because his leg <sup>20</sup>\_\_\_\_\_ (bleed). He <sup>21</sup>\_\_\_\_\_ (go) to hospital for some treatment, but on Monday he was back at work.



Word building

I can understand parts of speech and dictionary entries.

1 Write the noun form of these verbs. Some are the same as the verb.

Verb	Noun
1 complete	completion
2 achieve	
3 need	
4 dream	
5 argue	
6 fail	
7 translate	
8 erupt	
9 rescue	

2 Complete the text with the noun form of the verbs in brackets. You may need the plural form.

Last year, at the age of seventeen, Mike Perham became the youngest sailor to complete a <sup>1</sup> \_\_\_\_\_ (circumnavigate) of the world alone. But this year, two sixteen-year-old girls are beginning separate <sup>2</sup> \_\_\_\_\_ (attempt) to beat his record. Last year, a thirteen-year-old Dutch girl, Laura Dekker, was finishing her <sup>3</sup> \_\_\_\_\_ (prepare) for the same journey when a children's court stopped her. Now aged fourteen, she's trying again. It seems that many teenagers today aren't interested in the normal forms of <sup>4</sup> \_\_\_\_\_ (entertain) and <sup>5</sup> \_\_\_\_\_ (relax), like video games and sports. They want <sup>6</sup> \_\_\_\_\_ (experience) that can really excite their <sup>7</sup> \_\_\_\_\_ (imagine) and also help with the <sup>8</sup> \_\_\_\_\_ (develop) of personal skills. So they choose <sup>9</sup> \_\_\_\_\_ (explore). Their amazing <sup>10</sup> \_\_\_\_\_ (accomplish) certainly look good on their CVs when it's time to find <sup>11</sup> \_\_\_\_\_ (employ). But for most of them, that probably isn't the main <sup>12</sup> \_\_\_\_\_ (motivate).

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

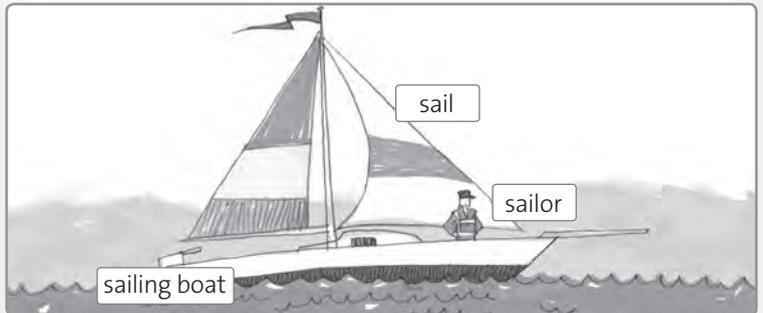
**explore** /ɪk'splɔː/ verb to travel around a place, etc. in order to learn about it: *They went on an expedition to explore the River Amazon.* ♦ (figurative) *We need to explore (= look carefully at) all the possibilities before we decide.* > **exploration** noun [U]

**explorer** /ɪk'splɔːrə/ noun [C] a person who travels around a place in order to learn about it

- Which noun is countable? \_\_\_\_\_
- Which noun is uncountable? \_\_\_\_\_
- Which noun has no definition? \_\_\_\_\_  
(Note: related nouns sometimes have no definition if the meaning is clear without one.)
- Which entry has example sentences? \_\_\_\_\_
- Why are there two examples, not one?  
\_\_\_\_\_
- Which entry has no information about pronunciation? \_\_\_\_\_

VOCAB BOOST!

Sometimes pictures with labels can help you record and learn related words.

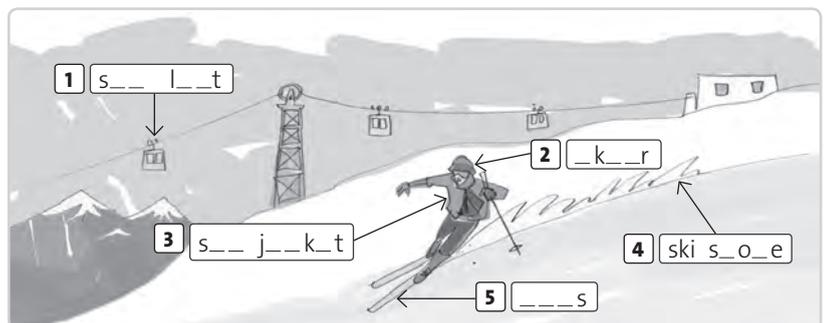


Verbs

sail - She sailed to America.

go sailing - We went sailing last summer.

4 Read the Vocab boost! box. Then complete the labels and add any other words you can. Use a dictionary to help you.



# Staying alive

*I can understand a survival story.*

Revision: Student's Book page 25

- 1 Match the pairs of adjectives with similar meanings. Put them in the correct columns.

astonishing bad big disgusting exhausted  
filthy good hungry sad stunning  
tasty terrifying tiny

Simple adjective	Extreme adjective
surprising	<sup>1</sup> astonishing
<sup>2</sup>	delicious
beautiful	<sup>3</sup>
<sup>4</sup>	awful
unpleasant	<sup>5</sup>
<sup>6</sup>	starving
small	<sup>7</sup>
<sup>8</sup>	brilliant
frightening	<sup>9</sup>
<sup>10</sup>	tragic
dirty	<sup>11</sup>
<sup>12</sup>	huge
tired	<sup>13</sup>

- 2 Read the text. Underline five extreme adjectives from exercise 1.

## Alone at sea

- A** On 29 January 1982, Steven Callahan left the Canary Islands in a small yacht.  
<sup>1</sup> \_\_\_\_ But a week later, during an awful storm, something (probably a whale) hit the yacht and made a huge hole in it. <sup>2</sup> \_\_\_\_ He had to act quickly!
- B** Steven got into an inflatable life raft and just had time to get a sleeping bag, a first-aid kit, some food, maps, and a torch from the yacht before it sank. He also managed to get a copy of a book called *Sea Survival*.  
<sup>3</sup> \_\_\_\_ But he couldn't rescue the radio from the yacht.
- C** <sup>4</sup> \_\_\_\_ His food ran out after a few days so he had to survive by catching sea-birds, fish and flying fish. He drank rain water which he caught in the raft.
- D** After about two months at sea, the raft was 3,300 km from the place where the yacht sank. <sup>5</sup> \_\_\_\_ But unfortunately they didn't see him. He was beginning to think that he might not survive. He was starving, exhausted, weak and very thin.
- E** Finally, after 76 days, some fishermen saw the sea-birds that were flying around the raft and took Steven to the island of Guadeloupe. After his terrifying experience, he was finally in the Caribbean!

### Reading Strategy

When you do a task with gapped sentences in a narrative text, look carefully at the sentence before each gap and think about what is likely to happen next. Then look at the options and see which of the sentences matches your ideas. Finally, check that the text reads smoothly with your chosen sentence in place.

- 3 Read the Reading Strategy. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.
- A During this time, Steven saw nine ships.  
B Water was coming in and the boat was sinking fast.  
C But he couldn't swim back to the yacht.  
D It contained lots of useful information about surviving at sea.  
E He was planning to sail to the Caribbean.  
F Some men were fishing near Steven's raft.  
G Alone in the life raft, Steven travelled slowly across the Atlantic Ocean.
- 4 Read the text again, including the missing sentences. Are the sentences true (T) or false (F)? Write the paragraph (A–E) which contains the answer.
- 1 Steven wanted to sail to the Canary Islands. T or F?   
Paragraph?
- 2 Steven's nightmare started four days into the trip. T or F?   
Paragraph?
- 3 Steven managed to get some useful things from the sinking yacht. T or F?  Paragraph?
- 4 Steven ate birds and fish in order to survive. T or F?   
Paragraph?
- 5 Steven didn't reach the Caribbean. T or F?  Paragraph?



Photo description

I can describe and speculate about a photo.

1 Label pictures 1–9 with the words below.

boots dinghy helmet lifejacket paddles poles rucksack safety harness



2 Which pieces of equipment from exercise 1 do you use for ...

- 1 rock climbing? \_\_\_\_\_
- 2 kayaking? \_\_\_\_\_
- 3 walking / hiking? \_\_\_\_\_

3 Choose the correct words to complete the sentences about the photo below.

- 1 The photo **seems / shows** two children on a climbing wall.
- 2 They **look / look as if** quite young.
- 3 The boy **on / at** the left is looking down.
- 4 **At / In** the background, there are some buildings.
- 5 It looks **as / like** if the boys are having a good time.



4 Read the Speaking Strategy. Then write five sentences to describe the photo below. Use phrases from exercise 3.

**Speaking Strategy**  
 Make sure your photo description has a simple structure. Start by saying what the photo shows in general (Who? What? Where?). Then mention interesting details. You can finish with a personal comment or some speculation.



- 1 (general description) \_\_\_\_\_
- 2 (details x3) \_\_\_\_\_
- 3 (speculation / comment) \_\_\_\_\_

5 Read the examiner's questions in the task and make notes.

Describe the photo and answer the questions.

- 1 Why do some people enjoy doing risky sports?
- 2 Is doing risky sports the best way to see spectacular scenery, in your opinion? Why? / Why not?

1 \_\_\_\_\_

2 \_\_\_\_\_

6 Now do the task using your notes from exercises 5 and 6.



## Vocabulary

- 1 Complete the sentences with the words below. Use each word only once.

cave desert forest hill mountain river  
volcano waterfall

- There isn't much rain in the \_\_\_\_\_ so not many plants can grow.
- The highest \_\_\_\_\_ in Western Europe is Mont Blanc.
- The \_\_\_\_\_ in London is called the Thames.
- He likes dark places, so exploring a \_\_\_\_\_ is perfect for him.
- Mount Vesuvius is an active \_\_\_\_\_ that may cause a lot of destruction one day.
- We walked to the top of a small \_\_\_\_\_ to enjoy the view of the town.
- It's easy to get lost in a \_\_\_\_\_ because the trees make it hard to see where you are.
- Water from the stream fell from the cliff and created a beautiful \_\_\_\_\_.

Mark:  / 8

- 2 Complete the sentences with the words below.

dark deep icy narrow shallow steep tall wide

- The water here is so \_\_\_\_\_ that it is impossible to swim to the bottom.
- The river is very \_\_\_\_\_ – it takes twenty minutes to swim to the other side.
- The path was so \_\_\_\_\_ that we had to walk one behind the other.
- The trees in the forest are very \_\_\_\_\_ – some are 70 metres to the top.
- We couldn't see because the cave was so \_\_\_\_\_.
- The hills around here aren't very \_\_\_\_\_ so they are easy to climb.
- The stream is quite \_\_\_\_\_ so it's easy to walk through the water.
- He doesn't like walking to school in very cold weather because the footpaths are \_\_\_\_\_.

Mark:  / 8

- 3 Complete the words below with the correct letters. Then put them in the correct column. You can use the words more than once.

- 1 b\_ \_ts   2 h\_ \_lm\_ \_t   3 l\_ \_f\_ \_j\_ \_ck\_ \_t   4 p\_ \_ddl\_ \_s  
5 s\_ \_f\_ \_ty   h\_ \_rn\_ \_ss

Mountain biking	Kayaking	Orienteering	Rock climbing

Mark:  / 5

- 4 Complete the sentences with extreme adjectives that have the same meaning as the words in brackets.

- The house was \_\_\_\_\_ but comfortable. (very small)
- We were \_\_\_\_\_ at the end of the walk, and happy to be back at camp. (very tired)
- The storm was \_\_\_\_\_, but we tried to be brave. (very frightening)
- I'm \_\_\_\_\_! Is there anything to eat? (very hungry)
- The climber's death was \_\_\_\_\_. He was so young. (very sad)
- The campsite was \_\_\_\_\_ when we arrived. It was a horrible mess! (very dirty)
- The view from the top of the mountain was \_\_\_\_\_. (very beautiful)
- We couldn't continue because a \_\_\_\_\_ rock was in the road. (very big)

Mark:  / 8

## Word Skills

- 5 Complete the sentences using the noun or verb form of the word given in brackets.

- The \_\_\_\_\_ of the new stadium will be next September. (complete)
- It's wonderful to \_\_\_\_\_ life in another country – you can learn so much about the world. (experience)
- The books he wrote about famous mountain climbers are his greatest \_\_\_\_\_. (achieve)
- She \_\_\_\_\_ to go running every day to prepare for the race. (need)
- I don't know what the \_\_\_\_\_ was about, but they're friends again now. (argue)
- Cars and lorries \_\_\_\_\_ over the bridge all day. (thunder)
- Firefighters \_\_\_\_\_ their lives every day to save people and buildings. (risk)
- I'm not sure what her \_\_\_\_\_ is, but she really wants to succeed. (motivate)
- The \_\_\_\_\_ for our trip were quick because we only planned to stay for two nights. (prepare)
- He is famous for his \_\_\_\_\_ as a mountain climber. (accomplish)

Mark:  / 10

## Grammar

6 Complete the dialogues with the past continuous form of the verbs in brackets.

- 1 A <sup>1</sup> \_\_\_\_\_ (you / talk) on the phone at ten last night? I <sup>2</sup> \_\_\_\_\_ (try) to call you.  
 B No, I <sup>3</sup> \_\_\_\_\_ (not talk) on the phone. I <sup>4</sup> \_\_\_\_\_ (take) a walk and my phone was in the house.

- 2 A <sup>5</sup> \_\_\_\_\_ (you / play) on the beach when the storm started?  
 B No, we <sup>6</sup> \_\_\_\_\_ (eat) lunch in the restaurant. It was quite frightening. When we started eating the sun <sup>7</sup> \_\_\_\_\_ (shine) and the next minute the wind <sup>8</sup> \_\_\_\_\_ (blow) and it <sup>9</sup> \_\_\_\_\_ (rain) hard.

- 3 A <sup>10</sup> \_\_\_\_\_ (you / sleep) in class this morning?  
 B No, I <sup>11</sup> \_\_\_\_\_ (not sleep)! I <sup>12</sup> \_\_\_\_\_ (try) to memorise irregular verbs for the test.

- 4 A What <sup>13</sup> \_\_\_\_\_ (Kate / do) in the head teacher's office this afternoon? Was she in trouble?  
 B No, nothing like that. She <sup>14</sup> \_\_\_\_\_ (answer) questions about the theatre group's new play.

Mark:  / 14

7 Complete the paragraph from a story. Use the past simple or past continuous form of the verbs in brackets.

When they <sup>1</sup> \_\_\_\_\_ (set out) from the hotel at eight in the morning, the sun <sup>2</sup> \_\_\_\_\_ (shine). They <sup>3</sup> \_\_\_\_\_ (walk) along the path when suddenly Emily <sup>4</sup> \_\_\_\_\_ (stop) and asked, ' <sup>5</sup> \_\_\_\_\_ (you / hear) something strange?' Anna replied, 'I <sup>6</sup> \_\_\_\_\_ (not hear) anything. What do you mean?' A moment later, the sun <sup>7</sup> \_\_\_\_\_ (not shine) and the sky was black. 'It's a tornado!' Anna said. 'We need to go indoors - fast!'

Mark:  / 7

## Use of English

8 Complete the second sentence so that it has a similar meaning to the first sentence. Write between two and five words for each sentence, including the word in brackets.

- 1 My phone rang during dinner last night. (eating)  
 My phone rang while we \_\_\_\_\_ last night.  
 2 Mike wasn't at school today. (come)  
 Mike \_\_\_\_\_ school today.  
 3 I had a bad night's sleep last night. (well)  
 I \_\_\_\_\_ last night.  
 4 Do you want to go for a coffee? (about)  
 What \_\_\_\_\_ for a coffee?  
 5 I think that girl looks nervous. (as)  
 That girl \_\_\_\_\_ she's feeling nervous.

Mark:  / 5

Total:  / 65

*I can ...*

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

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe landscapes.			
I can use the past continuous.			
I can listen for key words and antonyms.			
I can distinguish the use of the past simple and the past continuous.			
I can understand parts of speech and dictionary entries.			
I can understand a survival story.			
I can describe and speculate about a photo.			
I can write an invitation and a reply.			