



Limba modernă 1 – studiu intensiv  
Engleză  
Clasa a VIII-a

Ben Goldstein & Ceri Jones  
with Vicki Anderson, Irina Spătaru,  
Ioana Tudose and Ioana Adam

art Klett

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Inspectoratul Școlar .....  
Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

\* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

\* Elevii nu vor face niciun fel de însemnări pe manual.

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# Foreword

Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love. Discovery Education videos inspire students and enhance their language learning.

English and Romanian teachers have created, through **Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-a**, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video from Discovery Education and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.



# Unit tour Limba modernă 1 – studiu intensiv. Engleză. Clasa a VIII-a

Student's Book (printed version)

+

Digital Student's Book  
(consistent with the printed version)

The Student's Book contains:

A Starter section to revise basic grammar and vocabulary + 8 Units + Extras

Each unit has the following structure:

Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover Culture + Speaking + Writing + Extras

There is a Review and an Evaluation test after every two units and also a Final evaluation test.

Extras: Say it right!, Grammar reference, Vocabulary Bank, Reading for pleasure, Holidays in my community, CLIL, Projects, Irregular verbs, Phonemic script, Maps

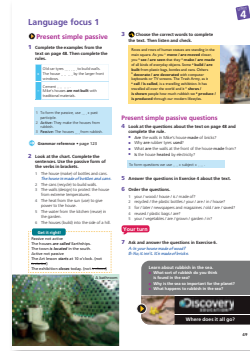
## Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



Language focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a Get it Right feature and a Say it Right feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.



Discover Culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.

Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



Writing section includes a model text from the featured genre and follows a Process Writing methodology.



Review section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.



Manual, varianta tipărită

+

Manual, varianta digitală  
(conformă cu varianta tipărită)

Manualul cuprinde:

O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Cultură + Comunicare + Redactare + Anexe

Există o recapitulare urmată de un test de evaluare la fiecare două unități, precum și o testare finală.

Anexe: Pronunță corect!, Gramatică, Vocabular, Lectură, Sărbători, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic, Hărți

The following icons were used to mark the three types of multimedia interactive learning activities (AMII) in the digital textbook / Următoarele pictograme marchează cele trei tipuri de activități multimedia interactive de învățare (AMII) din manualul digital:



Static AMII – listening and studying an image/activitate statică, de ascultare și observare a unei imagini

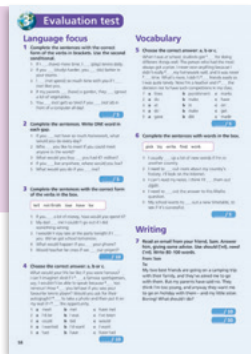


Animated AMII – film and animation/activitate animată (film/animație)

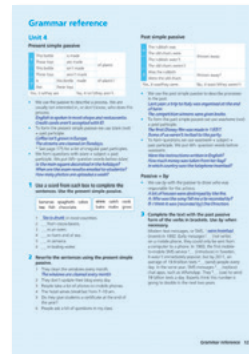


Interactive AMII – exercise with immediate feedback after solving/activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Evaluation test section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



Grammar reference section provides more detailed examples and explanations, plus additional practice exercises.



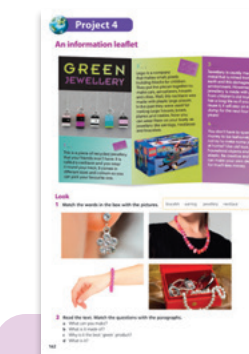
Vocabulary Bank section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Reading for pleasure section focuses on the world of literature.



Projects section provides eight optional projects in which students are given a clear model to guide them.

# Contents

Starter Unit	Vocabulary	Language focus
	<p><b>p8</b> Art around us, Performing</p> <p><b>p9</b> Adventure sports and activities</p> <p><b>p10</b> Personal qualities</p> <p><b>p11</b> Phrasal verbs, Describing food and cooking</p>	<p><b>p8</b> Word order in questions, Subject/object questions</p> <p><b>p9</b> Present perfect with <i>ever</i>, <i>never</i>, <i>for</i> and <i>since</i>, Present perfect questions, Present perfect and past simple</p> <p><b>p10</b> Present perfect with <i>still</i>, <i>yet</i>, <i>already</i> and <i>just</i>, Present perfect simple vs. present perfect continuous</p> <p><b>p11</b> Future simple, <i>be going to</i>, <i>will</i> and <i>may/might</i>, Future continuous, First conditional, Time clauses</p>

Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	Language focus 2
<b>1 Extreme living</b>	<p><b>p13</b> Extreme weather</p> <p><b>p116 Say it right!</b> /ɪ/ and /i:/</p>	<p><b>p14</b> A blog</p> <p><b>Explore</b> words in context</p>	<p><b>p15</b> Present simple vs. present continuous (Review)</p> <p>🔴 The long winter</p>	<p><b>p16</b> Survival essentials</p> <p>A conversation</p>	<p><b>p17</b> Past simple vs. past continuous (Review)</p>
<b>2 Fears</b>	<p><b>p23</b> Fears</p>	<p><b>p24</b> An advice column</p> <p><b>Explore</b> prepositional phrases</p> <p><b>Get it right!</b> <i>advice</i></p>	<p><b>p25</b> 🔴 <i>be going to/will</i></p> <p>Present continuous (Review)</p> <p>🔴 Creepy creatures</p>	<p><b>p26</b> Conversations between friends</p> <p>-ed and -ing adjectives</p> <p><b>Get it right!</b> <i>bored/boring</i></p>	<p><b>p27</b> 🔴 Quantifiers <i>a little/a few</i></p> <p><b>p116 Say it right!</b> <i>ough</i></p>

Review Units 1 and 2 pages 32–33

Evaluation test Units 1 and 2 pages 34–35

<b>3 School life</b>	<p><b>p37</b> Life at school</p>	<p><b>p38</b> A student blog</p> <p><b>Explore</b> words in context</p> <p><b>Get it right!</b> <i>want</i> + infinitive</p>	<p><b>p39</b> 🔴 Second conditional</p> <p>🔴 The women of Ayoquesco</p> <p><b>p116 Say it right!</b> Intonation in second conditional sentences</p>	<p><b>p40</b> A discussion</p> <p><i>make</i> and <i>do</i> (Review)</p>	<p><b>p41</b> 🔴 Second conditional questions</p> <p>🔴 <i>need/needn't</i> for talking about necessity/obligation; <i>should/shouldn't</i> for making recommendations/giving advice</p>
<b>4 Green planet</b>	<p><b>p47</b> Materials</p> <p><b>Get it right!</b> <i>the</i> and plural nouns</p> <p><b>p116 Say it right!</b> Stress in compound words</p>	<p><b>p48</b> An article</p> <p><b>Explore</b> words in context</p>	<p><b>p49</b> 🔴 Present simple passive. Present simple passive questions</p> <p><b>Get it right!</b> active vs. passive</p> <p>🔴 Where does it all go?</p>	<p><b>p50</b> A class presentation</p> <p>Energy issues</p>	<p><b>p51</b> 🔴 Past simple passive</p> <p>Past simple passive questions</p>

Review Units 3 and 4 pages 56–57

Evaluation test Units 3 and 4 pages 58–59

<b>5 Trends</b>	<p><b>p61</b> Clothes</p>	<p><b>p62</b> Short online texts</p> <p><b>Explore</b> words in context</p>	<p><b>p63</b> <i>used to</i> and <i>would</i></p> <p>🔴 Future in the past</p> <p>🔴 Milan fashion week</p>	<p><b>p64</b> An interview</p> <p>Adjectives and dependent prepositions</p>	<p><b>p65</b> 🔴 Past perfect simple</p> <p>🔴 Past perfect continuous</p> <p>🔴 Past perfect continuous vs. past continuous</p> <p><b>p117 Say it right!</b> Sentence stress in the past perfect</p>
<b>6 Stuff we like</b>	<p><b>p71</b> Everyday objects</p>	<p><b>p72</b> A news article</p> <p><b>Explore</b> words in context</p>	<p><b>p73</b> 🔴 The passive: present simple, past simple (review) and <i>will</i></p> <p>🔴 Objects for survival</p>	<p><b>p74</b> A radio report</p> <p>Modifiers</p>	<p><b>p75</b> 🔴 Relative pronouns</p> <p><b>Get it right!</b> relative pronouns as subject</p> <p><b>p117 Say it right!</b> Intonation in relative clauses</p>

Review Units 5 and 6 pages 80–81

Evaluation test Units 5 and 6 pages 82–83

<b>7 Weird and wonderful</b>	<p><b>p85</b> Story elements</p>	<p><b>p86</b> A plot summary</p> <p><b>Explore</b> prepositions and adverbs of movement</p>	<p><b>p87</b> 🔴 Third conditional</p> <p><b>p117 Say it right!</b> Contracted forms in third conditionals</p> <p>🔴 Mission, possible?</p>	<p><b>p88</b> A podcast</p> <p>Linking phrases</p>	<p><b>p89</b> 🔴 <i>must have</i>, <i>can't have</i>, <i>might/may/could have</i> for talking about possibility</p> <p>am making deductions</p> <p><i>should/shouldn't</i> for present/future expectation</p>
<b>8 Right or wrong?</b>	<p><b>p95</b> Crimes</p>	<p><b>p96</b> News stories</p> <p><b>Explore</b> words in context</p>	<p><b>p97</b> 🔴 Reported statements</p> <p><b>Get it right!</b> <i>tell</i> and <i>say</i></p> <p>🔴 On the run</p>	<p><b>p98</b> Reporting verbs</p> <p>A news report</p>	<p><b>p99</b> 🔴 Reported questions</p> <p>Indirect questions</p> <p><b>p117 Say it right!</b> Intonation in indirect questions</p>

Review Units 7 and 8 pages 104–105

Evaluation test Units 7 and 8 pages 106–107



			Extras
			<b>p118</b> Grammar reference
Discover Culture (Video and Reading)	Speaking	Writing	Extras
<b>p18</b> People of the mangrove <b>p19</b> A magazine article <b>Explore</b> prepositional phrases	<b>p20</b> <b>Real talk:</b> Which do you prefer – towns and cities or the countryside? Giving your opinion	<b>p21</b> An email to a friend <b>Useful language:</b> Opening and closing an email	<b>p148</b> CLIL Biology – Global warming <b>p120</b> Grammar reference <b>p130</b> Vocabulary Bank <b>p156</b> Project
<b>p28</b> Calendars of the ancient Maya <b>p29</b> An article <b>Explore</b> opposite adjectives	<b>p30</b> <b>Real talk:</b> What are you afraid of? Expressing surprise	<b>p31</b> A message to a friend <b>Useful language:</b> Introducing news and explaining things	<b>p149</b> CLIL Geography – Living in a global city <b>p121</b> Grammar reference <b>p131</b> Vocabulary Bank <b>p158</b> Project
<b>p42</b> Playing with Maths <b>p43</b> An article <b>Explore</b> phrasal verbs	<b>p44</b> <b>Real talk:</b> Who would you talk to if you needed advice? Asking for and giving advice	<b>p45</b> A problem page <b>Useful language:</b> Summarising a problem and giving advice	<b>p150</b> CLIL Technology – Social media <b>p122</b> Grammar reference <b>p132</b> Vocabulary Bank <b>p160</b> Project
<b>p52</b> Build it better <b>p53</b> An article <b>Explore</b> phrasal verbs	<b>p54</b> <b>Real talk:</b> What kind of voluntary work can you do in your school or town? Apologising and explaining	<b>p55</b> A newspaper article <b>Useful language:</b> Using direct speech	<b>p151</b> CLIL Chemistry – Renewable energy <b>p123</b> Grammar reference <b>p133</b> Vocabulary Bank <b>p162</b> Project
<b>p66</b> Inside the guitar <b>p67</b> A magazine article <b>Explore</b> compound nouns	<b>p68</b> <b>Real talk:</b> What music and fashion were your parents into when they were growing up? Buying clothes	<b>p69</b> An essay <b>Useful language:</b> Linking phrases	<b>p152</b> CLIL Social Science – The history of jeans <b>p124</b> Grammar reference <b>p134</b> Vocabulary Bank <b>p164</b> Project
<b>p76</b> An invention that changed everything <b>p77</b> An article <b>Explore</b> communication phrases and phrasal verbs	<b>p78</b> <b>Real talk:</b> What's your favourite gadget? Buying a gadget	<b>p79</b> An online review <b>Useful language:</b> Describing a product	<b>p153</b> CLIL Technology – Passive houses <b>p126</b> Grammar reference <b>p135</b> Vocabulary Bank <b>p166</b> Project
<b>p90</b> A lost civilisation <b>p91</b> A magazine article <b>Explore</b> words in context	<b>p92</b> <b>Real talk:</b> What's the biggest mistake you've ever made? Getting more information	<b>p93</b> Telling a story <b>Useful language:</b> Adverbs	<b>p154</b> CLIL Biology – Extinction <b>p127</b> Grammar reference <b>p136</b> Vocabulary Bank <b>p168</b> Project
<b>p100</b> Future directions <b>p101</b> An article <b>Explore</b> verb expressions	<b>p102</b> <b>Real talk:</b> What's the biggest lie you've ever been told? Clarifying	<b>p103</b> An online article <b>Useful language:</b> Describing amounts	<b>p155</b> CLIL ICT – Copyright <b>p129</b> Grammar reference <b>p137</b> Vocabulary Bank <b>p170</b> Project

Final evaluation test A & B pages 108–115

Maps pages 172–174

Irregular verbs page 175

### General and specific competences from the curriculum explored in the units

- 1. Receive oral messages in different communication situations**
  - 1.1. Select key information from a newscast/simple recorded material on topics of interest, when the utterances are clear and slow-paced
  - 1.2. Identify essential information from simple reports that the speakers interrupt in order to complete/finish them
  - 1.3. Operate with selected technical information to perform a task
  - 1.4. Show interest in knowing personalities and cultural events
- 2. Speak in different communication situations**
  - 2.1. Present the main action of a book/film
  - 2.2. Describe personal reactions, feelings about a happening/an event
  - 2.3. Present a personal opinion on a given text/given context/given characters
  - 2.4. Manage interaction situations that can lead to plan changes
  - 2.5. Show interest in the quality of expression/interaction
- 3. Receive written messages in different communication situations**
  - 3.1. Identify the wanted information in different fragments of a text or in several texts, in order to solve a specific task
  - 3.2. Identify aspects from articles or interviews in newspapers and magazines that express a position in relation to a current topic/event
  - 3.3. Identify information from formal texts on topics of interest
  - 3.4. Extract the pros and cons expressed by the author when discussing a problem
  - 3.5. Show interest in understanding different types of texts
- 4. Write messages in different communication situations**
  - 4.1. Transcribe relevant information from a speech/lecture/lesson
  - 4.2. Write personal letters/digital messages presenting feelings, experiences, events through a few details
  - 4.3. Describe feelings and reactions through a simple text which contains connectors
  - 4.4. Write a short simple essay on a topic of interest, based on a given structure
  - 4.5. Show interest in the quality of writing

### Competențe generale și specifice din programa școlară

- 1. Receptarea de mesaje orale în diverse situații de comunicare**
  - 1.1. Selectarea informațiilor principale dintr-un buletin de știri transmis la radio/din materiale înregistrate mai simple pe teme de interes, redactate dar și rar
  - 1.2. Identificarea informațiilor esențiale din relatări simple, întrerupte în vederea finalizării/completării acestora
  - 1.3. Operarea cu informații tehnice selectate în vederea realizării unei sarcini de lucru
  - 1.4. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale
- 2. Exprimarea orală în diverse situații de comunicare**
  - 2.1. Prezentarea acțiunii principale a unei cărți/a unui film
  - 2.2. Descrierea reacțiilor personale, a sentimentelor față de o întâmplare/de un eveniment
  - 2.3. Prezentarea unei opinii personale cu privire la un text dat/context dat/personaje date
  - 2.4. Gestionarea situațiilor de interacțiune care pot genera schimbări de plan
  - 2.5. Manifestarea interesului pentru calitatea exprimării/interacțiunii
- 3. Receptarea de mesaje scrise în diverse situații de comunicare**
  - 3.1. Localizarea informației dorite în diferite fragmente ale unui text sau în mai multe texte pentru rezolvarea unei sarcini specifice
  - 3.2. Identificarea aspectelor din articole sau interviuri apărute în ziare și reviste care exprimă o poziție în legătură cu un subiect/eveniment actual
  - 3.3. Identificarea informațiilor din texte formale pe teme de interes
  - 3.4. Extragerea argumentelor pro și contra exprimate de autor în discutarea unei probleme
  - 3.5. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte
- 4. Redactarea de mesaje în diverse situații de comunicare**
  - 4.1. Transcrierea informațiilor relevante dintr-un discurs/dintr-o prelegere/dintr-o lecție
  - 4.2. Redactarea de scrisori personale/mesaje digitale în care sunt prezentate sentimente, experiențe, evenimente prin câteva detalii
  - 4.3. Descrierea sentimentelor și a reacțiilor prin intermediul unui text simplu care conține conectori
  - 4.4. Redactarea unui eseu scurt și simplu pe o temă de interes, pe baza unei structuri date
  - 4.5. Manifestarea interesului pentru calitatea redactării

# Starter Unit

## Arts and entertainment

### Art around us



- 1 Match the pictures (a–h) with the words in the box.

mural portrait orchestra microphone  
gallery exhibition sculpture juggler

### Word order in questions

- 2 Put the words in order to make questions for a band, All for One.

- playing / are / When / tonight / you / ?  
*When are you playing tonight?*
- meet / you / did / How / all / ?
- songs / writes / the / play / all / Who / you / ?
- concert / When / first / was / your / ?
- other / can / instruments / play / What / you / ?
- do / do / you / your / in / time / What / free / ?
- other / music / like / you / What / do / ?
- going / after / finish / you / are / here / Where / you / ?

## Performing

- Listen to an interview with the band. Where did they meet?
- Listen again and complete the notes.

Concert starts at <sup>1</sup> 8 pm .

Met at an arts festival – Simon and Tony were <sup>2</sup> .....

Simon plays the <sup>3</sup> ..... and the piano.

Tony plays the violin and the <sup>4</sup> .....

John sings and likes painting <sup>5</sup> .....

First concert – two years ago – they've never played in a <sup>6</sup> ..... like this.

Free time – John does acting classes – he'd like to act <sup>7</sup> ..... too.

## Subject/object questions

- 5 Complete the questions.

- 'Hi Simon! Who is your favourite singer ?'  
'My favourite singer is Lady Gaga.'
- 'Boys! What .... ?'  
'We have pancakes for breakfast!'
- 'Hey Tony! Who .... ?'  
'My uncle taught me to play!'
- 'Hi there! What .... ?'  
'Lots of things give us ideas for songs – love, life, friends ...'
- 'Hey guys! Who .... ?'  
'We often listen to the Beatles!'
- 'Dudes! What .... ?'  
'We chilled out in the hotel last night!'

## Your turn

- 6 Work with a partner. Student A is a member of a band, Student B is a music journalist. Do an interview.

Hi Joseph! So, what instruments can you play?

I can play ...



# Exciting lives

## Adventure sports and activities

### 1 Put the letters in order to make adventure sports and activities.

- 1 I love trekking (gnirekkt) – I can walk all day in the mountains and not get tired.
- 2 We look forward to winter and snowy weather every year so we can go .... (nkisig).
- 3 My parents taught me to swim when I was a boy so that I would be safe when we went .... (isaingl).
- 4 You need very strong arms and no fear of high places if you want to try .... (bilcgnim).
- 5 We saw all the big five animals when we went on .... (afairs) in Africa.
- 6 People say the USA has the best .... (emeht prak) in the world, with the biggest and best rides!
- 7 My first adventure holiday was a .... (rmumse pamc) in the mountains when I was 14.
- 8 You can meet kids your age from another country if you go on a .... (locos ganexhce).

## Present perfect with ever, never, for and since

- 2  Listen to Sam. When did he start travelling?
- 3  Choose the correct words to complete Sam's blog post about his travel experiences. Then listen again and check.

# Sam

around the

# world

I was born to travel! I've moved around the world every year <sup>1</sup>ever / since I was born! My parents took me on lots of trips when I was a child, and I've <sup>2</sup>always / never lost the love of travelling. I started travelling full-time when I left school, and now I've been an adventure traveller <sup>3</sup>for / since ten years. I've been to most of the continents, but I've <sup>4</sup>never / always been to Australia. I've wanted to go there <sup>5</sup>from / for years. That's my next trip! Have you <sup>6</sup>ever / never been there? Follow my blog as I explore the biggest country in the world!

## Present perfect questions

### 4 Complete the questions for Sam. Use the present perfect.

- 1 Sam, have you ever been (ever/go) to Antarctica?
- 2 Hey Sam. How long .... (live) abroad?
- 3 Hi mate. .... (finish packing/yet)?
- 4 Dear Sam. How long .... (have) your blog?
- 5 Wow, your trips are amazing! .... (ever/be) on TV?

## Present perfect and past simple

### 5 Listen to Tina. Where is she and what is she doing?

### 6 Choose the correct form of the verbs to complete the text. Then listen again and check.

We're in Freiburg! We've only been here for a day but we <sup>1</sup> did / have done so many things already. Our bus <sup>2</sup> has arrived / arrived from Basel Airport at 6 pm. It <sup>3</sup> has been / was dark then, so we <sup>4</sup> have gone / went to our guesthouse near the Black Forest. When we <sup>5</sup> have woken up / woke up this morning, the view <sup>6</sup> was / has been incredible. I <sup>7</sup> have never seen / never saw anything so beautiful as this forest. We <sup>8</sup> have left / left the hotel at 9 am to do some sightseeing. We <sup>9</sup> have visited / visited the Augustiner Museum and the Mundenhof zoo. After lunch we <sup>10</sup> have rented / rented bikes and we <sup>11</sup> have cycled / cycled for a couple of hours in a park located in the West of the city centre, called Seepark. We <sup>12</sup> haven't had / didn't have anything to eat since lunchtime!

## Your turn

### 7 Imagine you are adventure travellers. Take turns to interview each other.



Have you ever been sailing?

Yes, I've been sailing many times.

Where have you been to?



## Present perfect with *still, yet, already* and *just*

- 1  Listen to Tina and her mum. What is Tina doing? What has her mum done?
- 2  Choose the correct words. Then listen again and check.

**Mum:** Tina! Have you finished your Maths homework <sup>1</sup>yet / already?

**Tina:** No Mum, I've got lots of homework today. I haven't started my Maths <sup>2</sup>yet / still.

**Mum:** Really? So what have you done so far?

**Tina:** I've <sup>3</sup>still / just finished Science and now I'm going to start Geography. Then I <sup>4</sup>already / still have History and French to do. And Maths of course.

**Mum:** Right. I think you need all afternoon. I've <sup>5</sup>already / just made a cake. Do you want some?

**Tina:** No thanks. I've <sup>6</sup>already / yet had some chocolate today.

### Your turn

- 3 Ask and answer questions about what you have done today.

Have you done your homework yet?

No, I haven't done it yet.

Have you already had lunch?

Yes, I have.



## Describing people

### Personal qualities

- 4 Join the parts of the sentences.

- 1 I don't worry too much in general, I usually take things easy
- 2 My brother feels uncomfortable when he has to socialize at parties.
- 3 Jenna practises a lot every day to get her German language certificate.
- 4 Justin Timberlake can sing, dance and act very well. To me,
- 5 Someone who is concerned about others and who does kind things for them
  - a He's shy and doesn't like meeting new people at all.
  - b could be described as caring.
  - c and I only see the good things in life, so I guess that makes me a positive person.
  - d She's really hard-working.
  - e he's the most talented artist of his generation.

## Present perfect simple vs. present perfect continuous

- 5  Listen to Diana. How long has she been travelling in Europe?
- 6  Complete the text with the correct form of the present perfect simple or present perfect continuous. Then listen again and check.

Hi Robert,  
Sorry I <sup>1</sup>haven't written to you for ages but I <sup>2</sup>.... (be) very busy. You know I <sup>3</sup>.... (travel) around Europe for three months now and I <sup>4</sup>.... (have) a great time so far. I do miss home a lot but lately I <sup>5</sup>.... (think) I really want to go on exploring this amazing continent. I <sup>6</sup>.... (only see) ten countries and I <sup>7</sup>.... (meet) some really kind and friendly people.  
I <sup>8</sup>.... (just arrive) in Prague and I want to spend two days here. <sup>9</sup>.... (you, ever visit) Prague? They say it's wonderful, there's so much to do and see there! I think I'll start with a cruise on the Vltava River. Before coming to Prague, I flew to Rome. It's the city I liked the most by far. I know you <sup>10</sup>.... (already visit) Rome. I really enjoyed my stay there. It was also a good occasion to practise my Italian - I <sup>11</sup>.... (study) it since I was in high school.  
After Prague, I'm going to Vienna and then Cracow. I'll write again to you in two weeks' time.  
Take care,  
Diana

### Your turn

- 7 Imagine you have a new hobby. Take turns to interview each other.

What have you been doing lately?

I've been studying German for two weeks now.

Really? Who has been teaching you?

## Phrasal verbs

1 Complete the sentences with the phrases in the box.

look up    sign up    count on  
give up    get on    pass on


- I didn't know what 'serendipity' meant so I *looked* it *up* in a dictionary.
- Nobody .... the news .... to me. I'm the last one to find out about their problem.
- Does Sarah .... well with her parents? They seem to fight all the time.
- My older brother is very reliable. I know I can .... him if I need help.
- If you want to join the football club, you need to .... now, because there aren't many places left.
- I'm a very determined person. Once I start something, I never .....

## Future simple, *be going to*, *will* and *may/might*; Future continuous

2 Choose the correct verbs to complete the sentences.

- Our plane *leaves* / might leave / will leave at 6.30 – so hurry up!
- In 10 years' time I 'll be working / 'll work / work as a doctor.
- I'm sure Tim *might not win* / won't win / isn't winning the race because he hasn't trained enough.
- Dan *will fall off* / is going to fall off / is falling off his bike before long – it's far too big for him.
- Tom's dad *is flying* / will fly / might fly to Paris tomorrow. He's got an important meeting there.
- My football course *is lasting* / will last / lasts for three weeks, starting from tomorrow.

3  Listen to the article. How will we be travelling in the future?

4  Complete the text with the correct form of the future continuous. Then listen again and check.

## First conditional; Time clauses

5 Complete the sentences with the words in the box.

as soon as    when    if (x 2)    unless (x 2)    could    might (x 2)

- You won't be able to make this dish *unless* you have the right ingredients.
- .... you want to come swimming with us tomorrow, you will have to get up early.
- Tim will call me .... he gets home from school tonight.
- I .... come to the skate park with you tomorrow if I have time, but I'm not sure yet.
- What shall we do .... it's really cold tomorrow?
- We won't catch the train .... we leave without having dessert.
- My mum will make us some dinner .... we get home this evening.
- If you continue to be angry all the time, you .... lose your friends in the near future.
- I .... play tennis tomorrow if it rains, but I'm not sure yet.

## Describing food and cooking

6 Choose the correct words to complete the sentences.

- This cake is absolutely disgusting / delicious! Could I have another slice?
- This curry is really bland / spicy. I can't eat food that's as hot as this.
- I need to spread / grate some cheese to put on top of the pizza.
- I hate apples that are soft, but luckily these are really savoury / crunchy.
- I think meat tastes best if you bake / roast it in the oven.
- I've put a lot of sugar in this tea and now it's too sweet / salty.

### Your turn

7 Work with a partner. Prepare your favourite dish. Explain how to cook it to your partner.

Today's recipe is quiche Lorraine. First, chop the bacon, then stir the eggs in a bowl and ...

## World in the near future

By 2100, experts think that technology <sup>1</sup> *will be taking over* (take over) our lives completely – we <sup>2</sup> .... (do) everything via computers, smartphones and robots. They say that robots <sup>3</sup> .... (take on) the most difficult jobs, helping us save time and energy. Also, they believe that our bodies <sup>4</sup> .... (develop) into something part human, part machine. We <sup>5</sup> .... (learn) using textbooks, instead we <sup>6</sup> .... (wear) virtual reality helmets and we <sup>7</sup> .... (communicate) with other people around the world. The way we travel will also look different: we <sup>8</sup> .... (drive) eco-friendly vehicles, rockets and we <sup>9</sup> .... (use) teleportation devices. We <sup>10</sup> .... (explore) space and we <sup>11</sup> .... (colonise) other planets. Everything will be different in the future.





# Extreme living



In this unit ...



The long winter p15



People of the mangrove jungle p18



Giving your opinion p20



CLIL Hot topics p148

## Vocabulary

- Extreme weather
- Words in context
- Survival essentials
- Prepositional phrases

## Language focus

- Present simple and present continuous (Review)
- Past simple and past continuous (Review)

## Unit aims

I can ...

- understand a blog about extreme weather.
- describe where I live and past activities.
- understand a conversation about a news story.
- understand an article about a remote island.
- give my opinion, agree and disagree politely.
- write an email to a penfriend.

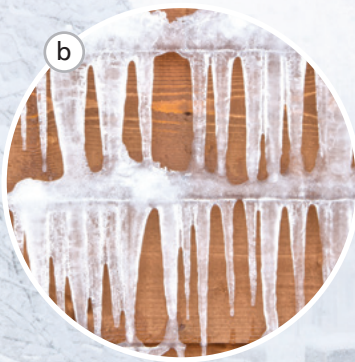
## BE CURIOUS



What can you see in the photo?

Start thinking

- What do you think the man is doing?
- What is it like to live in a country with very cold weather?
- How do you think people keep warm in cold countries?



## Vocabulary Extreme weather

- 1 Match the words and phrases in the box with the pictures (a–i). Which photos are missing? Then listen, check and repeat.

hail boiling freezing heavy rain heatwave dry  
thunder and lightning sunny snowstorm high winds drizzle

a *boiling*

- 2 Match the missing pictures from Exercise 1 to the definitions.

- 1 If a day is ....., there is very little water in the air and no chance of rain.
- 2 ..... weather: there is a lot of sunshine and the sky is clear.

- 3 What months of the year do you think about with the weather words in Exercise 1?

*In July, it is usually boiling but in October we have heavy rain.*

- 4 Listen to the radio show. Write the weather words from Exercise 3.

- |                      |                          |                   |
|----------------------|--------------------------|-------------------|
| 1 Victor (Argentina) | <i>heatwave, boiling</i> | 3 Oksana (Russia) |
| 2 Hannah (England)   |                          | 4 Silke (Germany) |
|                      |                          | 5 Helen (Romania) |

Say it right! • page 116

### Your turn

- 5 Make notes about extreme weather conditions in Romania.

- 6 Work with a partner. What does he/she do in extreme weather? Then report your partner's answers to the class.

What do you do when it's freezing?

I do my best to dress warm. I wear a lot of clothes and a scarf, hat and gloves.

Vocabulary Bank • page 130

# Reading A blog

## 1 Work with a partner. Look at the photos and answer the questions.

- 1 Where is Yakutsk, do you think?
- 2 What is special about it?

## 2 Meg is a British student at the University of Yakutsk in Siberia, Russia. Read her blog. Do you think she prefers summer or winter there?

## 3 Read Meg's blog again. Answer the questions.

- 1 What is Meg doing now? *Meg is sitting indoors and writing her blog.*
- 2 What is the average daytime temperature in Yakutsk in winter?
- 3 What effect does the extreme cold have on people's bodies?
- 4 Why is she learning how to play kyyly?
- 5 How many hours of sunlight do they get in Yakutsk in summer?
- 6 What do people do in the summer in Yakutsk?

## Explore words in context

## 4 Match the words and phrases from the blog with the definitions below.

fall outdoors indoors sub-zero conditions melt rise

- |                               |  |
|-------------------------------|--|
| 1 inside a house or building  | 4 change from solid to liquid            |
| 2 outside a house or building | 5 get higher                             |
| 3 get lower                   | 6 when the temperature is less than 0 °C |

## Your turn

## 5 Ask and answer the questions with your partner.

- 1 How is life in your town different in summer and in winter? In what way?
- 2 Do you prefer winter or summer? Why?

In the summer, it's very hot. I prefer the winter because ...

## 6 Write a short blog entry.

- Describe the weather in winter and summer in your area.
- Say what you're doing now.

*In the winter, it's really cold. The temperatures are below freezing and it snows a lot.*

*At the moment, I'm writing this blog and I'm watching ...*

# FREEZING IN SIBERIA!

December 12

It's winter here in Yakutsk. I'm sitting indoors and writing my blog because it's too cold to go outside. It's not snowing now but I'm looking at the thermometer outside and it says  $-34\text{ }^{\circ}\text{C}$ !

Yakutsk in Russia is the coldest town on Earth. From November to March, it's only light for three or four hours a day and the temperature hardly ever rises above freezing. The average daytime temperature is  $-30\text{ }^{\circ}\text{C}$  and at night it sometimes falls as low as  $-60\text{ }^{\circ}\text{C}$ .

Well, I'm not going out today – I'm staying indoors. People don't go out a lot here, at  $-20\text{ }^{\circ}\text{C}$ , the air freezes inside your nose. At  $-40\text{ }^{\circ}\text{C}$ , you can't stay outdoors for more than ten minutes. At  $-45\text{ }^{\circ}\text{C}$ , the metal on your glasses sticks to your face! I'm learning how to play a popular sport called kyyly – a kind of jumping competition. It uses a lot of energy and it keeps you warm and strong. I play kyyly three times a week. I'm trying to keep fit, which is really important when you live in sub-zero conditions!

In summer, Yakutsk is a different city. The snow melts and the temperature rises to  $30\text{ }^{\circ}\text{C}$  and more, but people are usually happy to have a heatwave after ten months of winter. It's the season of 'white nights', when it never gets dark, not even at midnight. Camping and barbecues are the favourite summer activities. You can't imagine how much I am looking forward to it!



**FACT!** In Yakutsk, Siberia, the lowest ever recorded temperature was  $-64\text{ }^{\circ}\text{C}$ .



# Language focus 1 Present simple vs. present continuous (Review)

## 1 Complete the examples from the text on page 14. Then complete the rules.

- 1 It's .... now but **I'm looking** at the thermometer outside and **it says** -34 °C!
- 2 I .... how to play a popular local sport called kyyly. It .... a lot of energy.

We use the present <sup>1</sup>.... to talk about what normally happens, routines and facts. We use the present <sup>2</sup>.... to talk about what is happening now or around now.

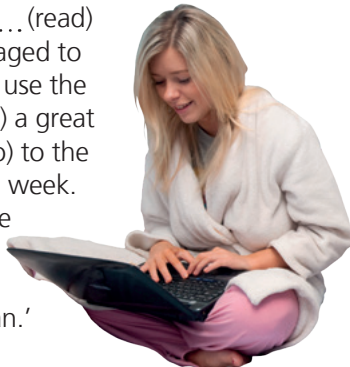
- 3 The temperature .... rises above freezing.
- 4 It .... falls as low as -60 °C.
- 5 People are .... happy to have a heatwave after ten months of winter.

We use adverbs and expressions of frequency to explain how often we do things. We use them with the <sup>3</sup>.... Adverbs of frequency go before the verb but after the verb *be*.

### ➔ Grammar reference • page 120

## 2 Complete the text with the correct form of the present simple or the present continuous. Use the verbs in brackets. Then listen and check.

Meg is in Siberia for a year at the university in Yakutsk and life is very different. In the UK, she usually <sup>1</sup>..... (drive) to university. In Yakutsk, she <sup>2</sup>.... (take) the bus every day. She <sup>3</sup>.... (study) Russian in the UK and she'd like to be a translator. She's got exams this week so she <sup>4</sup>.... (study) really hard. She says, 'Right now I <sup>5</sup>.... (read) a book in Russian. Luckily, I've managed to learn the alphabet. I <sup>6</sup>.... (try) not to use the dictionary too much.' She <sup>7</sup>.... (have) a great time in Yakutsk because she <sup>8</sup>.... (go) to the university International Club twice a week. They <sup>9</sup>.... (organise) activities and she meets lots of local students there. 'It's great fun. The people are really nice and I <sup>10</sup>.... (learn) a lot of Russian.'



## 3 Add expressions of frequency to make sentences that are true for you.

- 1 It's very cold in my town, with some rain and drizzle in the morning.  
*It's usually very cold in my town, with some rain and drizzle in the morning.*
- 2 I get to school late because I have trouble waking up in the morning.
- 3 My class goes on school trips in May.
- 4 It's sunny and mostly dry in summer.
- 5 We go camping in the mountains.

### Your turn

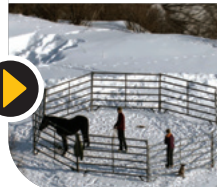
## 4 Work with a partner. Make notes and then discuss.

- 1 Tell your partner about your daily routine.
- 2 Imagine you're staying in Yakutsk for a month. Tell your partner about how your life is different.

I usually get up at about 7.30. Then I have breakfast. ... Now I'm living in Yakutsk and I'm no longer a morning person. I get up later ...

### Learn about someone living in a cold country.

- What does the Kilcher family do during the day?
- What are they preparing for?
- Why did they have to make another plan?





The long winter

# Vocabulary Survival essentials

- 1** Match the words with the items in the picture. **2** Ask and answer the questions with your partner. Then listen, check and repeat.

sun cream water bottle sunglasses compass  
map sleeping bag penknife torch  
first aid kit camera glasses contact lenses

- Which of the things in Exercise 1 do you have on your mobile phone?
- Which of the things do you have at home?

Vocabulary Bank • page 130



## Listening A conversation

- 3** Work in small groups. Look at the photo and answer the questions.

- What do you think are the dangers of walking in a landscape like this?
- What do you need to survive for three days there?

- 4** Listen to two friends discussing a news story about a hiker. Does it have a happy or sad ending?

- 5** Listen again and answer the questions.

- In which country was Sam travelling?
- What happened to him?
- What was the weather like?
- How long was he lost for?
- What objects did Sam have with him?
- How did the contact lenses save him?
- How did they find him in the end?

### Your turn

- 6** Imagine you are lost in the mountains in the winter. With a partner decide how important the things in Exercise 1 are.

- Put them in order of importance (1 = very important; 12 = not important).
- Compare your list with another pair.
- Think of three other things that are useful.

I think ... is/are important because ...

I don't agree. I think ...

# Language focus 2 Past simple vs. past continuous (Review)

**1** Complete the examples from the listening on page 16. Then choose the correct words to complete the rules.

- 1 One morning he **went** jogging.
- 2 While he .... **jogging** he got lost.
- 3 He .... **running** and **listening** to music.
- 4 He .... **see** where he was going.
- 5 How long .... he **lost** for?
- 6 .... someone **looking** for him?

We use the past <sup>1</sup>.... to talk about finished actions in the past. We use the past <sup>2</sup>.... to talk about actions in progress in the past.

<sup>3</sup> We use **when / while** before the past simple.

<sup>4</sup> We use **when / while** before the past continuous.

➔ Grammar reference • page 120

**2** Choose the correct verbs to complete the sentences.

- 1 Sam jogged / **was jogging** when he got / was getting lost.
- 2 I watched / was watching the news when I saw / was seeing an interesting story.
- 3 When the helicopter found / was finding him, a lot of people looked / were looking for him.
- 4 When he ran / was running out of water, he still tried / was still trying to find the ranch.
- 5 It didn't rain / wasn't raining when Sam started / was starting his run.
- 6 He lost / was losing his sunglasses while he walked / was walking in the outback.

**3** Rewrite the sentences in two different ways. Use **when** or **while**.

- 1 Peter was walking in the forest. He got lost.  
*While Peter was walking in the forest, he got lost.*  
*Peter was walking in the forest when he got lost.*
- 2 We were driving. A dog ran in front of our car.
- 3 She was looking at the map. She dropped her camera.
- 4 I was reading the compass. Julia was putting on sunscreen.
- 5 We were sleeping in our tent. It started to rain.

**4**  Complete the text with the correct form of the verbs in brackets. Then listen and check.

## TEENAGERS IN CANYON RESCUE

Emergency services <sup>1</sup>... **rescued** ... (rescue) two teenagers, Nicholas Ramirez and Kyndall Cendoya, last night after a three-day hunt in Falls Canyon, California. The

teenagers <sup>2</sup>... (walk) during the Easter holidays when they <sup>3</sup>... (disappear) late on Tuesday night. It <sup>4</sup>... (rain) heavily and there were high winds. The teenagers <sup>5</sup>... (not have) any food or water and they <sup>6</sup>... (not carry) any dry clothes in their backpacks. They <sup>7</sup>... (find) a cave and <sup>8</sup>... (stay) there for two nights. On the third day, a local hiker <sup>9</sup>... (see) them. They <sup>10</sup>... (sleep) in the cave. A rescue helicopter <sup>11</sup>... (come) to take them home.

### Your turn

**5** Write six questions. Use the words from the boxes and the past simple or past continuous.

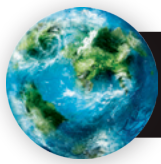
what	do	
when	come	last night
where	sleep	morning yesterday
why	watch	at 8 am
	go	during the English class
	eat	
	listen	

*Why were you sleeping during the English class?*

**6** Ask and answer the questions in Exercise 5 with your partner.

What were you doing yesterday at 8 am?

I was watching TV.

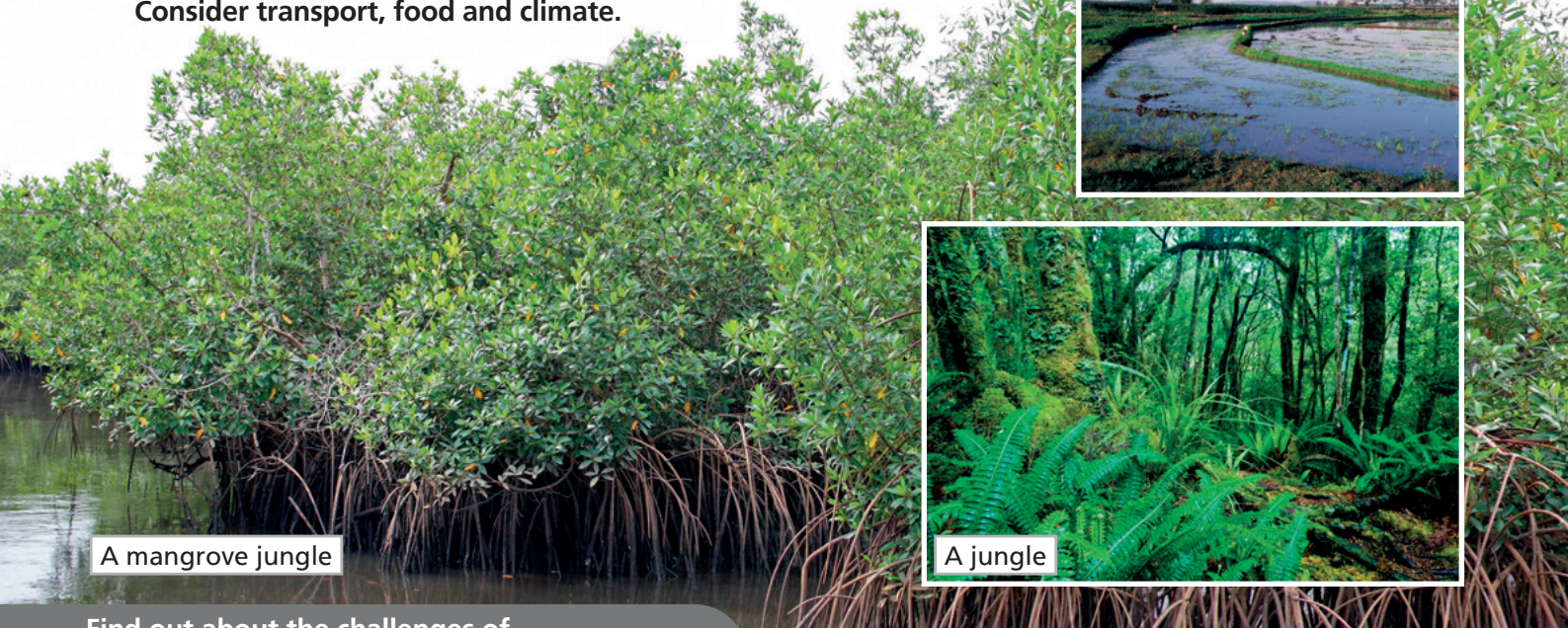


# Discover Culture



**1** Work with a partner. Look at the photo of the mangrove jungle. How do you think it is different from a normal jungle?

**2** In which one do you think it would be easier to live? Why? Consider transport, food and climate.



A mangrove jungle

A jungle

Find out about the challenges of living in the mangrove jungle.



**Discovery**  
EDUCATION™



People of the mangrove jungle

**3** Watch the first half of the video (until 1.00). Mark the sentences true (T) or false (F).

- 1 In India, the River Ganges runs into the sea.
- 2 There are 1,000 islands in the Sunderbans.
- 3 One of these islands is called Bali.
- 4 Life is quite easy there.
- 5 The people live off rice, fish and potatoes.

**4** Watch the second half of the video. Put this information into the correct order.

- a They decided to build a high wall to protect their homes.
- b They ate the fish.
- c They saw the sea level rise.
- d They noticed a break in the wall.
- e They worked for three hours to fix the break.
- f They caught a lot of fish.
- g They remembered that their village flooded years ago.

**5** Watch the video again. Read Exercises 1 and 2 again. Are your answers the same now? How do the images show the positive and negative side of life in the Mangrove Jungle?

**6** Test your memory. These sentences describe different images in the video but each one has a mistake. Correct the false information.

- 1 There are dry rice fields.
- 2 There are four men on the boat.
- 3 We see a half moon.
- 4 There's a man carrying a lantern on his head.

**7** Watch the video again and check your answers.

**8** What is life like in the Indian Mangroves? Choose the best summary.

- 1 Life is okay in the mangroves if you are careful.
- 2 Life is very hard in the mangroves.
- 3 Life is easy and relaxed in the mangroves.

## Your turn

**9** Work with a partner. Is there any part of Romania like the Mangroves? Is there an area surrounded by a lot of water? Would you like to live there? Why?/Why not?

*There are lots of towns on the river and they are sometimes flooded, so I wouldn't like to live there.*

# Reading A magazine article

**1** Work with a partner. Look at the photo and answer the questions.

- 1 Where do you think this place is?
- 2 What do you think is special about it?

**2**  Read the article and check your answers.

**3** Read the article again and complete the information.

- Approximate distance from the mainland: *4,000 km*  
 Official language:  
 Currency:  
 Weather:  
 Approximate distance from London:  
 Number of families:  
 Length of island:  
 Number of schools:  
 Month and year that the volcano erupted:



## Explore prepositional phrases

**4**  Find the phrases in the article and complete them using *in* or *on*.

- |                   |                   |
|-------------------|-------------------|
| 1 <i>On</i> Earth | 4 .... a ship     |
| 2 .... the middle | 5 .... total      |
| 3 .... the planet | 6 .... the island |

➔ Vocabulary Bank • page 130

## Your turn

**5** Work with a partner. Compare the life on islands like Bali and Tristan de Cunha. How are they similar?

They are both islands and they are small communities.

Something bad happened on both islands – the volcano erupted on Tristan and there was flooding on Bali.

# THE REMOTEST INHABITED ISLAND ON EARTH!



In the middle of the Atlantic Ocean, more than 4,000 km from the nearest land, is the remotest inhabited island on the planet – it is also a volcanic island. To get there, you need to travel for five or six days on a ship from Cape Town in South Africa.

Tristan da Cunha is a British territory, named after the Portuguese explorer who discovered the island. The official language is English, but London is almost 10,000 km away. The British monarch is the head of state and they use British pounds as their currency. Credit cards are not accepted, only hard currency.

Tristan da Cunha has a humid oceanic climate and no cold weather at all. The temperature is pleasant throughout the year, sometimes with heavy rainfall, with Sandy Point on the east coast known to be the warmest and driest place on the island.

The island is home to eighty families, about 250 people in total. The island is only 10 km long and there is one town with only one school. This is the only place on the island with an internet connection.

In October 1961, the island's volcano erupted and the whole population went to live in the UK. They got jobs and new homes, but they didn't like the lifestyle there and missed their life on the island. They found it very hard to live in a society where money is the most important thing. So, in November 1962, they returned to Tristan da Cunha – they were happier without television, cars and the stress of modern life!



**FACT!** Queen Mary's Peak, the volcano in the middle of the island, is 2000 metres high – and it's active!

# Speaking Giving your opinion



**Real talk:** Which do you prefer – towns and cities or the countryside?

**1** Watch the teenagers in the video. How many of them ...

- a) like the countryside?
- b) like towns or cities?
- c) like both?

**3** Listen to Mark and Kate talking about their town. What places do they talk about?

**4** Complete the conversation with the phrases in the Useful language box.

## Useful language

I (don't) think (so) ...	Yes, I suppose so.
Maybe, but ...	OK, perhaps you're right, ...
I reckon ...	
I (don't) agree ...	

**Kate:** Do you live near the school, Mark?  
**Mark:** No, I live in Chesterton. Do you know it?  
**Kate:** Yes, I live there too. I <sup>1</sup> ..... *think* ..... it's a great place to live.  
**Mark:** <sup>2</sup> ... so! Nothing ever happens, and there's nothing to do. It's boring.  
**Kate:** Well, I don't <sup>3</sup> ... There are lots of things to do. What about the sports centre and the youth club?  
**Mark:** Maybe, <sup>4</sup> ... all my friends live here in town, and I can't go out with them in the evening.  
**Kate:** OK, <sup>5</sup> ... right – that is a problem, but I <sup>6</sup> ... Chesterton is healthier than town.  
**Mark:** The air you mean? Yes, <sup>7</sup> ... so. I like taking my dog for walks in the country.  
**Kate:** You see? Maybe living in a village isn't all bad.  
**Mark:** OK, perhaps you're <sup>8</sup> ... !

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

**6** Work with a partner. Practise the conversation in Exercise 4.

**2** Which do you prefer – towns and cities or the countryside? Ask and answer with your partner.

**7** Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the phrases in the Useful language box. Practise the conversation with your partner.

A Living in a city

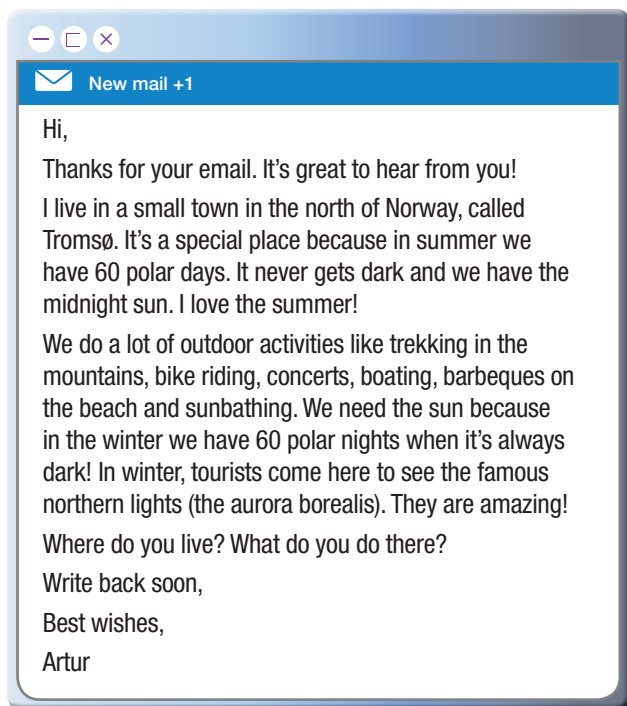


B Going to a big school



# Writing An email to a friend

1 Look at the photos and read Artur's email to a penfriend. Where does Artur live?



2 Read Artur's email again. Put the information in the correct order.

- closing the email
- a description of his town
- questions to his friend
- opening the email 1
- activities he does at different times of the year

## Useful language

We use special phrases to open and close an email to a friend:

- Opening an email: *Thanks for your email. ....*
- Closing an email: *Write back soon, Best wishes, ....*

3 Look at the Useful language box. Add the examples below to it.

How are you (and your family)?  
 Thanks for all your news.  
 Write back and tell me your news.  
 It was great to get your email.  
 Hope to hear from you soon.



## Get Writing

### PLAN

4 Plan an email to Artur describing where you live. Use Exercise 2 to help you and make notes.

### WRITE

5 Write your email. Use your notes from Exercise 4 and the model text to help you.

### CHECK

6 Can you say YES to these questions?

- Is the information from Exercise 4 in your email?
- Have you got opening and closing phrases in your email?



# Fears



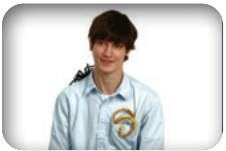
In this unit ...



Creepy creatures p25



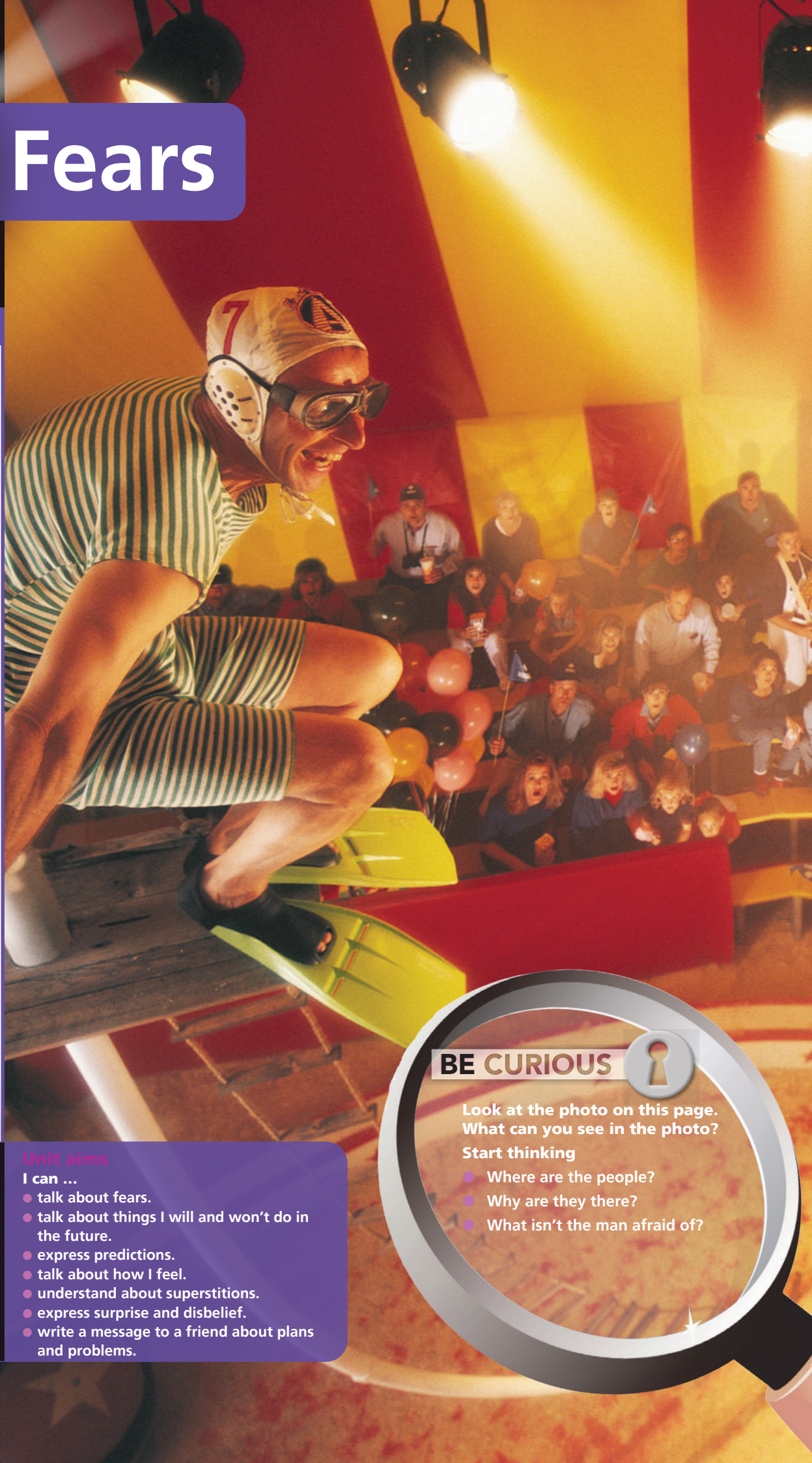
Calendars of the ancient Maya p28



What are you afraid of? p30



CLIL City or country p149



## BE CURIOUS



Look at the photo on this page. What can you see in the photo?

Start thinking

- Where are the people?
- Why are they there?
- What isn't the man afraid of?

### Vocabulary

- Fears
- Prepositional phrases
- adjectives ending in *-ed* and *-ing*
- Opposites

### Language focus

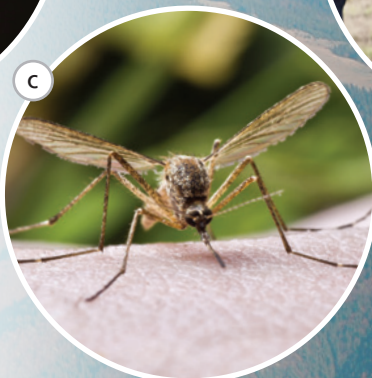
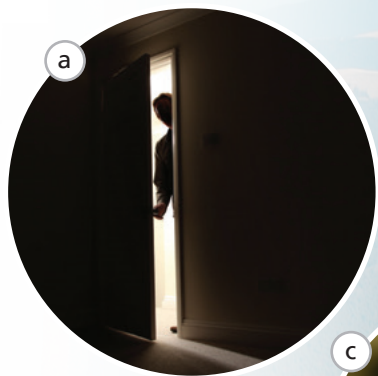
- *be going to/will*/Present continuous (Review)
- Quantifiers

### Unit aims

I can ...

- talk about fears.
- talk about things I will and won't do in the future.
- express predictions.
- talk about how I feel.
- understand about superstitions.
- express surprise and disbelief.
- write a message to a friend about plans and problems.





## Vocabulary Fears

- 1 Match the words in the box with the photos of fears (a–g). Which word is not in the photos? Then listen, check and repeat.

flying heights the-dark lifts insects birds clowns snakes

a *the dark*

- 2 Listen and match the speakers to the fears in Exercise 1.

1 *birds*

### Your turn

- 3 How afraid are you of the things in Exercise 1? Put them in order. Add one or two of your own fears to the list.


1 *heights*                      2 *snakes*

- 4 Ask and answer the questions with your partner. Compare your list.

- 1 Do you know anyone who has any of these fears or other common ones?
- 2 How does the fear change his/her behaviour?

*My mum has a fear of flying. She drives really long distances to avoid going on a plane!*

## Reading An advice column

- 1 Look at the photos. What do you think the teenagers are afraid of?
- 2  Read the online advice column and check your answer.
- 3 Read the advice column again. Answer the questions.
  - 1 What is the difference between a fear and a phobia?
  - 2 Why does Isabella have to travel?
  - 3 What is Mary's advice to Isabella?
  - 4 Why does Kevin have to travel?
  - 5 What is Kevin worried about?
  - 6 What is Mary's advice to Kevin?

### Explore prepositional phrases

- 4 Look at the highlighted phrases in the text. Complete the sentences with the correct prepositions after the verbs or adjectives.

- 1 My mother's terrified .... flying.
- 2 I'm very worried .... going up in the lift.
- 3 What do you think .... my new dress?
- 4 Are you going to share the cake .... me?
- 5 I'm a bit embarrassed .... my fear of insects.

➔ Vocabulary Bank • page 131

#### Get it right!

**Advice** doesn't have a plural form and cannot be used with **a** or **an**.

*Maria gave good advice.* ✓

*Maria gave good advices.* ✗

*Maria gave a good advice.* ✗

*I have two pieces of advice for you.* ✓

*Let me give you some advice.* ✓

#### Your turn

- 5 Ask and answer the questions with your partner.

- 1 Do you know of any other famous people who have fears or phobias? What are their fears?
- 2 Do you think Mary gave good advice? Do you think it's easy to help people with phobias? Why?/Why not?

*Yes, I think ... is afraid of ...*

*Yes, I think it's very/quite good because she ...*

*No, I don't think it's very good because ...*

*I think it's easy/difficult to help people with phobias because ...*

# ASK MARY



Today we're going to look at fears and phobias. Everybody's afraid of something and famous people have fears, too. Did you know that Daniel Radcliffe is scared of clowns and Scarlett Johansson has a phobia of birds? For most people, these fears aren't very important. However, when a fear becomes a phobia – a strong fear you can't control – it can cause serious problems.



ISABELLA, 13 (FLORIDA)

'My uncle's getting married next month and my parents and I are going to the wedding – in San Francisco! I'm **terrified of** flying and the flight takes four and a half hours. What am I going to do?'

Lots of people are afraid of flying. Jennifer Aniston, for example, hates planes, so you're in good company! Try to get some exercise before the flight so you'll feel tired and then you'll probably sleep on the plane. Listen to your favourite music. When you feel nervous, close your eyes and take long, deep breaths and you'll be fine!



KEVIN, 14 (LIVERPOOL)

'I can't sleep at night without a light. Next week, I'm travelling to London on a school trip and I'm going to **share a room with** other students. They'll definitely want to switch off the lights and I won't be able to sleep. I don't want them to think I'm a baby! Please help. I'm really **worried about** it!'

Don't be **embarrassed about** it. Did you know that Keanu Reeves is afraid of the dark? And no one says he's a baby! Don't worry about what other people will **think of** you. Just tell your roommates that you want a light on at night like it's the most normal thing in the world. They probably won't say anything about it.



**FACT!** Arachnophobia, the fear of spiders, is the most common phobia. Millions of people around the world suffer from it.

# Language focus 1 *be going to/will/*Present continuous (Review)

## 1 Match the sentences from the text on page 24 with the uses (a–c).

- 1 I'm going to share a room with other students.
- 2 They probably won't say anything about it.
- 3 My uncle's getting married next month.

- a a definite arrangement
- b a personal intention
- c a prediction

 **Grammar reference** • page 121

## 2 Join the parts of the sentences.

- |                                |   |
|--------------------------------|---|
| 1 We aren't going to           | a to visit her aunty this summer.         |
| 2 Don't watch that film        | b he'll probably sleep with the light on. |
| 3 Are you going                | c take the lift.                          |
| 4 Alice is flying to Spain     | d to watch a horror film this evening?    |
| 5 John's afraid of the dark so | e at 4 pm about the school trip.          |
| 6 I'm seeing our teacher       | f or you'll have nightmares.              |

## 3 Choose the correct option to complete the conversation. Then listen and check.



Sally: <sup>1</sup> Will you fly / Are you flying to San Francisco next week?

Isa: Yes, the taxi <sup>2</sup> will arrive / is arriving at 7 am!

Sally: And when's the wedding?

Isa: It's on Thursday. We <sup>3</sup> are relaxing / 'll probably relax on Wednesday – <sup>4</sup> I'm going to go / I will go shopping with my cousin in the day. Then in the evening, my aunty has booked a restaurant and we <sup>5</sup> will eat / are eating together at 8 pm.

Sally: And after the wedding? <sup>6</sup> Will you / Are you going to stay in San Francisco for a holiday?

Isa: No, we <sup>7</sup> won't stay / aren't staying very long – our flight back <sup>8</sup> is leaving / will leave on Saturday morning.

## Your turn

### 4 Make notes about the questions below.

- 1 What job will you do when you're older?
- 2 When do you think you'll get married?
- 3 Will you still live in your town/village?
- 4 What are you doing after school today?
- 5 What are you going to do this weekend?
- 6 What are you going to do in the school holidays?

### 5 Ask and answer with your partner. Use your notes from Exercise 4 to help you.

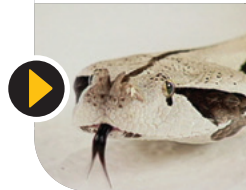
I think I'll be a doctor when I'm older.

I think I'll be a teacher, but I'm not sure yet.

This weekend, I'm going to watch a film with my friends.

### Learn about a scary animal.

- What do you think is the scariest animal and how do you feel about it?
- What animal is the man trying to catch?
- How does the man catch it?





Creepy creatures

## Listening Conversations between friends

### 1 Work with a partner. Look at the photo of the roller coaster and answer the questions.

- How do you think the people on the roller coaster are feeling?
- The ride is called *The Scream Machine*. Why do you think so?
- Do you like roller coasters? Why/Why not?



### 2 Listen to two conversations between a group of friends in a theme park. How do Anita and Bruno feel a) at the beginning of the day and b) at the end of the day?

### 3 Listen again. Choose the correct answers.

#### Conversation 1

- Which ride is Anita scared of?
  - The Scream Machine
  - The Colossus
  - The Tidal Wave
- How does Bruno feel about The Tidal Wave?
  - He's terrified.
  - He's worried.
  - He's relaxed.
- Why does Claudia suggest starting with The Scream Machine?
  - The queue is short.
  - It's very scary.
  - It's lots of fun.

#### Conversation 2

- What was Claudia's favourite ride?
  - The Colossus
  - The Tidal Wave
  - The Scream Machine
- What is the problem at the end of the day?
  - They miss the bus home.
  - They've spent a lot of money.
  - They can't get anything to eat.

## Vocabulary -ed and -ing adjectives

### 4 Listen Look at the pictures and example sentences. Circle the correct words. Then listen, check and repeat.



I'm terrified.



It's terrifying.

- I'm really bored / boring. There's nothing to do!
- The film we saw last night was terrified / terrifying!
- Yesterday we looked at the physics of roller coasters in class. It was very interested / interesting.
- We took my little cousins to a theme park at the weekend. They were really excited / exciting!
- Yesterday we went on a 20-kilometre walk in the country. It was really tired / tiring!
- I'm a bit worried / worrying. I have to give a presentation to the whole class tomorrow!

#### Get it right!

*I'm bored.* = how we feel

*It's boring.* = something that causes that feeling

We use *in* with *interested* and *of* with *afraid/scared/frightened/terrified*.

*I'm very interested in snakes.*

*Anita's terrified of roller coasters.*

#### Your turn

### 5 Complete the sentences so that they're true for you.

- I'm really interested in ...
- Today was really tiring because ...
- I'm excited about ...
- ... is boring because ...
- I think ... is/are terrifying because ...
- I'm worried about ...  
*I'm really interested in fashion.*

### 6 Work with a partner. Compare your sentences.

I'm really interested in fashion.

I don't think fashion is very interesting.  
I'm really interested in music.

## Language focus 2 Quantifiers

### 1 Complete the examples from the listening on page 26. Then complete the rules.

- There are *too many* people. Look at the queue!
- There's ... time to do everything. Don't worry about the queues.
- How ... loops has it got?
- We spent ... **much** money.
- I'm hungry. How ... money have we got?

- We use ... *much/many* to say an amount is excessive.
- We use ... *much/many* to ask about quantity.
- We use ... to say the amount is sufficient.

 Grammar reference • page 121

### 2 Choose the correct words.

- There weren't **enough** / **much** rides.
- We didn't go on everything. There were **too much** / **too many** rides.
- How much** / **How many** money did you spend at the park?
- There weren't any shops and there weren't **many** / **much** restaurants either.
- Did you have **enough** / **too many** time to go on all the rides?

## *a little / a few*

### 3 Complete the examples from the listening on page 26. Then choose the word to complete the rule.

- There are only ... people in the queue.
- We've got ... time before the bus comes.

We use *a little* and *a few* to express **big** / **small** quantities.

 Grammar reference • page 121

### 4 Complete the sentences using *a few* or *a little*.

- We've got ... minutes before it opens.
- There's ... pizza left. Do you want it?
- Look! I took ... photos at the park.
- I've only got ... pocket money.
- We met ... friends at the park.

### 5 Complete the conversation with the words in the box. Then listen and check.

too much a few how many enough  
a little how much (x2) too many ~~not much~~



- A: Let's go on the roller coaster again.  
 B: I don't think so. There's <sup>1</sup> *not much* time before the bus comes.  
 A: But it's so amazing!  
 B: <sup>2</sup> ... times do you want to go on it?  
 A: Well, OK, have we got <sup>3</sup> ... money to get a hot dog?  
 B: <sup>4</sup> ... are they?  
 A: They're £2 each.  
 B: Let's see. Yes, and we've got <sup>5</sup> ... money left for something else!  
 A: Let's buy some more ice cream.  
 B: More? <sup>6</sup> ... ice cream can you eat?  
 A: I can never eat <sup>7</sup> ... ice cream!  
 B: I'm so tired. Let's sit down here for <sup>8</sup> ... minutes. I hope there aren't <sup>9</sup> ... people on the bus – I don't want to stand all the way home.

 Say it right! • page 116

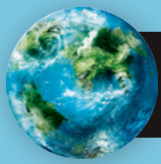
## Your turn

### 6 Makes notes about the questions below.

- Have you ever been to a theme park? Did you like it?
- Were there a lot of rides? Did you have enough time to go on all of them?
- Were there a lot of people?
- What rides were you afraid of at the park?

### 7 Ask and answer with your partner about a theme park. Use your notes in Exercise 6 to help you.

*I went to a theme park called ... last summer. It was great.*



# Discover Culture



## 1 Work with a partner. Look at the photos and answer the questions.

- 1 In which country is this ancient city?
- 2 Who lived there?
- 3 What do you think the chart is?
- 4 What is the connection with the sun and the moon?



Find out about the ancient Mayan calendar.



Calendars of the ancient Maya

## 2 Watch the first part of the video (to 1.14) and check your answers.

## 3 Watch the first part of the video again and answer the questions.

- 1 What question did the Maya think they could answer?
- 2 Why do scientists study the Mayan calendar?

## 4 Watch the next part of the video and complete the text.

The calendar had 18 <sup>1</sup> ... of 20 days each, a total of <sup>2</sup> ... days.

Then there were five <sup>3</sup> ... days, a total of <sup>4</sup> ... days.

The calendar was very important. There are 365 <sup>5</sup> ... in the Kukulcan Temple: one for each day of the solar <sup>6</sup> ...



## 5 Test your visual memory. Put these images in the correct order.

- a The Imix and Cimi symbols.
- b The sun setting over a river.
- c The moon passing above a palace.
- d A view of a Mayan temple and beach.

## 6 What do you remember about the calendar? Choose the correct word.

Imix was a <sup>1</sup> good / bad day. They planned to do <sup>2</sup> enjoyable / important things, like planting on these days. Cimi was a <sup>3</sup> good / bad day. Its symbol was the <sup>4</sup> closed / open eye of a dead person. <sup>5</sup> Everything / Nothing important happened on these days.

## 7 Watch the whole video again and check your answers to Exercises 5 and 6.

### Your turn

## 8 Work with a partner. Answer the questions.

- 1 Do you think it's possible to predict good days and bad days? Why? / Why not?
- 2 What's a good day for you? What's a bad day? Why? What kinds of things happen?

*A: I think it's impossible, you never know what's going to happen.*

*B: I think the weather's important – if it's sunny, it could be a good day.*

# Superstitions? Who needs them!

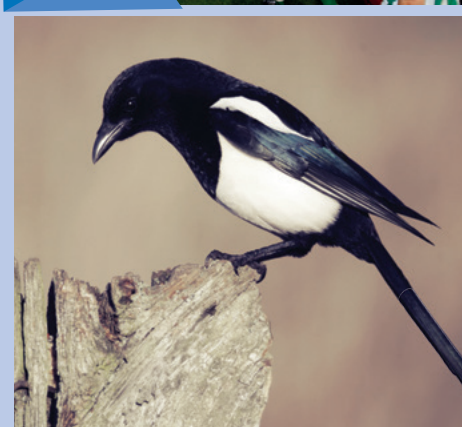
Superstitions have been around for thousands of years. A lot of people never walk under ladders or they believe that black cats bring **good** (or bad) luck. Some people think one magpie is bad luck but two together is good luck. Other superstitions are more modern, like football players who don't change their socks or who always enter the pitch with their right foot.

Lots of people, however, believe strongly that superstitions are **silly**. They say that superstitions are based on **old** habits, customs or beliefs. How could you have bad luck by opening an umbrella inside? Why is the number thirteen more **dangerous** than other numbers?

To prove their point, they have 'Anti-Superstition Parties', usually on Friday the thirteenth, a date that many people think brings bad luck. At these parties, people break mirrors and dance with open umbrellas. And nothing bad happens!

Peter Moore, a dentist, has been to several anti-superstition parties. He says, 'People must be crazy to believe that the number seven is **lucky** or that they could be more **successful** by putting a horseshoe outside their house.' Chelsea Evans, a chef, agrees. 'I love the parties. I've broken lots of mirrors and my life is going well!'

**FACT!** Fear of the number 13 is called *Triskaidekaphobia* and fear of Friday the Thirteenth is called *Friggatriskaidekaphobia*.



## Reading An article

- 1 **Work with a partner. Look at the photos showing superstitions. What do you think the superstitions are?**
- 2 **Read the article and check your answers. Have you got the same superstitions in Romania?**
- 3 **Read the article again. Are the sentences true or false? Correct the false ones.**
  - 1 All superstitions have a modern origin. *F*
  - 2 Some superstitions come from modern beliefs.
  - 3 Some football players wear two socks on one foot.
  - 4 Anti-superstition parties are for people who believe in superstitions.
  - 5 At anti-superstition parties, people don't follow any superstitions.
  - 6 Peter and Chelsea are scared to go to anti-superstition parties.

### Explore opposite adjectives

4 Look at the highlighted adjectives in the text. Match them to the opposite adjectives below.

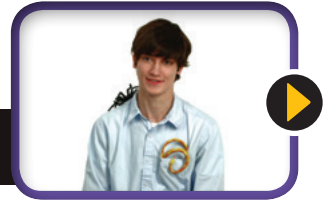
- |                |            |
|----------------|------------|
| 1 safe         | 4 unlucky  |
| 2 unsuccessful | 5 bad      |
| 3 modern       | 6 sensible |

➔ Vocabulary Bank • page 131

### Your turn

- 5 **Write about three superstitions in Romania.**  
*There are a lot of / a few / not many superstitions in Romania. Some people believe/think/say that ... are lucky.*
- 6 **Work with a partner. Talk about superstitions. Do you believe that people can create their own luck?**

# Speaking Expressing surprise



## Real talk: What are you afraid of?

- 1** Watch the teenagers in the video. How many teenagers ...
- a) are afraid of animals?
  - b) say they are not afraid of anything?
  - c) are afraid of other things (not animals)?

- 2** What are you afraid of?

- 3** Jack and Rosa are talking about a friend called Mike. What is he afraid of?



- 5** Listen again and check your answers.

- 6** Work with a partner. Practise the conversation in Exercise 4.

- 7** Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the useful language. Practise the conversation with your partner.

- 4** Complete the conversation with the phrases in the Useful language box.

### Useful language

What?	I don't believe you/it!
That can't be true!	Are you serious?
You're joking!	No way!
That's impossible!	

**Rosa:** Is Mike going to come sailing with us?  
**Jack:** No <sup>1</sup>...way...! He's terrified of deep water.  
**Rosa:** <sup>2</sup>...? That's <sup>3</sup>...! He's a really good swimmer!  
**Jack:** No, it's true. He's got a phobia.  
**Rosa:** That <sup>4</sup>... true! He's competing in the 50 metre freestyle at the swimming club next week.  
**Jack:** I know, but he's scared of swimming in open water. I think it's because you can't see the bottom.  
**Rosa:** <sup>5</sup>...serious? I didn't think Mike was scared of anything.  
**Jack:** Well, he's afraid of deep water. It's quite a common phobia, actually.  
**Rosa:** You're <sup>6</sup>...! I've never heard of it.  
**Jack:** Mike told me himself.  
**Rosa:** I don't <sup>7</sup>...you! I'm going to call Mike and ask him.

### Situation 1

You are going camping with some friends. Your friend Kevin has a phobia of spiders. He goes walking a lot, and loves sport.



### Situation 2

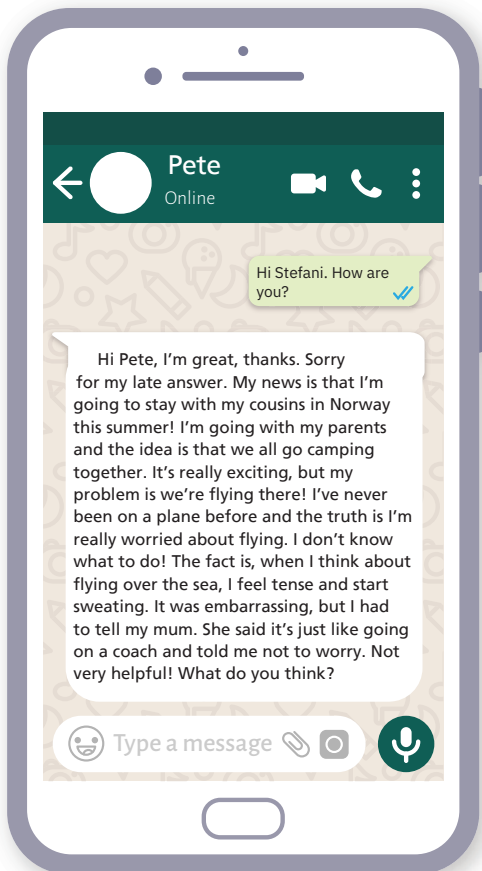
You are going to go on a school trip to Rome. Your friend Donna is terrified of the dark. She is usually a confident person and speaks Italian!





# Writing A message to a friend

1 Look at the photo and read Stefani's message. What is she worried about?



2 Read Stefani's message again. Put the information she writes about in order.

- explain the problem
- open message and apologise for responding late to Pete's message 1
- write about who she has spoken to about it
- describe how she feels and why
- ask for advice
- give news and explain her plans

## Useful language

### Introducing news and explaining things

We can use different phrases to introduce what we want to say.

- *My news is (that) ...*
- *... the idea is (that) ...*

3 Look at the Useful language box. Find two other examples of introducing something in the message.

4 Complete the sentences using the words in brackets.

- 1 We're moving to Germany. (our news)  
*Our news is that we're moving to Germany.*
- 2 We stay there for two years. (the idea)
- 3 She doesn't want to go. (the truth)
- 4 A lot of people have this phobia. (the fact)
- 5 They visit me next year. (the idea)
- 6 I've got a dog. (my big news)



## Get writing

### PLAN

5 Plan a message to a friend with your news and explain a problem you have. Make notes on the things in Exercise 2.

### WRITE

6 Write your message. Use your notes from Exercise 5 and the model text to help you.

### CHECK

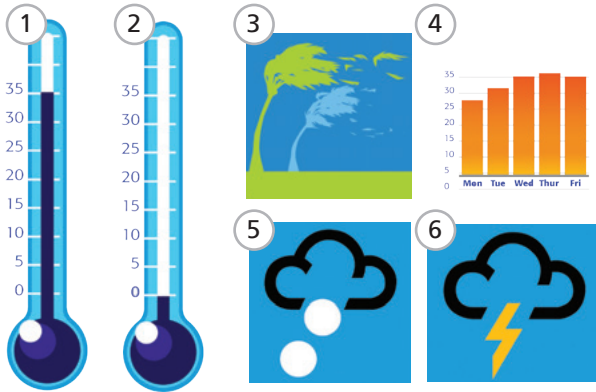
7 Can you say YES to these questions?

- Is the information from Exercise 2 in your message?
- Have you used expressions like *My news is that ...* in your message?

## Vocabulary

1 Write the extreme weather words for each picture.

1 *boiling*



2 Complete the sentences with the words in the box. There are two extra words.

sleeping bag camera first aid kit  
penknife sun cream compass torch

- You need sun cream to protect your skin against sunburn.
- You need a .... to find your way in the dark.
- You need a warm .... if you're camping.
- You need a .... to find the correct direction.
- You need a .... in case you get hurt.

3 Match the sentences to the fears in the box.

birds clowns lifts flying the dark snakes

- I prefer taking the bus or train. *flying*
- I'll take the stairs.
- I don't like them flying near me.
- They can be poisonous and they move quickly.
- They look frightening with their face and hair different colours.
- Can you leave the light on?

4 Complete the sentences with the correct adjective form of the words in brackets.

- Matthew feels really tired (tire).
- Their new computer game is really .... (excite).
- The TV programme was so .... (bore). I fell asleep.
- Jason saw a spider and he was really .... (terrify).
- Harry's book is really .... (interest).
- Julie's test is tomorrow. She feels very .... (worry).

## Explore vocabulary

5 Complete the text with the words in the box.

in sub-zero conditions on (x2) rises  
falls catch of



### When should I travel to New Zealand?

You may think that New Zealand is one of the warmest places on the planet, but New Zealand is full of surprises! In summer, the temperature rises to an average maximum temperature of between 20 and 30°C, but the temperature falls as you travel south. While the far north has subtropical weather during summer, inland alpine areas of South Island can experience sub-zero conditions as low as -10°C in winter. So wrap up warm if you don't want to catch a cold! One year the people of the island experienced 40cm of snow in total in one night.

6 Complete the sentences with *of*, *about* or *with*. Then write the opposite adjective of the underlined words.

- Is that lift safe? I'm terrified of small spaces. *dangerous*
- What do you think .... this old mobile phone? It's enormous!
- A: Ana won't share her lucky objects .... me.  
B: Well, you should find your own lucky things!
- I'm really worried .... the exam. I saw a black cat too and that's bad luck!
- A: Are you dressing up for the party?  
B: No, I'm proud .... my new shirt and I think fancy dress looks silly.

## Language focus

1 Complete the sentences with the present continuous or present simple of the verbs in the box.

read do not stay rain get study stay

- We *are studying* Japanese at school this term.
- ... they ... a test right now?
- They ... up late if they have school the next day.
- It's nearly the end of September and the weather ... colder.
- What book ... you ... at the moment?
- I prefer to ... indoors when it's cold.
- It hardly ever ... in the winter.
- You look tired. ... you ... enough sleep?

2 Complete the sentences and questions with the verbs in brackets. Use the past continuous or past simple.

- I *saw* (see) sharks when I *was swimming* (swim) in the ocean.
- Jake ... (climb) in the mountains when he ... (drop) his camera.
- They ... (walk) in the desert when they ... (find) a huge cave.
- What ... you ... (do) when I ... (phone) you yesterday?
- It ... (not rain) when we ... (start) hiking.
- Where ... you ... (jog) when you ... (lose) your mobile?

3 Complete the sentences with *be going to*, *will* or present continuous.

- He *is flying* (fly) to Japan tomorrow.
- Don't worry. He ... probably ... (call) you later.
- My parents ... (take) me out for dinner on Saturday for my birthday.
- What ... (you/do) when you leave school?
- Sorry, but we ... (not see) you later – we have got a party to go to.
- Susan ... (start) a new job on Monday.

4 Choose the correct words.

I had a terrible time at the concert last weekend. There were <sup>1</sup> **too much** / **too many** people and there was <sup>2</sup> **too much** / **too many** noise. There wasn't <sup>3</sup> **enough** / **a few** space in the hall and I felt quite scared. There were only <sup>4</sup> **a few** / **a little** windows and they were closed. I felt sick and I needed <sup>5</sup> **a few** / **a little** time to sit down and recover. There weren't <sup>6</sup> **too many** / **enough** chairs to sit on so luckily <sup>7</sup> **a few** / **too many** friends helped me. One friend asked me, "How many / How much concerts have you been to?" 'Lots!' I told her.

## Language builder

5 Choose the correct words to complete the conversation.

Sylvia: Hi, Kylie! <sup>1</sup> *b* your homework?  
 Kylie: No, I <sup>2</sup> ... at my photos from my holiday.  
 Sylvia: I <sup>3</sup> ... that too. <sup>4</sup> ... have fun on your holiday?  
 Kylie: Yes! We <sup>5</sup> ... to the mountains. One day, while we <sup>6</sup> ... some wild deer <sup>7</sup> ... up to us to find food.  
 Sylvia: Amazing! I want to go hiking next summer holiday. What <sup>8</sup> ... take with me?  
 Kylie: Well you <sup>9</sup> ... take anything too heavy. You <sup>10</sup> ... take a map because that's on your smartphone. But you <sup>11</sup> ... watch out for snakes.  
 Sylvia: Snakes? I don't like snakes!

- |                |                 |                    |
|----------------|-----------------|--------------------|
| 1 a Do you do  | b Are you doing | c Do you doing     |
| 2 a am look    | b looking       | c am looking       |
| 3 a usually do | b do usually    | c am usually doing |
| 4 a You did    | b Did you       | c Were you         |
| 5 a went       | b go            | c were going       |
| 6 a hiked      | b were hiking   | c hike             |
| 7 a come       | b were coming   | c came             |
| 8 a I should   | b should I      | c do I should      |
| 9 a should     | b must          | c shouldn't        |
| 10 a have to   | b don't have to | c should           |
| 11 a must      | b shouldn't     | c don't have to    |

## Speaking

6 Match the sentences.

- I think this city is a great place to live! **c**
- Can I ask you something?
- Maybe living in a village isn't all bad.
- I reckon that this town is really boring.
- Are you serious?
- I don't believe you!
- Well, why don't you ask him.
- OK, perhaps you're right.
- I agree. There are lots of things to do here.
- I disagree. There are lots of things to do here.
- Yes, she's afraid of spiders
- Yeah, sure. What's up?



# Evaluation test

## Language focus

**1 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous tense.**

- How often ... (you / go) to the gym?
- I ... (not enjoy) this film. It's terrible! Can we watch a different one?
- Carla ... (teach) Spanish at the local school every Tuesday and Friday.
- Don't go upstairs! Your father ... (have) a rest.
- My brother ... (study) really hard, so he always does well at school.

\_\_\_ / 5

**2 Write the sentences with the adverbs in the correct places.**

- We go to the gym. (usually / three times a week)
- My parents spend two weeks in the mountains. (always / every year)
- I am at home in the summer. (hardly ever)
- We go away in the winter. (sometimes)
- I go out with my friends. (usually / at the weekend)

\_\_\_ / 10

**3 Write full sentences with these words. Use the past simple and past continuous tense.**

- I / leave / the house when it / start / to rain
- What / you / do / when / I / call?
- We / go / to the station / when / the storm / start
- Sarah / jog / when / she / fall over
- I / not / watch / TV / when / Mum / come home

\_\_\_ / 10

**4 Complete the text with the correct form of the verbs in brackets. Use the past simple or past continuous tense.**

Hi! I'm Alex, and last week I went on a trip into the countryside with my family. We decided to cycle so that we <sup>1</sup>... (not have to) carry our heavy bags. We set off very early. We <sup>2</sup>... (cycle) up a hill when Mum remembered that our picnic lunches <sup>3</sup>... (be) still in the fridge! So we stopped at a small shop and <sup>4</sup>... (buy) some food and drink. But while we <sup>5</sup>... (sit) on the grass with our food, it suddenly started to rain. Mum and Dad decided we should just go home after that!

\_\_\_ / 5

## Vocabulary

**5 Complete the words about the weather. The first letter is there to help you.**

- It's absolutely b... today. It's too hot to go out.
- We're going through a h... at the moment – 20 days at 35 degrees!
- The h... stones are like big pieces of ice.
- There's an amazing s... outside. Everything is white. We can make a snowman tomorrow!
- The l... during the storm last night hit a tree in our garden. It was really frightening.

\_\_\_ / 5

**6 Choose the correct answer: a, b or c.**

Last weekend I went camping with some friends in the middle of an island. Of course, you should never go camping without a <sup>1</sup>... in case you want to cut something, and a <sup>2</sup>... in case you need to see at night. But last weekend I forgot both! I also forgot our <sup>3</sup>... so we got very thirsty. Luckily, however, I remembered my <sup>4</sup>... so I could see clearly! It was the end of spring, when temperatures start to <sup>5</sup>... there, so it was getting quite hot.

- |                    |                |                |
|--------------------|----------------|----------------|
| 1 a first aid kit  | b compass      | c penknife     |
| 2 a torch          | b map          | c sleeping bag |
| 3 a glasses        | b water bottle | c sun cream    |
| 4 a contact lenses | b tent         | c camera       |
| 5 a fall           | b melt         | c rise         |

\_\_\_ / 5

## Writing

**7 Write an email to your new penfriend (about 80–100 words) inviting him/her to the city where you live. Use the questions to help you.**

- Where do you live?
- What do you like about your city?
- What do you enjoy doing there?
- What don't you like about your city?

\_\_\_ / 10

\_\_\_ / 50



# Evaluation test

UNIT  
1-2

## Language focus

1 Complete the sentences with the correct form of the verbs in the box. Use *will* or *going to*.

play not be come meet join not go

- I .... probably .... John outside the cinema at about 6 o'clock, as usual.
- Sarah .... to London with her grandparents after all, because she's not well.
- My brothers .... the gym because they want to get fit.
- Experts say there .... any cars in our town by 2050!
- .... (you) football this weekend?

\_\_\_ / 5

2 Complete the sentences with the correct form of the verbs in brackets. Use *will*, *going to* or the present continuous tense.

- Don't go into town on the bus – it takes ages and you .... (be) late.
- Ben and Clare .... (get) married next month.
- Look at all the dark clouds in the sky! It .... (rain).
- I .... (make) a sandwich in a minute. Would you like one?
- I probably .... (watch) TV tonight when I get home – I'm too tired.

\_\_\_ / 10

3 Complete the sentences with the correct form of the verbs in the box. Use *will* or *going to*.

a few a little enough how many  
too much too many

- There's .... salt in this soup. It's awful!
- Lisa, .... students are there in your class?
- There are .... good cafés near Peter's house. Let's go to one.
- I've only got .... money with me.
- There were .... people on the bus home, and we couldn't find a seat.

4 Choose the correct answer: a, b or c.

It's my birthday next week and <sup>1</sup>..... a party. I'm <sup>2</sup>..... buy a lot of food for my party because only ten people <sup>3</sup>..... I hope we <sup>4</sup>..... enough sandwiches and pizza for everyone, as I don't want anyone to be hungry. Last year we had <sup>5</sup>..... sandwiches and cakes so we had to throw a lot of them away which was annoying.

- a I'm going    b I will have    c I'm having
- a going to    b not going to    c won't
- a are coming    b will come    c going to come

- a won't have    b are having    c will have
- a a few    b too many    c enough

\_\_\_ / 10

## Vocabulary

5 Complete the sentences with the correct form of the word in brackets. Use *-ed* or *-ing* adjectives.

- The film we saw yesterday was .... (terrify). I couldn't sleep afterwards.
- I was so .... (bore) that I fell asleep during the lesson.
- I'm really .... (excite) because it's my birthday tomorrow.
- I'm reading an .... (interest) book about Spanish history at the moment.
- I can't find my mobile phone anywhere. It's really .... (worry).

\_\_\_ / 5

6 Choose the correct answer: a, b or c.

The people in my family all have different phobias. Mum is really afraid <sup>1</sup>..... high places so we never go up tall buildings when we go sightseeing, and Dad's scared of <sup>2</sup>..... even though there aren't any large or venomous ones in our country – only in the zoo. When one came on the TV a few weeks ago, he looked <sup>3</sup>..... so we quickly switched it off. Of course Mum was worried <sup>4</sup>..... him but he was fine when he couldn't see it any more – and he felt a bit <sup>5</sup>..... about it, I think. He didn't need to, though – we all understand.

- a for    b from    c of
- a snakes    b insects    c birds
- a tired    b relaxed    c terrified
- a about    b of    c with
- a sensible    b embarrassed    c unlucky

\_\_\_ / 10

## Writing

7 Write an email to a friend (about 80–100 words) explaining something that you have a problem with. Use the questions to help you.

- What is the problem?
- How do you feel about it and why?
- Have you done anything about it?
- What do your friends and family think?

\_\_\_ / 10

\_\_\_ / 50

Total: \_\_\_ / 100



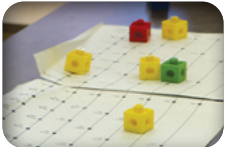
# School life

Discovery  
EDUCATION™

In this unit ...



The women of Ayoquesco p39



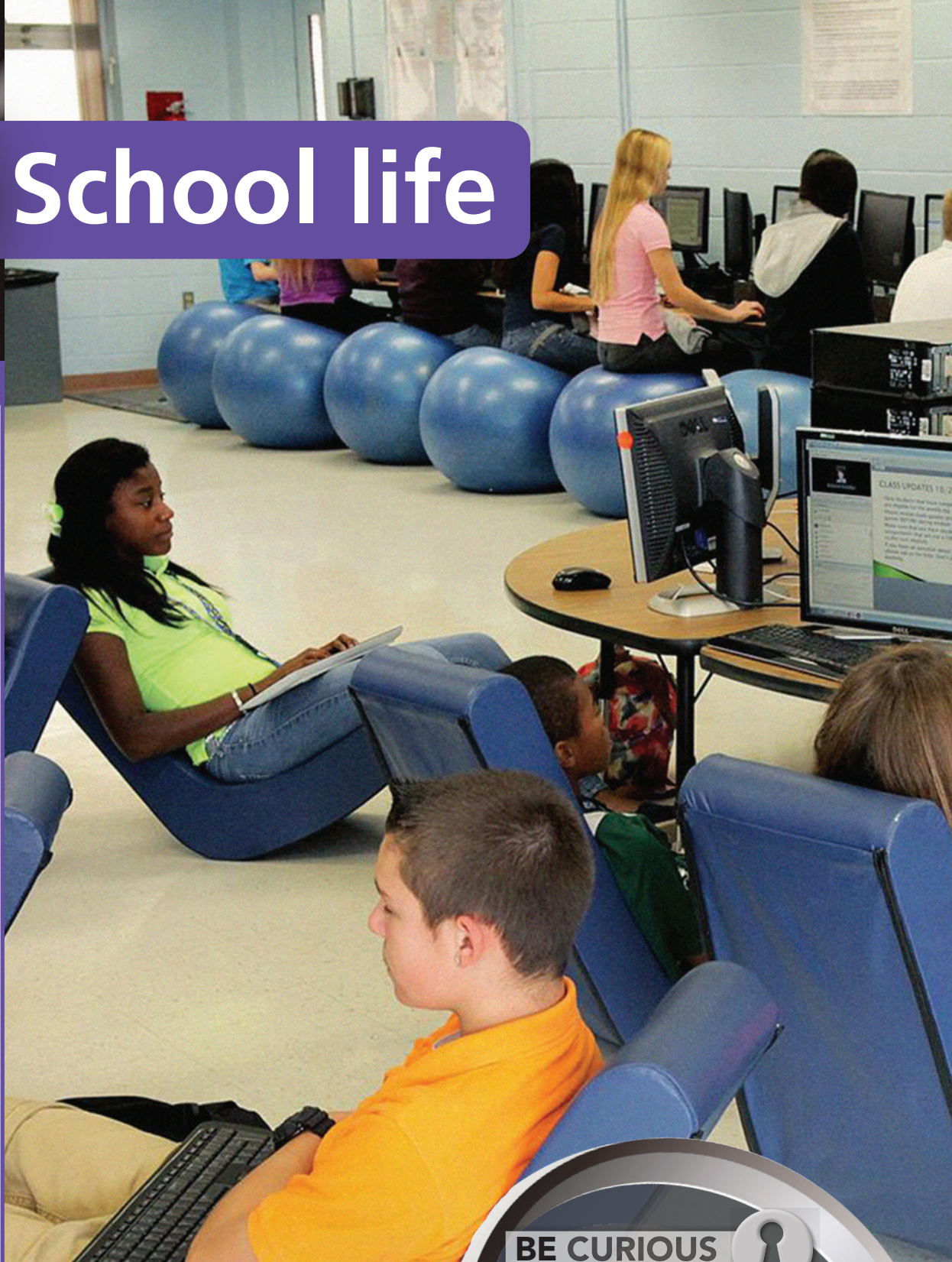
Playing with Maths p42



Asking for advice p44



CLIL Social media p150



## Vocabulary

- Behaviour and discipline at school
- Words from the text
- *make* and *do*
- Phrasal verbs

## Language focus

- Second conditional: affirmative and negative statements, *yes/no* questions
- Second conditional: *Wh-* questions
- *need/needn't*; *should/shouldn't*

## Unit aims

### I can ...

- talk about behaviour and discipline at school.
- talk about imaginary situations.
- ask questions about imaginary situations.
- talk about necessity, obligation and make recommendations.
- understand an article about teaching in Singapore.
- ask for and give advice.
- write a problem page.

## BE CURIOUS



What can you see in the photo?

### Start thinking

- What are the children doing?
- How important is your working environment at school?
- What are the best and worst parts of going to school?



## Vocabulary Life at school

- 1 Match the words and phrases in the box with the photos (a-i). Then listen, check and repeat.

bullying hand in homework get detention cheat in a test be on time  
wear a uniform write lines scream or shout get good marks

a *cheat in a test*

- 2 Look again at the phrases in Exercise 1. Which are bad or good behaviours and which are rules or punishments?
- 3 Listen to the conversation between David from the UK and Anita from Brazil about schools. Which things from Exercise 1 do they talk about?

### Your turn

- 4 Work with a partner. Answer the questions.
- 1 Do you wear a uniform in your school? Why/Why not?
  - 2 What do you think of cheating in tests?
  - 3 Do you think your school is strict? Why/Why not?

*We don't have to wear a uniform because ...*

*I think cheating is bad because ...*

*Our school is very strict because we always have to ...*

Vocabulary Bank • page 132

## Reading A student blog

### 1 Work with a partner. Look at the photo and answer the questions.

- 1 Where are the children?
- 2 Who are they?
- 3 What do you think they're discussing?

### 2 Read the article about a school in New York. In what ways is it different from other schools?

### 3 Read the article again. Are the sentences true or false? Correct the false ones.

- 1 The school has meetings every month. **F**
- 2 The students make suggestions and the teachers vote on their suggestions.
- 3 There are no rules.
- 4 The students can't choose their own subjects.
- 5 The teachers don't tell the students what to do.
- 6 Working in a team is very important at the Free School.

#### Get it right!

We use the infinitive after **want**.

*If you want to talk, you have to put up your hand.  
I don't want to do the exam tomorrow!*

### Explore words in context

### 4 Match the words and phrases from the article with the definitions (1–5) below.

propose   vote   walk out   on our own  
together

- 1 choose
- 2 alone – without other people
- 3 the opposite of alone
- 4 make a suggestion
- 5 leave a room without asking for permission

### Your turn

### 5 Answer the questions. Make notes.

- 1 Would you like to go to a school like the Brooklyn Free School? Why/Why not?
- 2 What rules would you change in your school? Why?
- 3 What subjects would you like to study that you don't already study? Why?

### 6 Discuss your answers in groups.

*I'd really like/love/hate to go to a school like this.  
I'd like to change the rule about ... because it's ...  
I'd really like to study ... I think it's important/  
interesting because ...*

## BROWN'S FREE SCHOOL

### This week's student blogger is a new student, Jacklyn Whyte.

A lot of people are asking me about my new school. It's really hard to explain, so I give them an example of one day.

It's Wednesday morning and it's time for the weekly school meeting. This week, one of the topics is 'wheels'. Kyle, one of the kids in my class, proposes a new rule that students can bring skateboards, skates and bicycles to school. Our teacher, Mr Jackson, suggests that we do this one day a week and the whole school votes on a 'wheels' day for next Friday.

If I wanted to change the rules at my old school, it wouldn't be that easy! But here at the Brown's Free School, things are different. Here, we make the decisions! We can decide to go to class, watch TV or play a computer game, but most students choose to go to class – it's more interesting! When we don't like a class, we just walk out! In my old school, if I didn't stay until the end of a class, I'd be in detention!

At the Free School, the teachers don't give detention, and no one writes lines. There's no uniform and there are no exams. We choose what we want to study and how. We can work in groups, or study on our own. If you were at the school and you wanted to study car mechanics, our teachers would help you find a way to study it. If you wanted to start a new school magazine, you would suggest it to the teachers. Then, they would find a way to help you do it.

That's how the Free School works. The ideas come from the students and everyone works together to make them happen. It's a great experience and I love going to the Free School!

[add a comment](#) | [send a message](#)

**FACT!** Although the USA has the most free schools in the world, many other countries have free schools too, including Brazil, India, Japan, the UK and Germany.




# Language focus 1 Second conditional

**1** Complete the examples from the text on page 38. Then complete the rules.

imaginary situation	possible consequence
If I ..... until the end of a class,	I ..... in detention!
If you ..... to start a new school magazine,	you ..... it to the teachers.

- We use ..... + past simple and ..... + infinitive to form the second conditional.
- We use the second conditional to talk about unreal situations in the present or future / past.

 Grammar reference • page 122

**2**  Look at the chart. Choose the correct form of the verbs in the sentences below.

- If I was / 'd be rude to a teacher, I got / 'd get detention.
- If I didn't / wouldn't pass my exams, my parents didn't / wouldn't be very happy!
- If a teacher gave / would give me lines, I wrote / 'd write them during the break.
- My teacher called / would call my parents if I didn't / wouldn't go to school.
- My friends did / would like to go to the Free School if they opened / would open one in our town.
- I didn't / wouldn't study Maths if I went / would go to the Free School.

**3** Write complete sentences.

- If I / go / to the Free School / not study Maths  
*If I went to the Free School, I wouldn't study Maths.*
- If I / not do homework / my teacher / give / detention
- If I / not study English / not know / how to do this exercise
- I / tell / my parents / if / there / be / bullying in my school
- I / do / art in class / if / have the choice
- I / not get / good marks / if / not study every day

 Say it right! • page 116

## Your turn

**4** Read the quiz and choose answers for you.

**1** If I came home late one night, ...

- a my parents would be very angry.
- b my parents wouldn't say anything.
- c I'd get some kind of punishment.

**2** If I was rude to one of my parents, ...

- a I'd feel bad and I'd say sorry immediately.
- b they'd be very shocked because I'm never rude.
- c they'd punish me with no TV or computer for a week.

**3** If I borrowed something from my brother/sister/friend without asking, ...

- a it wouldn't be a problem. They do it to me all the time!
- b they'd tell my parents and I'd get into a lot of trouble!
- c I'd put it back before they noticed.

**5** Compare your quiz answers with your partner.

*If I came home late, I'd get some kind of punishment. I wouldn't go out for two or three weeks.*

Learn about a successful business.

- What happened in Ayoquezco in 1979?
- What do people use prickly pear for?
- What did the women decide to do?






The women of Ayoquezco

# Listening A discussion

1  Listen to the quiz. Put the pictures in the correct order.




2  Listen again and choose the correct answers.

- 1 If Mick saw a classmate cheating in an exam, he would ...
  - a say nothing and just continue with his work.
  - b tell a teacher.
  - c try to cheat as well.
- 2 If Suzy found a wallet full of money on the street near her school, she would ...
  - a take it to the nearest police station.
  - b give it to a teacher at the school.
  - c keep it.
- 3 What is Mick more careful about now?
  - a Not losing his mobile phone.
  - b What he tells his dad.
  - c Who he gives his phone number to.
- 4 If someone sent Suzy some horrible messages on her phone she would ...
  - a show them to her parents.
  - b do nothing.
  - c tell the police.

3 Work with a partner. Discuss what you would do in the situations in Exercise 3.

## Vocabulary *make and do* (Review)

4  Match the words in the box to the verbs, *make* or *do*. Then listen, check and repeat.

your homework a mistake friends a noise  
 an exercise a phone call something interesting  
 a mess the right thing decision

*do your homework ....*

*make a mistake ....*

➔ Vocabulary Bank • page 132

### Your turn

5 Complete the questions with the correct verb *make* or *do* then answer the questions. Make notes.

- 1 Do you find it easy to .... friends?
- 2 How many hours of homework do you .... every week?
- 3 How do you feel when you .... a mistake in class?
- 4 Does your mum get angry with you when you .... a mess in your room?

6 Ask and answer the questions in Exercise 5 with your partner.

*I find it easy to make friends because I'm not very shy.*

# Language focus 2 Second conditional questions

## 1 Complete the examples from the listening on page 40.

<b>Wh- questions</b>
What <b>would</b> you do <b>if</b> you saw someone cheating? If you found a wallet, what .... you do?
<b>Yes/No questions</b>
... someone <b>sent</b> you horrible messages on your phone would you tell a teacher? <b>Would</b> you tell your parents <b>if</b> you <b>failed</b> an exam?
<b>Short answers</b>
Yes, I/you/he/she/it/we/they would. No, I/you/he/she/it/we/they wouldn't.

 Grammar reference • page 122

## 2 Look at the chart. Choose the correct words to complete the sentences.

- 1 What did / would you do if you were / would be the head teacher of your school?
- 2 If your best friend didn't / wouldn't invite you to his/her birthday, what did / would you say?
- 3 If your family lived / would live in an English-speaking country, did / would your lives be very different?
- 4 What job did / would your teacher do if he/she wasn't / wouldn't be a teacher?
- 5 If your grandparents lived / would live in the USA, did / would you go to visit them?

## 3 Complete the conversation with the correct form of the verbs in brackets. Then listen and check.

A: Can I ask you a few questions?  
B: Yes, sure.  
A: OK, first question: what <sup>1</sup> would you .... (do) if you <sup>2</sup> .... (win) a TV talent show?  
B: I think I'd have a huge party with my friends and family!  
A: And if you <sup>3</sup> .... (have) a party, where <sup>4</sup> .... you .... (have) it?  
B: I'd definitely have it on a beach, if I could!  
A: OK, second question. If you <sup>5</sup> .... (can) be famous, what <sup>6</sup> .... you .... (be)?  
B: I don't know. I'd like to be a singer maybe.  
A: OK. Last question. If you <sup>7</sup> .... (not have to) go to school, what <sup>8</sup> .... you .... (do) all day?  
B: That's easy! I'd play my guitar, listen to music and sleep!



## Your turn

### 4 Ask and answer the questions with your partner.

- 1 If you had a million pounds, what would you buy?
- 2 If you ruled the world, what would you change?
- 3 If you didn't have to go to school, what would you do all day?
- 4 If you could learn a musical instrument, which would it be?

*Let me think. OK, if I had a million pounds, I'd buy a really big house by the sea!*

## **need/needn't for talking about necessity/obligation; should/shouldn't for making recommendations/giving advice**

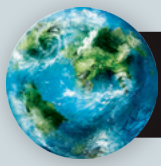
### 5 Complete the examples from the listening on page 40. Then complete the rules.

- 1 I really .... do well in my exam this week.
- 2 I .... tell them about this because they would notice.
- 3 I think you .... tell them that what they did was wrong.

- 1 We use .... to show that we should do something that is important to us.
- 2 We use .... to show that there is no obligation or necessity to do something.
- 3 We use .... to make recommendations or give advice, to say something **is/isn't** a good idea.

### 6 Complete the sentences with **should/shouldn't** or **need/needn't** and the verbs in brackets.

- 1 I really.... (change) the way I speak to my parents. I'm always rude to them.
- 2 She .... (watch) so much TV, she .... (read) instead.
- 3 You .... (bring) a dictionary. We have plenty.
- 4 I .... (get) some fresh air, I can't stay inside anymore.



# Discover Culture

**1** Work with a partner. Look at the photos and answer the questions.

- Which class looks more fun? Why?
- Do you like Maths? Why/Why not? What kinds of things do you do in your Maths class?



Find out about learning Maths.

**Discovery**  
EDUCATION

Playing with Maths

**2** Watch the video without sound. Try to answer the questions.

- How do we use Maths in everyday life?
- What is the first group of pupils learning about? (0.27–1.09)
- What is the second group of pupils learning about? (1.10–2.30)

**3** Watch the video with sound and check your answers.

**4** Watch the video with sound and complete the sentences.

- Students either love or .... Maths.
- We use Maths to measure distance, design art work, go shopping and ....
- Students get into groups to learn about ....
- Students do .... to learn about shapes in Maths.
- The students find geometric shapes in different ....
- Learning Maths this way is interesting and ....

**5** Test your visual memory about what the students do. Are these statements true or false? If false, correct them.

- There is a student running in a race at the start.
- The first groups of students do the fractions game in pairs.
- The students in the Art/Maths class sit on chairs in front of the teacher.
- The students have to discover geometry in art.
- They write down a list of the different shapes on the board.

**6** What objects do you see in the video? How is each one used in the Maths class?

marbles a mouse (computer) smartphone  
a quilt a clock small stones a football

*a mouse – we use a mouse when we use a computer*

## Your turn


**7** Ask and answer the questions with your partner.

- Which of the two Maths lessons in the video do you like the most? Why?
- When do you use Maths outside class? Do your classes help with these things? Why/Why not?

*I use Maths when I ...*

*We don't need maths class for everyday life, we have calculators.*

## Reading An article


- 1 Work with a partner. Look at the photo of Singapore and make a list of at least three adjectives to describe the city.
- 2  Read the article about Singapore. What's the main focus of the article?
  - a The location and geography of the country
  - b Learning languages in Singapore
  - c A new way of teaching an old subject
- 3 Read the article again and answer the questions.
  - 1 Where is Singapore?
  - 2 What is special about the country?
  - 3 Is the Singapore approach to teaching Maths a traditional Asian approach?
  - 4 At what age do children start school in Singapore?
  - 5 How do children learn basic ideas in Maths in Singapore?
  - 6 Which countries have adopted the Singapore approach?

### Explore phrasal verbs

- 4 Look at the highlighted words in the text. Match the phrasal verbs in the box with the definitions (1–5).

pick up find out write out work out try out

- 1 write something again more completely
- 2 do the calculation to find an answer to Maths problem
- 3 learn something new
- 4 test something to see if it works
- 5 get information about something or learn about it

 Vocabulary Bank • page 132

### Your turn

- 5 Compare the primary school with yours. Write sentences. Compare your sentences with your partner.

	classroom atmosphere	learning things
Singapore		
My school		

# Singapore

## A SUCCESS STORY

Singapore is a fascinating place. It's a giant floating city 130 kilometres north of the Equator. The city has four official languages – Chinese, Malay, Tamil and English. English is the language everyone uses for official business and all the schools teach English.

Singapore is one of the smallest countries in the world, but it is also one of the richest. For years, it has been famous for its high level of education – and it's the number one country in the world for teaching Maths. Most people think that Asian schools in general are very strict. Is this the secret of Singapore's great success too? Not at all! If you walked into a Maths class in a primary school in Singapore, you'd be surprised by how active and noisy it was. You wouldn't see children sitting quietly in their chairs watching their teacher at the board and **writing out** sums in their notebooks. You would see a lot of activity and hear a lot of noise.

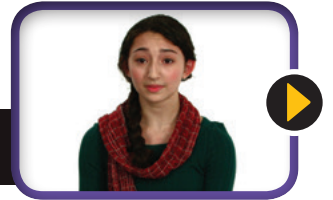
School starts at the age of seven in Singapore. The Maths programme starts very slowly and the younger children spend a lot of time on the first steps. They use everyday objects, like beans and fruit, to feel and see the basic ideas. They don't copy from the board or do exercises in their books – they **pick Maths up** through playing. By sharing objects with friends, they **find out** about division. By building towers with blocks, they learn addition. It looks like the children are simply playing, but they're not – they're **working out** the answers to complex problems in a fun and interesting way.

Would this system work if it was taught in Romania? A lot of schools around the world have **tried it out** – the UK for example, and the USA. And it's been a great success.



**FACT!** The largest Maths class was given in Leszno, Poland, in May 2018, with 4,598 participants.

# Speaking Asking for and giving advice



## Real talk: Who would you talk to if you needed advice?

1 Watch the teenagers in the video. How many teenagers ...

- a) would talk to a member of their family?
- b) would talk to a friend?
- c) say they would get good advice?

2 Who would you talk to if you needed advice?

3 Hayley is talking to her friend James. What does Hayley want advice about?

4 Complete the conversation with the phrases in the Useful language box.

### Useful language

What's the problem?  
I need your advice.  
It's a good idea to ...  
What do you think I should do?  
If I were you I wouldn't ...  
Maybe we could ...  
Have you tried ...?  
They say I shouldn't worry.



Hayley: James, can I talk to you? I <sup>1</sup> *need your* advice.

James: Yes, of course. What's <sup>2</sup> ... ?

Hayley: Well, there's a girl in my class who is saying nasty things about me.

James: Really? What sort of things?

Hayley: Oh, that I copy her homework and cheat in exams. It's awful! What do you think <sup>3</sup> ... do?

James: Look, if I were you, I <sup>4</sup> ... listen to her. What do your other friends say?

Hayley: They say I <sup>5</sup> ... worry. But I can't help it. She makes me feel so embarrassed!

James: Yeah. Perhaps it's <sup>6</sup> ... idea to do something.

Hayley: Yes, but what?

James: Well, have you <sup>7</sup> ... talking to her? Maybe we <sup>8</sup> ... do it together.

Hayley: Yes, that's a good idea. Thanks, James!

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Prepare a conversation like the one in Exercise 4. Use the photos below and the phrases in the Useful language box. Practise the conversation with your partner.

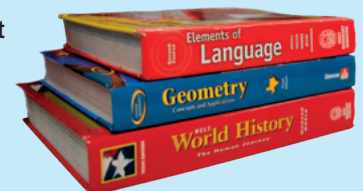
#### Problem 1

Someone in your class has taken your mobile phone. (nobody knows who)



#### Problem 2

You have lost two textbooks you left in the classroom yesterday.



# Writing A problem page

## 1 Read Paula's letter. What is the problem?

FRIENDS
SCHOOL
HOMEWORK
FAMILY

### My English teacher hates me!

Paula asked 4 days ago

Hi everyone

I need some advice. I think my teacher hates me. I've had detention every week for the last four weeks from Mr Harris, my English teacher. English was always my best subject and Mr Harris was my favourite teacher, but now I'm not getting good marks. and I'm very worried about this He's always giving me detention. What should I do?

### best answer

LiverpoolLad answered 2 days ago

I think maybe the problem is not only your teacher but also your marks. You say that English was your best subject and that your marks haven't been very good recently. Perhaps your English teacher is strict because he wants to show you that he's not happy with your marks. It's possible that he's trying to make you work harder by giving you detention.

I think you should try talking to him because communication is always the best way to work out a solution to a problem. You should ask him what the problem is and why you are getting detention. You could also work harder to improve your marks.

I really hope this helps.

## 2 Read the answer from LiverpoolLad again. What things does he do in his answer?

- Give a title
- Say what he thinks the real problem might be
- Give reasons for his opinions
- Offer different ways of looking at the problem
- Give direct orders
- Offer several solutions
- Give reasons for his advice
- Write a final sentence to make the person feel better

### Useful language

#### Summarising a problem and giving advice

Use different phrases to summarise what you want to say and to give advice.

- *I think maybe the problem is not only ... but also ...*
- *You say that ...*
- *I think you should try ... because ...*

## 3 Look at the Useful language box. Find two other phrases to give advice in Exercise 1.

## 4 Complete the sentences with the words in the box.

should try problem possible  
Perhaps also

- 1 I think maybe the .... is your marks. .... your teacher is angry with you. It's .... that he wants to encourage you.
- 2 You .... talk to him. I think you should .... asking him for advice. You could .... study harder.



### Get writing

#### PLAN

## 5 Read the problem below. Plan your answer. Make notes on the things in Exercise 2.

Isabel cheated in a Maths test. It was the first time and she feels bad. She didn't study and she wrote the answers on her arm. She got a good mark and her parents are going to buy her a new mobile.

#### WRITE

## 6 Write your answer. Use your notes from Exercise 5 and the model text to help you.

#### CHECK

## 7 Can you say YES to these questions?

- Is the information from the plan in your answer?
- Have you used different expressions to restate the problem and to give your advice?



# Green planet



In this unit ...



Where does it all go? p49



Build it better p52



Doing voluntary work p54



CLIL Driving into the future p151

## Vocabulary

- Materials
- Words from the text
- Energy issues
- Phrasal verbs

## Language focus

- Present simple passive
- Past simple passive

## Unit aims

### I can ...

- talk about types of materials.
- describe how materials are recycled.
- talk about the energy I use at home.
- understand a text about renewable energy.
- apologise and explain to a friend.
- write a newspaper article.



## BE CURIOUS



What can you see in the photo?

### Start thinking

- What is a wind farm?
- What do wind turbines produce?
- Why are they good for the environment?





## Vocabulary Materials

- 1 Match a material (or materials) in the box with objects in the photos. Then listen, check and repeat. What's the function of each of the objects?

bricks cement cotton glass leather metal paper plastic rubber wood

a *wood*

- 2 Match the materials from Exercise 1 with the sentences.

- 1 We often use this material to make furniture like chairs and tables. *wood*
- 2 We often use this material to make shoes, bags, and belts.
- 3 If you drop a bottle made of this material, it will probably break.
- 4 This material is very common for making T-shirts.
- 5 We make tyres for cars with this material.
- 6 This is the most common material used to make books.
- 7 These two materials are very common for building houses.

### Get it right!

We don't use **the** before plural nouns to talk about things in a general way. ✓  
 We often use this material to make **the shoes**. X

- 3 Listen to the conversation. Complete the chart with the things Lily and Oliver talk about.

leather	<i>shoes</i>
cotton	
glass	
wood	
paper	
rubber	
plastic	
metal	

### Your turn

- 4 Think of two objects you've got at home for each of the materials in Exercise 1. Make notes. Work with a partner. Tell him/her about the objects.

I've got a lot of leather shoes.

Vocabulary Bank • page 133

Say it right! • page 116

# Reading An article

## 1 Work with a partner. Look at the pictures and answer the questions.

- 1 What are the people building?
- 2 What materials are they using?
- 3 Why are they using them?

## 2 Read an article about Mike Reynolds. What kind of houses does he build?

## 3 Read the article again and answer the questions.

- 1 How does Mike protect his Earthships from the cold?
- 2 How does he provide light during the day?
- 3 Why does he grow his plants in the front of the house?
- 4 How does he get energy and water?
- 5 How did he and his organisation help other people?
- 6 What is Mike's main message to the world?



## Explore words in context

### 4 Match the verbs in the box with the definitions (1–7).

warrior throw away shaped match  
decoration northern reuse

- 1 made into a particular form or shape
- 2 use again
- 3 someone who fights for something
- 4 be similar to or look the same
- 5 put something in the rubbish
- 6 things used to make something look beautiful
- 7 from the north

## Your turn

### 5 Which materials do you recycle or reuse at school or at home? What do you do with them? Makes notes.

### 6 Talk about your notes from Exercise 5. Is it easy to recycle materials in your area? Why/Why not?

*At school, we recycle some of our rubbish.*

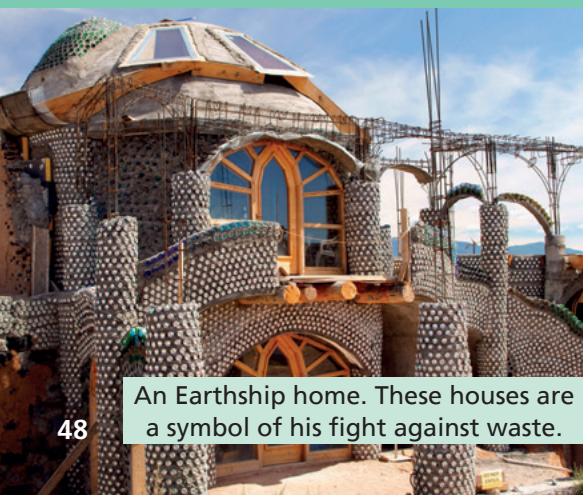
*My mum takes plastic stuff to a special container.*

*It's very easy to recycle materials where I live. There's a container for every type of rubbish.*

# GARBAGE WARRIOR



Mike Reynolds builds houses from recycled materials.



An Earthship home. These houses are a symbol of his fight against waste.

Mike Reynolds builds houses from recycled materials to show us what we waste. Mike's houses are built using the things that other people throw away. His Earthships (as his houses are called) are beautiful buildings. They are shaped and coloured to match the landscape around them. He uses bottles to create beautiful walls full of light. There are plants everywhere, inside and out. But the plants and the bottles, like everything else in the Earthships, are not only there for decoration. Every single material in an Earthship is carefully chosen. Old car tyres are used to build strong walls. The rubber protects the houses from the cold northern winds in winter. These walls are built at the back of the house. The walls at the front of the house are built from metal cans or glass bottles. They're held together with the earth from around them and cement is not used at all. The beautiful bottle walls are built to the south to give light during the day. The house is heated by the larger front windows. They also create the perfect temperature for growing all kinds of fruit and vegetables, and the plants are protected against the bad weather. When you live in an Earthship, you grow your own food, get electricity from the sun and wind and you get water from the rain and snow.

Mike and the Earthship organisation use their ability and experience to help people all over the world. In 2010, they visited victims of the earthquake in Haiti. They taught them how to build safe, new homes quickly and cheaply from materials that they could find around them. Mike points out that rubbish only exists because we humans create it. That is exactly what Mike, the Garbage Warrior, wants us to see – that we have to stop waste and reuse our rubbish.

**FACT!** Recycled tyres are used to build roads and pavements.



# Language focus 1

## Present simple passive

1 Complete the examples from the text on page 48. Then complete the rules.

+	Old car tyres .... to build walls. The house .... by the larger front windows.
-	Cement .... Mike's houses <b>are not built</b> with traditional materials.

- 1 To form the passive, use .... + past participle.
- 2 Active: They make the houses from rubbish.
- 3 Passive: The houses .... from rubbish.

➔ Grammar reference • page 123

2 Look at the chart. Complete the sentences. Use the passive form of the verbs in brackets.

- 1 The house (make) of bottles and cans.  
*The house is made of bottles and cans.*
- 2 The cans (recycle) to build walls.
- 3 The walls (design) to protect the house from extreme temperatures.
- 4 The heat from the sun (use) to give power to the house.
- 5 The water from the kitchen (reuse) in the garden.
- 6 The houses (build) into the side of a hill.

### Get it right!

Passive not active  
The houses **are called** Earthships.  
The town **is located** in the south.  
Active not passive  
The Art lesson **starts** at 10 o'clock. (not *is-started*)  
The exhibition **closes** today. (not *is-closed*)



3 Choose the correct words to complete the text. Then listen and check.

Rows and rows of human statues are standing in the main square. As you <sup>1</sup> **move / are moved** closer, you <sup>2</sup> **see / are seen** that they <sup>3</sup> **make / are made** of all kinds of everyday objects. Some <sup>4</sup> **build / are built** from plastic bags, bottles and cans. Others <sup>5</sup> **decorate / are decorated** with computer keyboards or TV screens. The Trash Army, as it <sup>6</sup> **call / is called**, is a travelling exhibition. It has travelled all over the world and it <sup>7</sup> **shows / is shown** people how much rubbish we <sup>8</sup> **produce / is produced** through our modern lifestyles.



## Present simple passive questions

4 Look at the questions about the text on page 48 and complete the rule.

- Are the walls in Mike's house made of bricks?
- Why are rubber tyres used?
- What are the walls at the front of the house made from?
- Is the house heated by electricity?

To form questions we use .... + subject + ....

5 Answer the questions in Exercise 4 about the text.

6 Unscramble the words to make questions.

- 1 your / wood / house / is / made of?
- 2 recycled / the plastic bottles / your / are / in / house?
- 3 for / later / newspapers and magazines / old / are / saved?
- 4 reused / plastic bags / are?
- 5 your / vegetables / are / grown / garden / in?

### Your turn

7 Ask and answer the questions in Exercise 6.

A: *Is your house made of wood?*  
B: *No, it isn't. It's made of bricks.*

Learn about rubbish in the sea.

- What sort of rubbish do you think is found in the sea?
- Why is the sea so important for the planet?
- What happens to rubbish in the sea?



**Discovery**  
EDUCATION

Where does it all go?

## Listening A class presentation



- 1 Work with a partner. Look at the picture of a living room and say how the room is similar to and different from the living room in your home.
- 2 The living room is an exhibit in a museum. Listen to three students talking about the house. What do they talk about?
  - a Heating homes in the past
  - b Changing technology at home
  - c Energy at home
- 3 Listen again and answer the questions.
  - 1 How long has the Eco House been open?
  - 2 What does the museum use the Eco House for?
  - 3 What does Rebecca say about computers?
  - 4 What uses the most energy?
  - 5 What did the experiment show?
  - 6 What does the last student want to discuss about the house?

## Vocabulary Energy issues

- 4 Match the verbs from the class presentation with the definitions (1–7).

consume   leave on standby   switch off   waste  
save energy   turn down   reduce

- 1 to use energy
- 2 to stop energy being wasted
- 3 to use more energy than you need
- 4 to make something smaller
- 5 to leave an appliance connected to the electricity
- 6 to disconnect an appliance from the electricity
- 7 you use less energy by doing this with an appliance

- 5 Complete the sentences with the correct form of the verbs in Exercise 4. Then listen and check.

- 1 Don't forget to *switch off* the lights before you go to bed.
- 2 Can you ... the heating? It's really warm.
- 3 You shouldn't ... the TV ... at night.
- 4 Did you know your computer ... a lot of electricity?
- 5 It's better to have a shower than a bath because you don't ... so much water.
- 6 You should try to ... the number of hours you use the air conditioning.
- 7 We're trying to ... so I always switch off my computer when I'm not using it.

### Your turn

- 6 Ask and answer the questions with your partner.

- 1 How do you save energy in your house?
- 2 How do you think you could save more energy at home?
- 3 Why is it important to save energy?  
*I always switch off my computer and the monitor before I go to bed.*  
*I leave the TV on standby so I should switch it off.*  
*Saving energy is important for the environment.*

Vocabulary Bank • page 133



# Language focus 2

## Past simple passive

1 Complete the examples from the listening on page 50.

+	The Eco house .... <b>built</b> in 1985. Several changes .... <b>made</b> to the house.
-	A lot of rubbish .... <b>recycled</b> in the 1980s. The lights <b>were not</b> switched off for a week.
with by	The Eco house <b>was designed by</b> the museum.

→ Grammar reference • page 123

2 Complete the sentences. Use the past simple passive form of the verbs in brackets.

- The Eco house .... *was completed* .... (complete) in 1985.
- It .... (build) on a large piece of land.
- A lot of energy .... (save) by turning down the temperature.
- The kitchen .... (redesign) two years ago.
- A lot of changes .... (make) to the house.
- The old fridge and washing machine .... (not throw) away.

3 Rewrite the sentences below using the past passive and *by*.

- Companies first used plastic bottles in 1947.  
*Plastic bottles were first used in 1947.*
- They finished the Burj Al Arab hotel in Dubai in 1999.
- The Chinese invented paper almost 2,000 years ago.
- Europeans threw out about 100 million mobile phones last year.
- Swiss people recycled 96% of glass bottles in 2012.
- John Dunlop made the first rubber tyre for his son's bicycle.

## Past simple passive questions

4 Complete the examples from the listening on page 50.

### Wh- questions

Why .... the Eco house .... ?  
When **was** the house **completed**?

### Yes/No questions and short answers

.... a lot of energy .... by reducing the temperature? Yes, it **was**./No, it **wasn't**.  
**Were** the lights **switched** off last night? Yes, they **were**./No, they **weren't**.

→ Grammar reference • page 123

5 Complete the conversation with the correct form of the past simple passive. Then listen and check.

- A: Hey, shall we do this general knowledge quiz?  
B: OK. But I'm not very good!  
A: OK, first question. <sup>1</sup>.... *Don Quixote* <sup>2</sup>.... (write) by Shakespeare?  
B: That's easy! No, it <sup>3</sup>.... It <sup>4</sup>.... by Cervantes.  
A: Good! Question two – <sup>5</sup>.... the first modern Olympic Games <sup>6</sup>.... (hold) in Greece?  
B: No, they <sup>7</sup>.... They <sup>8</sup>.... in London.  
A: No, it was Athens! OK, the last question – again it's very easy! Who <sup>9</sup>.... Harry Potter <sup>10</sup>.... (play) by?  
B: I know that one! He <sup>11</sup>.... by Daniel Radcliffe – easy!

## Your turn

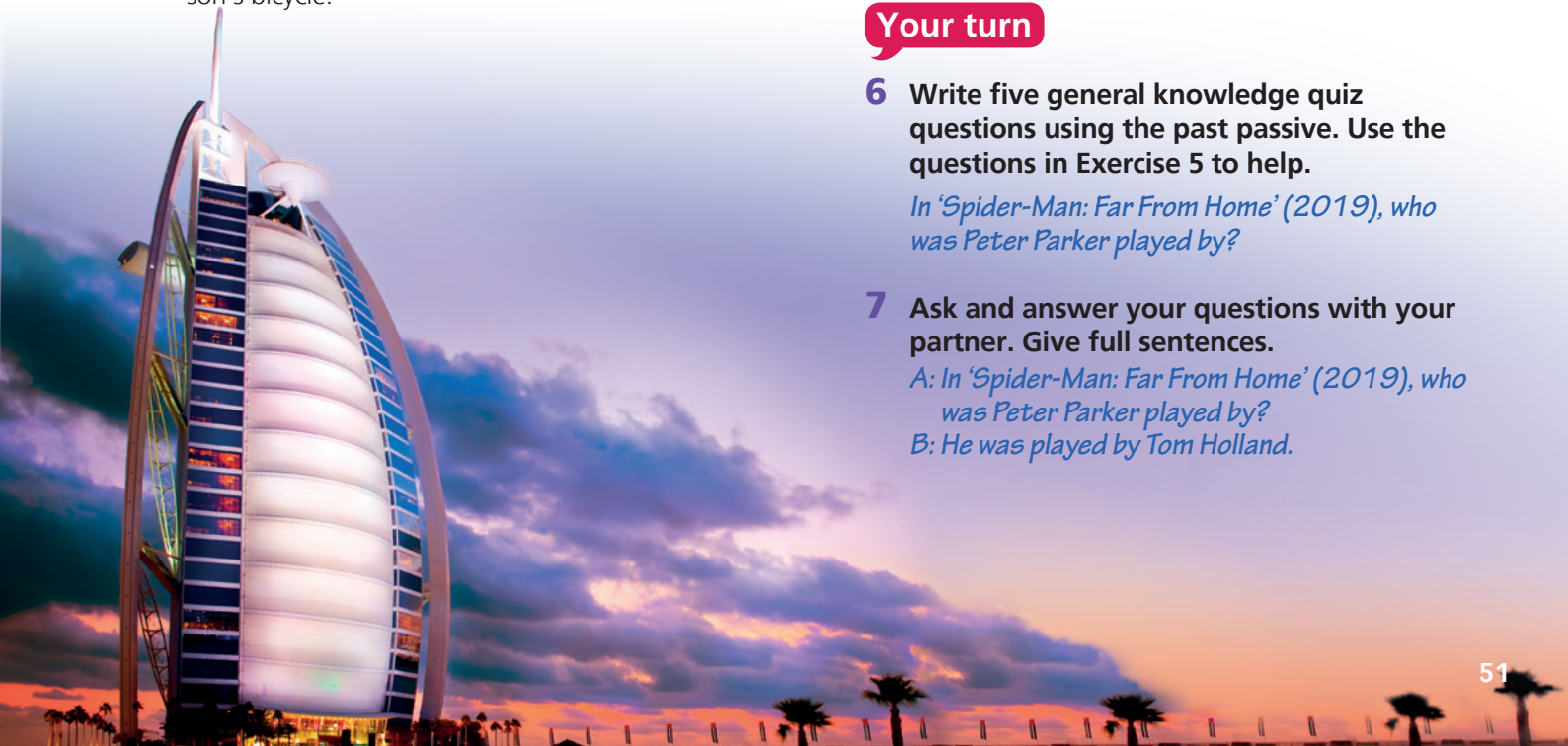
6 Write five general knowledge quiz questions using the past passive. Use the questions in Exercise 5 to help.

*In 'Spider-Man: Far From Home' (2019), who was Peter Parker played by?*

7 Ask and answer your questions with your partner. Give full sentences.

*A: In 'Spider-Man: Far From Home' (2019), who was Peter Parker played by?*

*B: He was played by Tom Holland.*





# Discover Culture

1 Work with a partner. Look at the photos and describe them. What do you think the video will be about?



Find out about building sustainably.



**Build it better**

2 Watch the video without sound and check your ideas.

3 Which of the words below do you think you will hear in the video?

tornado flood sustainable renewable  
 sunlight rain mirror solar panels natural  
 electricity environment

4 Watch the video with sound. Check your answers to Exercise 3.

5 Watch the video again and match the information.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 hail stones        | a of homes and businesses destroyed |
| 2 95%                | b Greensburg was created            |
| 3 the wind speed was | c create energy for the building    |
| 4 the solar panels   | d the size of tennis balls          |
| 5 a new and improved | e 320 km per hour                   |

6 Complete the text about rebuilding Greensburg. Use the words in the box.

mirror holes solar panels tubes sunlight  
 building sustainable electricity heat

Solar energy was used in the new building. <sup>1</sup> ... shines into these tubes. It's reflected through the tubes by a <sup>2</sup> ... and it lights up the room. A special cover on top of each tube keeps the <sup>3</sup> ... outside. Then large <sup>4</sup> ... were made and the <sup>5</sup> ... were placed inside them. For even more <sup>6</sup> ... energy <sup>7</sup> ... were built. When the panels receive sunlight, they turn it into <sup>8</sup> .... Solar panels can create enough energy to power the whole <sup>9</sup> ....

7 Watch the video again and check your answers to Exercises 5 and 6.

## Your turn

8 Discuss the questions in groups.

- 1 What are the most common natural disasters in Romania?
- 2 Are there any buildings with solar panels in your town?
- 3 Do many people have solar panels on their houses in your town?
- 4 Do you think solar panels are a good idea? Why/Why not?

*In Romania, we have terrible floods ...*


## Reading An article

- 1 **Work with a partner. Look at the photos and answer the questions.**
  - 1 What can you see in each photo?
  - 2 What connects the photos?
- 2  **Read the article about renewable energy. Match the renewable energies in the photos with the countries in the text.**
- 3 **Read the article again and answer the questions.**
  - 1 Where does Minnesota get its biomass from?
  - 2 What two benefits does using biomass have for the environment?
  - 3 Why is the sun so important in Australia?
  - 4 What two results has the use of solar power had in Australia?
  - 5 Why has Britain got lots of sea and wind?
  - 6 Which wind farm will produce more electricity?

### Explore phrasal verbs

- 4 **Look at the highlighted words in the text. Match the phrasal verbs (1–5) with the definitions (a–e).**

1 bring down	a build
2 keep on	b cut so it falls to the ground
3 put up	c reduce/make smaller
4 knock down	d fall to the ground
5 cut down	e continue

 **Vocabulary Bank • page 133**

### Your turn

- 5 **Make notes about the questions.**
  - 1 Why is renewable energy important for our world?
  - 2 What renewable energy is used in Romania?
  - 3 What do you do to save energy at home or at school?
- 6 **Ask and answer the questions in Exercise 5 with your partner. Use your notes to help you.**

## THREE COUNTRIES, THREE RENEWABLES

Humans are capable of producing energy that – unlike oil, natural gas and coal – does not damage the environment. We look at three countries and three different renewable energy sources.

**The USA** The USA has several renewable energy projects. A lot of power stations use biomass to produce energy. Biomass is anything natural – plants and trees mostly – and it can be used to produce electricity. In a recent storm in Minnesota, over 3,000 trees were **knocked down** by strong winds. The wood from the trees was burned to produce energy. The state also wants to **cut down** 40,000 more trees because they are diseased. Of course, new trees are planted in place of the old ones, which also helps the environment.



wind turbines



**Australia** It's certainly sunny in Australia. The country gets more than 3,500 hours of sunlight a year – that's ten hours a day – and solar energy is big business. Australia has spent a lot of money on solar energy. Solar panels power houses, schools, businesses and factories all over the country. About a quarter of all homes in South Australia use solar power. Australian solar power has **brought down** the country's energy bills and has had a very positive environmental effect. If Australia **keeps on** spending money on energy, it is thought that by 2030, 50% of Australia's energy could come from renewable sources.



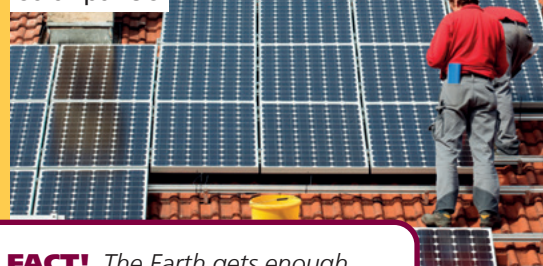
biomass



**The UK** Everyone knows that in the UK it's not sunny very often! Britain only gets between 1,200 and 1,600 hours of sunlight a year. So it's clear that solar power isn't big in Britain. But Britain has other renewable sources that can produce energy. It's an island so the British government is taking advantage of the often windy conditions and is **putting up** wind farms off its coasts. In Cumbria, in the north-west of England, enough energy is produced by more than 100 turbines to power over 320,000 homes. On the other side of the country, there is a wind farm with 88 wind turbines off the coast of Norfolk.



solar panels



**FACT!** The Earth gets enough sunlight in one hour to give energy to the whole world for one year.

# Speaking Apologising and explaining



## Real talk: Do you do any volunteer work?

### 1 Watch the teenagers in the video. Which volunteer work do they do?

- babysitting
- help in after-school clubs
- cleaning the school
- read to older people
- pick up litter
- teach children English
- help in school garden
- help older people with their animals

### 2 Do you do any volunteer work?

### 3 Jessica meets her friend Oliver. How many excuses does Jessica give?

### 4 Complete the conversation with the phrases in the Useful language box.

#### Useful language

I'm really sorry.	Oh well, never mind.
I'm sorry.	The thing is, ...
I really meant to come, honest!	I'll (come next week), I promise.
I completely forgot.	The problem was, ...

**Oliver:** Hello Jessica. What happened to you yesterday?

**Jessica:** Yesterday? What do you mean?

**Oliver:** We were planting vegetables in the school garden.

**Jessica:** Oh, yes! I'm <sup>1</sup>.....*sorry*..... I completely <sup>2</sup>.....

**Oliver:** Jessica, I sent you a text to remind you!

**Jessica:** Yes, I know, I really <sup>3</sup>..... to come, honest! The problem <sup>4</sup>..... my alarm clock was broken.

**Oliver:** Well it was only a couple of hours, not all day.

**Jessica:** Yes, I know. I <sup>5</sup>..... sorry, Oliver. <sup>6</sup>..... is, I had a lot of chores to do too and because I slept late, I didn't have time.

**Oliver:** Oh well, <sup>7</sup>..... mind. How about next week? We're planning to plant some fruit trees.

**Jessica:** Great! I'll come next week, <sup>8</sup>.....!

### 5 Listen again and check your answers.

### 6 Work with a partner. Practise the conversation in Exercise 4.

### 7 Change the words in bold in the conversation. Use the information below. Take turns to apologise to a friend and explain what the problem was.

#### Situation 1

You forgot to go with your friend to see an exhibition about Earthships. Now your friend is angry.



#### Situation 2

You didn't help your friend write an article about recycling. Now your friend is upset.





## Writing A newspaper article

- 1 Look at the photos and read the article from a school newspaper. What did the volunteers do?

### A RIVER OF HELP

LAST SUNDAY ABOUT 100 PEOPLE WENT TO LONGLEY NATURE RESERVE TO CLEAN UP THE RIVER. THE EVENT WAS ORGANISED BY THE CLEANUPRIVERS PROJECT, WHICH HELPS TO PROTECT THE ENVIRONMENT.

'Every summer local volunteers collect rubbish which is thrown in the river,' John Sanders, from Cleanuprivers told me. This time I was one of them. We picked up hundreds of plastic bottles, food packets and drinks cans. But that's not all that's in the river. 'We also found car tyres, a fridge and an old bed!' one volunteer said.

The clean-up also removes non-native plants from the river. These plants kill off native species and affect biodiversity. At Longley we cut down Himalayan Balsam. 'It's a beautiful plant, but dangerous because it covers everything,' said the local plant expert, Lynn Douglas. The clean-up was hard work but fun, and the river looked great! So when is the next event? Check the Cleanuprivers.org web page. Report by Chris Davies



- 2 Read the newspaper article again. Put the information in the correct order.

- What is happening next?
- When did they do it? 1
- What did they do?
- What was the opinion of the event?
- Who was involved?

#### Useful language

##### Using direct speech

When writing newspaper articles, use direct quotes.  
*'Every summer, ... in the river,' John Sanders ... told me.*

- 3 Look at the Useful language box. Find more examples of direct speech in the text. What is the punctuation for exclamations?
- 4 Write these direct speech sentences with the correct punctuation.
- 1 What happened to the river she asked  
*'What happened to the river?' she asked.*
  - 2 It's amazing said Abby
  - 3 Meet me at the river she told me
  - 4 We have to clear out all this rubbish she said
  - 5 Are you coming to the next event I asked Tom



#### Get writing

##### PLAN

- 5 Plan your newspaper article about an event (sport, cultural) in your area. Make notes on the things in Exercise 2 and use the same structure.

##### WRITE

- 6 Write your article. Use your notes from Exercise 5 and the model text to help you.

##### CHECK

- 7 Can you say YES to these questions?
- Is the information from the plan in your article?
  - Have you used some direct speech in your article?

## Vocabulary

1 Complete the text with the correct form of the words in the box.

bullying hand in homework get detention  
cheat in a test on time wear a uniform  
get good marks write lines

I like my school but there are a few rules that we have to follow. We have to <sup>1</sup> wear a uniform – it's a white shirt and a black skirt or trousers. In the morning, if you aren't <sup>2</sup> ..., you have to write your name in the late book. We have to <sup>3</sup> ... on Friday morning – we get it twice a week. If we forget we <sup>4</sup> ... – this means we have to stay after school and <sup>5</sup> ... I study hard and I usually <sup>6</sup> ... I've never <sup>7</sup> ... and anyone who tries to cheat gets into trouble. All the students in my school are kind and friendly – there's no <sup>8</sup> ... – it's a great school.

2 Complete the phrases with *make* or *do*.

- |                                 |                       |
|---------------------------------|-----------------------|
| 1 ... <u>make</u> ... a mistake | 4 ... your homework   |
| 2 ... something interesting     | 5 ... a phone call    |
| 3 ... friends                   | 6 ... the right thing |

3 Write the material for each object.



1 *glass*

4 Complete the text with the words in the box.

consume saves leave wastes reduce  
switch off turn down

People generally <sup>1</sup> consume a large amount of energy every day. There are a number of ways to <sup>2</sup> ... your energy bills and help the environment at the same time. <sup>3</sup> ... your heating in the winter – wear an extra sweater instead! Using cold water to wash clothes also <sup>4</sup> ... energy. <sup>5</sup> ... appliances when you are not using them. Some people <sup>6</sup> ... their TV or computer on standby all night and that <sup>7</sup> ... a lot of electricity.

## Explore vocabulary

5 Complete the text with the words in the box.

propose vote together throw away  
shaped match decorations reuse (x2)

**Adam:** We need to decide on the theme for the end-of-school party. What does everyone <sup>1</sup> propose ?

**Bella:** What about a ball with an eco theme?

**Adam:** Okay. What do you mean?

**Bella:** Well, we could <sup>2</sup> ... coloured waste paper to make <sup>3</sup> ...

**Chris:** That's a good idea – we <sup>4</sup> ... a lot of paper and it's a good way to <sup>5</sup> ... it.

**Adam:** Good, so who wants to make them?

**Chris:** Bella and I can do that <sup>6</sup> ...

**Bella:** Could we have paper plates <sup>7</sup> ... like leaves?

**Chris:** How does that <sup>8</sup> ... the eco theme?

**Bella:** Trees – the environment ...

**Adam:** Oh okay, yes. Right, let's <sup>9</sup> ... Who's in favour of the eco-theme ball?

**All:** Yes!

6 Complete the sentences with the correct form of the phrases in the box.

pick-up find out write out work out  
try out keep on put up knock down  
cut down

- George picked up French really quickly when we went to Paris.
- My dad ... a tree house for us in our garden when we were young.
- I'm going to ... my new bike at the weekend.
- A:** I can't ... the answer to this Maths problem.  
**B:** I know it's difficult, but you should ... trying to find the answer.
- We need to ... about renewable energy in our country for a school project.
- They had to ... that beautiful old tree in our street – it was dangerous.
- Can you ... your full name and address here, please?
- Did you know that they are going to ... that building? It's old and dangerous.

## Language focus

### 1 Complete the sentences with the verbs in brackets. Use the second conditional.

- If you *were* (be) more confident, you *would make* (make) make more friends.
- If he .... (not go) to school, he .... (be) bored.
- If they .... (wear) uniforms, they .... (look) the same.
- We .... (have) more free time if we .... (not have) so much homework.
- You .... (not be) so tired if you .... (not stay) up late.
- If she .... (study) harder, she .... (get) better marks at school.

### 2 Write questions using the second conditional.

- What / you / do / if / you / see someone cheating in a test?  
*What would you do if you saw someone cheating in a test?*
- Where / you / live / if / you / can go anywhere in the world?
- If / you / win / 5,000 euros / what / you / do?
- If / your friend / not answer / your email / what / you / say?
- If / you / not pass / your next test / you / feel upset?

### 3 Rewrite the sentences using the present simple passive.

- They recycle these metal tins.  
*These metal tins are recycled.*
- They make these sweaters from plastic bottles.
- They use corn to make heating oil.
- They produce electricity from this water.
- They build these houses from organic materials.
- Solar energy heats the water.

### 4 Complete the sentences with the past passive of the verbs in the box. Then write a question for each statement.

discover   build   make   destroy   grow   not eat

- The first talking film *was made* in 1927.  
When *was the first talking film made*?
- Tea .... in China 4,000 years ago.  
When .... in China?
- Gold .... in California in the 19<sup>th</sup> century.  
Where .... in the 19<sup>th</sup> century?
- Pompeii .... by a volcanic eruption in 79 AD.  
When .... by a volcanic eruption?
- Tomatoes .... in Europe until the 16<sup>th</sup> century.  
When .... in Europe?
- The first public railways .... in England in the 19<sup>th</sup> century.  
Where ....?

## Language builder

### 5 Choose the correct words to complete the conversation.

- Tom:** If you <sup>1</sup> *a* your own blog on the Internet, what <sup>2</sup> .... about?
- Hanna:** About the environment. Lots of blogs about the environment <sup>3</sup> .... on the Internet, but not many of them <sup>4</sup> .... for teenagers. We <sup>5</sup> .... help the planet. If we <sup>6</sup> .... something now, then it <sup>7</sup> .... too late.
- Tom:** I agree. I read about a music blog. It <sup>8</sup> .... by a teenager a couple of years ago. It <sup>9</sup> .... by thousands of people and later he became a music journalist.
- Hanna:** So if my blog <sup>10</sup> .... popular, then someone <sup>11</sup> .... me a job as a journalist, too!
- Tom:** Who knows? I think I <sup>12</sup> .... a blog. Let's write it together.

- |                         |                  |                      |
|-------------------------|------------------|----------------------|
| 1 a wrote               | b would write    | c will write         |
| 2 a will it be          | b would it be    | c is it              |
| 3 a published           | b are published  | c publish            |
| 4 a are written         | b are writing    | c are write          |
| 5 a need to             | b needn't        | c shouldn't          |
| 6 a are not doing       | b not do         | c don't do           |
| 7 a is                  | b would be       | c will be            |
| 8 a started             | b was starting   | c was started        |
| 9 a read                | b was reading    | c was read           |
| 10 a becomes            | b is becoming    | c would become       |
| 11 a will probably give | b gives probably | c probably is giving |
| 12 a started            | b might start    | c am starting        |

## Speaking

### 6 Match the sentences.

- I need your advice. *b*
  - What do you think I should do?
  - I'm really sorry.
  - I sent you a text to remind you!
  - Have you tried talking to him?
  - Oh well, how about next week?
- a If I were you, I wouldn't listen to him.  
b What's the problem?  
c Yes, I know. I really meant to come, honest!  
d No, I haven't – that's a good idea.  
e Okay, never mind.  
f Yes, great, I'll come.



# Evaluation test

## Language focus

**1 Complete the sentences with the correct form of the verbs in brackets. Use the second conditional.**

- If I ..... (have) more time, I ..... (play) tennis daily.
- If you ..... (study) harder, you ..... (do) better in your exams.
- I ..... (not spend) so much time with you if I ..... (not like) you.
- If my parents ..... (have) a garden, they ..... (grow) a lot of vegetables.
- You ..... (not get) so tired if you ..... (not sit) in front of a computer all day!

\_\_\_\_\_/ 5

**2 Complete the sentences. Write ONE word in each gap.**

- If you ..... not have so much homework, what would you do every day?
- Who ..... you like to meet if you could meet anyone in the world?
- What would you buy ..... you had €1 million?
- If you ..... live anywhere, where would you live?
- What would you do if you ..... me?

\_\_\_\_\_/ 5

**3 Complete the sentences with the correct form of the verbs in the box.**

tell not finish lose have be

- If you ..... a lot of money, how would you spend it?
- My dad ..... me I couldn't go out if I did something wrong.
- I wouldn't stay late at the party tonight if I ..... you. We've got school tomorrow.
- What would happen if you ..... your phone?
- Would teacher be cross if we ..... our project?

\_\_\_\_\_/ 10

**4 Choose the correct answer: a, b or c.**

What would your life be like if you were famous? I can't imagine! And if I <sup>1</sup>..... a famous sportsperson, say, I wouldn't be able to speak because <sup>2</sup>..... too nervous! How <sup>3</sup>..... you behave if you saw your favourite tennis player? Would you ask for their autograph? <sup>4</sup>..... to take a photo and then put it on my wall if I <sup>5</sup>..... the opportunity.

- |              |            |             |
|--------------|------------|-------------|
| 1 a meet     | b met      | c have met  |
| 2 a I'd be   | b I was    | c I've been |
| 3 a could    | b did      | c would     |
| 4 a I wanted | b I'd want | c I want    |
| 5 a had      | b have     | c have had  |

\_\_\_\_\_/ 10

## Vocabulary

**5 Choose the correct answer: a, b or c.**

When I was at school, students got <sup>1</sup>..... for doing different things well. The person who had the most always got a prize. I never won anything because I didn't really <sup>2</sup>..... my homework well, and it was never <sup>3</sup>..... time. What's more, I didn't <sup>4</sup>..... friends easily so I was quite lonely. Now I'm a teacher and I <sup>5</sup>..... the decision not to have such competitions in my class.

- |           |              |         |
|-----------|--------------|---------|
| 1 a lines | b punishment | c marks |
| 2 a do    | b make       | c have  |
| 3 a at    | b in         | c on    |
| 4 a do    | b make       | c get   |
| 5 a gave  | b did        | c made  |

\_\_\_\_\_/ 5

**6 Complete the sentences with words in the box.**

pick try write find work

- I usually ..... up a lot of new words if I'm in another country.
- I need to ..... out more about my country's history. I'll look on the Internet.
- I can't read my notes. I think I'll ..... them out again.
- I need to ..... out the answer to this Maths question.
- My school wants to ..... out a new timetable, to see if it's successful.

\_\_\_\_\_/ 5

## Writing

**7 Read an email from your friend, Sam. Answer him, giving some advice. Use *should* ('nt), *need* ('nt). Write 80–100 words.**

From: Sam

To:

My two best friends are going on a camping trip with their family, and they've asked me to go with them. But my parents have said no. They think I'm too young, and anyway they want me to go on holiday with them – and my little sister. Boring! What should I do?

\_\_\_\_\_/ 10

\_\_\_\_\_/ 50



# 4 Evaluation test

## Language focus

1 Complete the sentences with the correct form of the verbs in the box. Use the present simple passive.

not grow   manufacture   show   not sell   use

- Tea ..... in many northern countries – it's too cold.
- A lot of cars ..... in huge factories in Germany.
- The sun's energy ..... to heat the school swimming pool.
- In supermarkets, milk ..... in glass bottles any more.
- A different film ..... at our local cinema every week.

\_\_\_\_ / 5

2 Rewrite the sentences. Use the past simple passive.

- My favourite author wrote this book.
- A boy from our school won the competition!
- A famous film star wore that dress.
- My grandparents bought my cinema ticket.
- My sister took this picture.

\_\_\_\_ / 10

3 Write the words in the correct order to form questions. Use the present simple or past simple passive.

- When / the Olympic Games / hold / in London?
- Where / mobile phones / manufacture / now?
- Who / television / invent / by?
- many films / make / in the US / each year?
- that picture / paint / by your uncle?

\_\_\_\_ / 10

4 Choose the correct answer: a, b or c.

Is a lot of energy wasted in your house? Our house <sup>1</sup>..... built in the 1980s so it isn't very energy efficient. One reason for that is because solar energy <sup>2</sup>..... much in those days. The walls <sup>3</sup>..... made of bricks and cement but they're not very thick. Today a lot of houses are designed <sup>4</sup>..... architects who specialise in green technology. You can even buy a house that is completely made <sup>5</sup>..... recycled materials.

- |                 |              |              |
|-----------------|--------------|--------------|
| 1 a is          | b did        | c was        |
| 2 a wasn't used | b isn't used | c didn't use |
| 3 a was         | b are        | c have been  |
| 4 a from        | b of         | c by         |
| 5 a for         | b of         | c with       |

\_\_\_\_ / 5

## Vocabulary

5 Complete the sentences with a suitable verb. The first letter is there to help you.

- It's important to take your glass bottles to a bottle bank.  
It's important to r \_\_\_\_\_ your glass bottles.
- We shouldn't put our plastic shopping bags straight into the waste.  
We should try to r \_\_\_\_\_ our plastic shopping bags, if possible.
- It's almost impossible not to use energy nowadays.  
It's almost impossible not to c \_\_\_\_\_ energy nowadays.
- We should all try not to use more energy than we need.  
We should all try not to w \_\_\_\_\_ energy.
- Why don't you lower the temperature and put on a sweater instead?  
Why don't you t \_\_\_\_\_ down the heating and put on a sweater instead?

\_\_\_\_ / 5

6 Complete the text with the words in the box.

put up   throw away   knock down   cut down   keep on

We probably all need to find out more about how to help the environment. For example, my mum is trying to reduce the amount of food rubbish we <sup>1</sup>..... like paper and plastic, by buying products that don't have lots of wrapping on them. But it's hard to <sup>2</sup>..... doing it because she's so busy. And sometimes trees are <sup>3</sup>..... because we need more houses and more roads. But when my grandad needed a new home, he tried not to do that. Instead, he decided to <sup>4</sup>..... his old house, which was always really cold in winter. And he <sup>5</sup>..... a new, more energy-efficient one. It was expensive – but now he's saving lots of money!

\_\_\_\_ / 5

## Writing

7 Write an email to your friend (80–100 words) about an event in your town or area that you have participated in. In your email, include this information:

- tell your friend what kind of event it was
- explain what you did at the event
- say whether you think the event was a success.

\_\_\_\_ / 10

\_\_\_\_ / 50

**Total:** \_\_\_\_ / 100



# Trends



In this unit ...



Milan fashion week p63



Inside the guitar p66



Music and fashion p68



CLIL Trendsetters p152

## Vocabulary

- Clothes
- Words in context
- Adjectives and dependent prepositions
- Compound nouns

## Language focus

- *used to* and *would*
- Future in the past
- Past perfect simple
- Past perfect continuous
- Past perfect continuous vs. past continuous

## Unit aims

### I can ...

- talk about the kind of clothes I like to wear.
- understand short online texts about fashions and an article about style icons.
- talk about past habits and experiences.
- talk about the future from a time in the past.
- understand a radio interview with an actor.
- buy clothes in a shop.
- write an argumentative essay

## BE CURIOUS



What can you see in the photo?

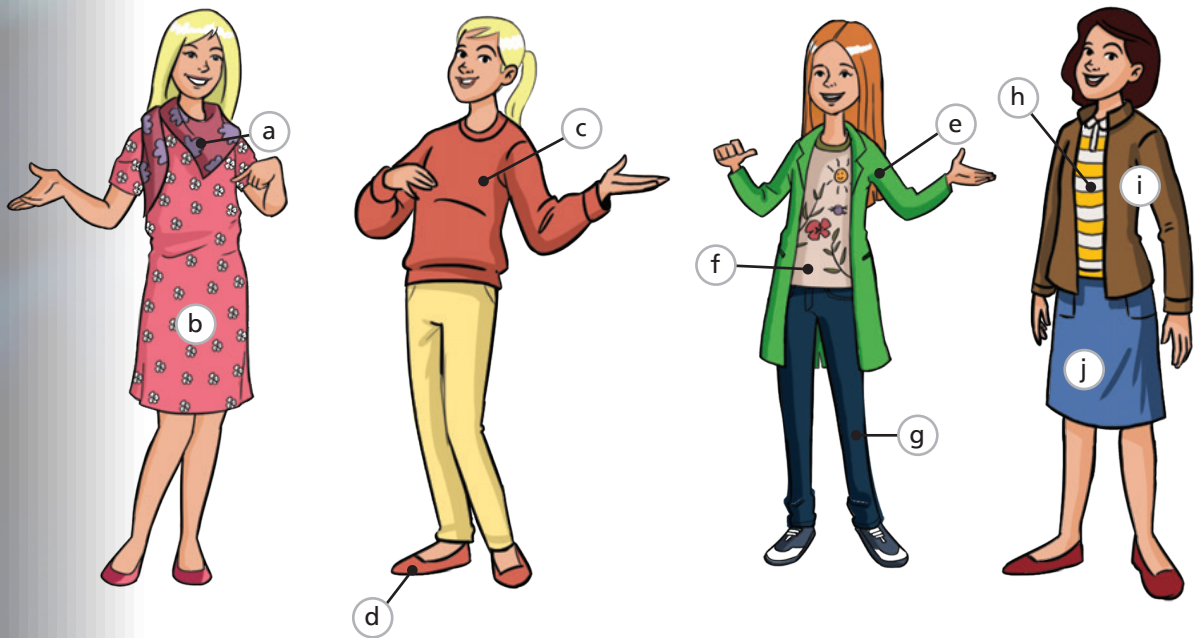
### Start thinking

- Where is the girl? What is she doing?
- What do you like doing with your friends in your free time?
- How is this different from what your parents like doing?

# Vocabulary Clothes


- 1  Match the phrases in the box with the clothes (a–j) in the pictures. Then listen, check and repeat.

a leather jacket a stripy shirt a silk scarf a cool T-shirt flat shoes tight jeans  
a flowery dress a denim skirt a baggy jumper a fitted coat



- 2 Look again at the phrases in Exercise 1. Find words that describe:

- a the material the clothes are made from
- b the pattern on the material
- c the size or shape
- d a personal opinion about the clothes

- 3  Listen to three people talking about the clothes they are wearing. Find the people in the pictures.

## Your turn

- 4 Look again at the phrases in Exercise 1. Change the adjectives to create new phrases to describe clothes you like wearing.

*leather jacket – denim jacket,  
tight jeans – baggy jeans*

- 5 Ask and answer the questions with your partner.

- 1 Which of the clothes in the pictures and in Exercise 1 do you have in your wardrobe?
- 2 How often do you wear them?
- 3 What kind of clothes do you like wearing? Why?
- 4 Do your parents ever tell you what to wear? When? Are you happy to wear the clothes they suggest?

In my wardrobe, I've got a really baggy jumper. It's horrible!

Me too! My aunt gave it to me for my birthday but I never wear it.

# Reading Short online texts

1 Read the introduction to the quiz and answer the questions.

QUIZ

## TEENAGE FASHIONS

from the past

How much do you know about teenage fashions? Test yourself with our quick fashion quiz. Look at the photos.

- What order do they come in, from the earliest to the most recent?
- What did the different groups use to call themselves? Can you remember their names?



2 Read the text and check your answers.

**A** Teddy boys and girls first appeared on the streets of Britain in the 1950s. They loved rock and roll music and they used to dress like the American teenagers in rock and roll movies. The boys wore long jackets and tight trousers. They wore their hair long at the front. They would put a lot of gel in it and wear it in a quiff. The girls used to wear wide skirts and high ponytails.

**B** The hippy fashion started in the late 1960s. It was a very relaxed style and very different from the formal clothes Teds used to wear. Hippies wore loose clothes, with colourful flowery patterns. Men had long hair and beards. Women had long hair too and they used to wear long scarves and Indian jewellery.

**C** The first punks appeared on the streets of London in the late 1970s. They didn't use to spend a lot of money on clothes. Their favourite colour was black. They wore tight trousers with holes and baggy T-shirts with offensive words and expressions on them. They had dyed hair – pink or green or blue – and they used to wear dog collars as necklaces and safety-pins as earrings. They decided they would shock people and break the rules.

**D** This colourful, creative style started in the early 1980s. New Romantics loved unusual clothes that often looked like costumes from a pirate film and both girls and boys used to wear extravagant make-up. They thought their fashion would be a reaction to the dark side of punk.

**FACT!** 81% of teens get their ideas for clothes and fashion from friends and classmates and not from magazines or TV.

3 Read the text again. Complete the sentences with Teds, Hippies, Punks or New Romantics.

- 1 Punks didn't like rules.
- 2 .... copied a style from another country.
- 3 The styles of both .... and .... developed in reaction to earlier fashions.
- 4 .... and .... wore clothes with lots of colour.
- 5 .... and .... had special hairstyles.
- 6 .... and .... wore tight trousers.
- 7 .... wanted to look like characters they saw in films.
- 8 .... were influenced by nature.

### Explore words in context

4 Find the words in the text and then look for examples in the photos. Which ones can you see?

quiff ponytail loose clothes  
dyed hair dog collar safety-pins  
extravagant make-up

### Your turn

5 Ask and answer the questions with your partner.

- 1 Are any of these fashions still common in Romania? If yes, which? Who wears them?
- 2 What styles are common among young people today? Do you like them? Why/Why not?



4



## Language focus 1

### used to and would

- 1 Complete the examples from the text on page 62. Then choose the correct words to complete the rules.

used to	
+	Both boys and girls <sup>1</sup> .... to wear extravagant make-up.
-	They <sup>2</sup> .... to spend a lot of money on clothes.
?	What <sup>3</sup> .... the different groups .... to call themselves? <b>Did</b> you <b>use to be</b> a hippy? Yes, I <b>did</b> . No, I <b>didn't</b> .
would	
+	They <sup>4</sup> .... put a lot of gel in it. They <sup>5</sup> .... paint flowers on their hands and faces. <b>Would</b> he <b>break</b> the rules? Yes, he <b>would</b> . No, he <b>wouldn't</b> .

- We use *used to* and *would* to talk about single events in the past / past habits.
- We only use *used to* / *would* with actions. We use *used to* / *would* with actions, states and feelings (*be, have, live, love, want, care, etc.*).

➔ Grammar reference • page 124

- 2 Complete the text with the correct form of *used to*. Use the verbs in brackets.

When my dad was a student, he <sup>1</sup>.... (be) a New Romantic. He and his friends <sup>2</sup>.... (go) to concerts together all the time. They <sup>3</sup>.... (like) wearing really extravagant clothes. They <sup>4</sup>.... (dress) as pirates and paint their faces. He <sup>5</sup>.... (have) long, blond hair, but then he started working in a bank in the city and he <sup>6</sup>.... (not go out) so much. He forgot about all the things he <sup>7</sup>.... (love) doing with his friends. Now he looks completely different!

- 3 Look at your answers in Exercise 2. Which verbs can you use with *would*? Then listen and check.

### Your turn

- 4 Is your life very different now? Use *used to* and *would* and write sentences to describe the differences between your life now and when you were nine.

When I was nine, I used to spend a lot of time with my parents, now I spend more time with my friends.

### ▶ Future in the past

- 5 Complete the examples from the text on page 62. Then complete the rules.

- 1 They decided they .... people and break the rules.
- 2 They thought their fashion .... a reaction to the dark side of punk.

- We use future in the past to talk about .... actions from a time in the .....
- To form the future in the past, we use *would* + the bare infinitive of the .....

- 6 Complete the sentences with the future in the past form of the verbs in brackets.

- 1 James decided he *...would stay...* (stay) at home for the summer holiday.
- 2 They expected she .... (apologise) for arriving late to the concert.
- 3 We thought Sarah .... (wear) one of her extravagant outfits at the party.
- 4 Everyone hoped the fashion event .... (be) a success.
- 5 I knew you .... (become) a fashion designer one day. You had so much talent from the very beginning!
- 6 She hadn't imagined she .... (look) prettier after changing her loose clothes with unusual ones.

Learn about fashion shows and being a top model.

- What do you know about Milan?
- Do you know the names of any famous Italian designers?
- Would you like to work as a catwalk model? Why/Why not?



Discovery  
EDUCATION

Milan fashion week

## Listening An interview

1 Work with a partner. Look at the photos and the poster and answer the questions.

- 1 Do you know anything about the film?
- 2 What do you think is the connection between the film and the two photos?
- 3 How has the world changed in the last 30 years?

2 Listen to an interview with a young actor, David, who is taking part in a theatre production of the film. Check your answers.

3 Listen again and choose the correct options.

- 1 The film first came out in 1980 / 1985.
- 2 In the film, Marty travels from the 1950s to the 1980s / 1980s to the 1950s.
- 3 In the theatre production, Marty travels from 2015 to the 1980s / 1950s.
- 4 The theatre production focuses on life now / in the past.
- 5 David's parents were teenagers in the 1950s / 1980s.
- 6 Teenagers were / weren't interested in the same things in the 1980s as they are now.
- 7 There were / weren't any touchscreens in the 1980s.
- 8 The presenter has / hasn't seen the show.



### Your turn

4 Ask and answer the questions with your partner.

- 1 Would you like to see the film or the show? Why/Why not?
- 2 Would you like to travel back in time to see your parents when they were teenagers?
- 3 Do you think their lives were very different from yours? If yes, in what way?

## Vocabulary Adjectives and dependent prepositions

5 Choose the correct prepositions to complete the sentences from the interview. Then listen and check.

- 1 I was really excited about / in working on the show.
- 2 I'm fascinated **about** / **by** that side of the show ...
- 3 ... what teenagers were interested **of** / **in** then ...
- 4 ... teenagers were keen **by** / **on** the same things, like ...
- 5 ... some people have been a little disappointed **by** / **of** the show.
- 6 ... we're really happy **in** / **with** it ...
- 7 ... and proud **of** / **on** all our hard work.
- 8 We aren't afraid **in** / **of** criticism you know!

### Your turn

6 Write five sentences that you think are true for your partner. Use some of the adjectives and prepositions from Exercise 5.

*I think you were disappointed by the result of the football match last night.*

7 Work with a partner. Ask and answer questions to find out if the sentences you wrote in Exercise 6 are correct.

Were you disappointed by the result of the football match last night?

No, I wasn't! My team won 3-0!

## Language focus 2

### ▶ Past perfect simple

1 Complete the examples from the listening on page 64. Then answer the questions in the box.

had hadn't (x2) seen thought

+	I <b>had</b> always <b>wanted</b> to be in a big show.
-	I <sup>1</sup> ... really ... about it before.
?	<sup>2</sup> ... you ... it before you started on the production? Yes, I <b>had seen</b> it twice. No, I <sup>3</sup> ... <b>seen</b> it.

- What do you use the past perfect simple to talk about?
  - an action that happened before another action
  - an action that happened after another action
- Which tense do you use to talk about the most recent of two past actions?
  - the past simple
  - the past perfect simple

➔ Grammar reference • pages 124–125

2 Choose the correct form of the verbs in the sentences below.

- My brother **told** / **had told** me about a new band yesterday. I **didn't hear** / **hadn't heard** of them before.
- When I got to the party last night, Jo **went** / **had gone** home, so I **didn't see** / **hadn't seen** her.
- We went to a great burger bar last weekend. I **wasn't** / **hadn't been** there before. The food **was** / **had been** really good.
- I **arrived** / **'d arrived** late for football last week, the match **started** / **had started** when I got there and the coach didn't let me play!

3 Complete the text with the correct form of the past simple or past perfect. Use the verbs in the box. Then listen and check.

get on not let wait have want sell out  
ask say put up see arrive be

The concert last night <sup>1</sup>... absolutely fantastic. We <sup>2</sup>... to see the band for a very long time, so when we <sup>3</sup>... a poster of the concert two months ago at a bus stop, we were very excited. We <sup>4</sup>... our parents if we could go and they <sup>5</sup>... yes! They <sup>6</sup>... us go to a concert on our own before and we were really excited.

A month later, we <sup>7</sup>... a train to go and buy the tickets. We <sup>8</sup>... at the ticket office the night before with a tent. A lot of other people <sup>9</sup>... their tents on the street before us. The next day we <sup>10</sup>... for five hours until at last we <sup>11</sup>... the tickets in our hands. Five minutes later, all the tickets <sup>12</sup>...! We were so lucky! And the concert was brilliant.

➔ Say it right! • page 117

### ▶ Past perfect continuous

4 Look at the examples from the listening on page 64. Then choose the correct words to complete the rules.

- By the time he was 16, David **had been acting** on stage for several years.
- The producers **had been working** on this project **long before** we met.
- We'd **been working** so hard on this play, I felt we **hadn't seen daylight for months!**

We use the past perfect continuous to talk about <sup>1</sup> a present / past event that was in progress up to a certain point in the <sup>2</sup> present / past, and to focus on <sup>3</sup> how long / how often it had been happening.

➔ Grammar reference • page 125

5 Complete the conversation with the past perfect continuous form of the verbs in brackets.

A: I had a terrible migraine last week.  
B: Oh, no! What <sup>1</sup> ... (do)?  
A: <sup>2</sup>... (rehearse) for my new play. It was on Friday. I <sup>3</sup>... (not do) it long when I felt pain in my head and my eyes suddenly got blurry. When I finally saw the doctor, I <sup>4</sup>... (wait) for two hours! He was late because he <sup>5</sup>... (operate) on another patient. But he was able to help me. I feel better now.

### ▶ Past perfect continuous vs. past continuous

6 Look at the example sentences and complete the rule.

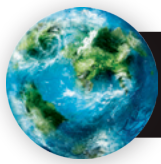
- Kim met Sam when she **was going out** with his cousin.
- I first met them when they **had been going out** for two years.

We can use the past continuous instead of the past perfect continuous if we **are / aren't** interested in how long the activity went on before a particular past time.

➔ Grammar reference • page 125

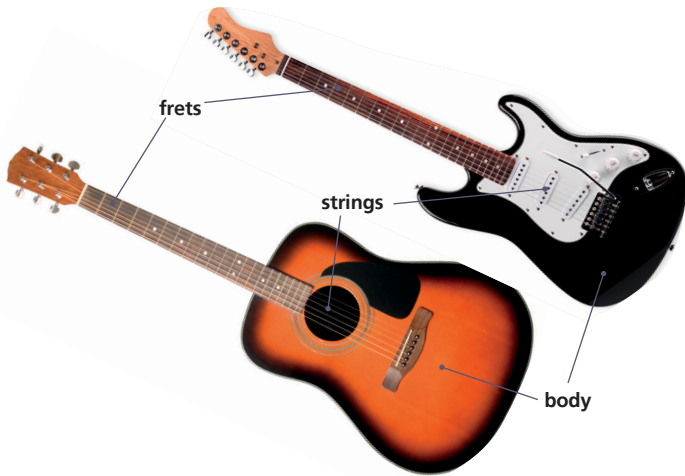
7 Choose the correct form of the verbs in the sentences below.

- He heard noises upstairs. The cat **was** / **had been playing**.
- Paul went into the bedroom. There was no one there but the TV **was** / **had been watching** it.
- I **was** / **had been playing** the piano when the phone rang.
- I can't feel my legs. I **was** / **'d been walking** all day.



# Discover Culture

**1** **Work with a partner. Look at the photos. What's the main difference between the two guitars? What do they have in common?**



**2** **Work with a partner. Discuss these questions.**

- 1 In what kind of places can you see the two different types of guitar?
- 2 What kind of people do you associate with each type of guitar?

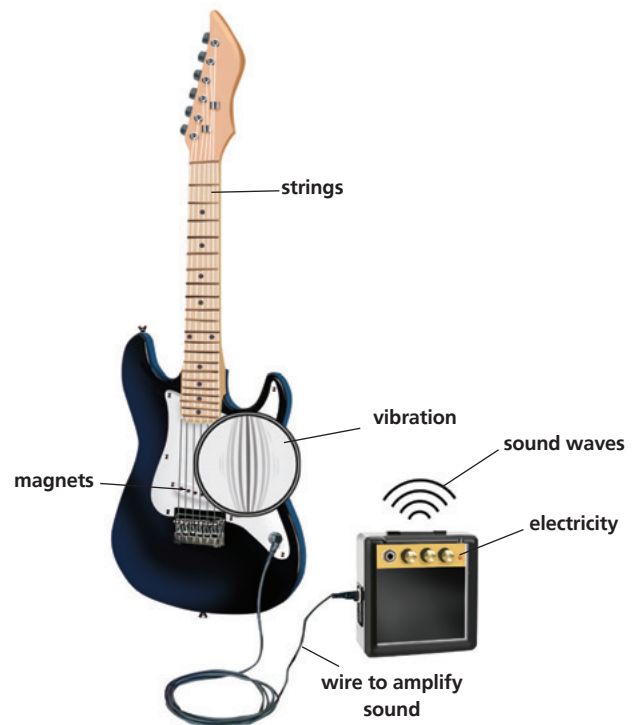
*Traditional guitar: classical musician ...*

*Electric guitar: pop star ...*



**6** Look at the diagram. Can you explain how an electric guitar works?

*They put magnets under the strings. The magnets ...*



**7** Watch the video from 02.10 to 02.37 and check your answers.

## Your turn

**8** Ask and answer the questions with your partner.

- 1 Do you play the guitar or know anyone who plays the guitar? What type of guitar do they play?
- 2 Do you often see people playing the guitar, or other musical instruments, on the street in your town?
- 3 Have you ever learned to play an instrument? If yes, what and why? Do you still play it? If no, which instrument would you like to learn to play? Why?

Find out about how guitars are made.



**3** Watch the video. What is the main focus?

- a The history of both types of guitars
- b How an electric guitar works
- c How an electric guitar is made

**4** Test your memory. Can you answer the questions?

- 1 Which type of guitar is shown first?
- 2 Where do we first see traditional guitars?
- 3 Which kind of guitar is produced in the factory?
- 4 What part of the guitar is made by machines?
- 5 Which parts are added by hand?
- 6 What do we see in the last shot?

**5** Watch the video again and check your answers.

# Retro BRITAIN

There are lots of icons which represent the UK but some only symbolise the Britain of the past ...



UNIT 5



## THE BEATLES

The 'Fab Four', the most popular guitar band of all time, are known and loved all over the world! They released their first album more than 50 years ago but their songs are still as popular as ever. The band went through a number of style changes over the years from 1959 to 1970, but this image of the young band in their cool suits and short hairstyles would remain the most iconic.

## THE RED TELEPHONE BOX

The first telephone box was designed in the 1920s, when very few people had telephones at home. People don't use them anymore, but they still decorate some street corners, especially in tourist areas. You used to put a penny into it to make a call. In the 1930s, domestic phones appeared but they didn't have a keypad like modern phones, in fact they looked something like this. People used to get tired of dialling the numbers!



## THE MINI

In 1959, the most famous car in the British motor industry arrived: the Mini! It was a car popular with both the rich and the famous – everybody loved the Mini. Before production stopped in 2000, nearly six million people had bought one and had been driving one! Now there is a new Mini on the streets, but it's not British anymore – it's German! The first Mini cost just £500. Nobody thought the new German Mini would cost as much as £16,000 later on!

## THE BLACK CAB

The London cab is the icon that has survived the longest, but, of course, the design has changed a lot! The first cabs, introduced in the 17<sup>th</sup> century, were pulled by horses. Although traditionally black, they also come in other colours, including gold! Nowadays more and more cabs are being covered all over in advertising. Today, you can also travel in them in other world cities but it will cost you a little more than the original taxi fare of sixpence!



## Reading A magazine article

- 1 Work with a partner. Look at the photos. What do they show? Do you think all these things are still common or popular in the UK?
- 2 Read the magazine article and check your answers.
- 3 Read the article again. What do the four icons have in common?
  - a Their appearance has changed a lot over time.
  - b They are all icons from the 20<sup>th</sup> century.
  - c They've all survived as icons for at least 50 years.

### Explore compound nouns

- 4 Match words from box A with words from box B to form compound nouns. Then find the compound nouns in the text and check your answers.

*guitar band*

A guitar style telephone street motor taxi

B box corners band industry fare changes

**FACT!** There used to be 80,000 red telephone boxes in the UK, but there aren't many of them left now.

- 5 Which words from the list do **not** combine with the words in bold to form compound nouns?

- 1 guitar: string, bag, music
- 2 style: icon, consultant, model
- 3 telephone: call, number, name
- 4 street: house, art, fashion
- 5 motor: show, vehicle, driver
- 6 taxi: cab, driver, call

Vocabulary Bank • page 134

### Your turn

- 6 Ask and answer the questions with your partner.
  - 1 What people or objects are icons in Romania?
  - 2 When did they first become popular?
  - 3 Are they still popular nowadays?
  - 4 Do you think they are positive symbols of your country and culture? Why/Why not?

I think the most famous pop group is probably ...

On the streets in Romania, there are lots of ...

# Speaking Buying clothes

**Real talk:** What music and fashion were your parents into when they were growing up?



**1** Watch the teenagers in the video. Match the sentences (1–6) with the music or people in the box.

disco the Beatles punk Michael Jackson classical and pop no music

- 1 My parents liked really different things.
- 2 They were more into fashion, especially my mum.
- 3 There are no photos, so I don't really know.
- 4 My grandmother still remembers seeing a famous group.
- 5 They still listen to the music and do the dances!
- 6 They looked the same and wore the same clothes.

**2** What music and fashion are *you* into?

**3** Listen to Olivia and her friend Raquel. What does Olivia buy?

**4** Complete the conversation with the phrases in the Useful language box.

### Useful language

How about this top?  
 You look great!  
 Where are the changing rooms?  
 They're my size, too.  
 Do you think the top suits me?  
 They don't fit very well.

**Olivia:** Right, I'm looking for a top for your party, and maybe a pair of jeans.  
**Raquel:** OK. <sup>1</sup>...*How about this top*...? You look good in purple.  
**Olivia:** Yes, it's really pretty. Oh, *these* are nice jeans and <sup>2</sup>..., too. This style is in at the moment. What do you think?  
**Raquel:** Mmm. I'm not so sure. Why don't you try them on?  
**Olivia:** OK. Where <sup>3</sup>...?  
**Raquel:** Over there on the right. Come on!  
**Olivia:** So, do you think <sup>4</sup>...?  
**Raquel:** Yes, you <sup>5</sup>...!  
**Olivia:** Yes, I like it too, and it's half price. I think I'll get it.  
**Raquel:** What about the jeans?  
**Olivia:** They don't suit me, and they don't <sup>6</sup>.... They're a bit tight.  
**Raquel:** Yeah, I see what you mean. What a shame!  
**Olivia:** Never mind, maybe we'll see some in the next shop.  
**Raquel:** You're joking! I think I've had enough!



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

**6** Work with a partner. Practise the conversation in Exercise 4.

**7** Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.



You want to buy a new shirt, blouse or top for an end-of-school party. You look good in blue.



You want to buy a new pair of jeans or trousers for the school disco next weekend. You prefer black.

# Writing An essay



**1 Look at the photo and read the essay. Choose the best title.**

- a How much does fashion influence the lives of teenagers today?
- b Are teenagers too dependent on fashion?

These days fashion is an integral part of teenagers' lives. Lots of clothes shops come out every week with new clothing items designed for them and the younger generations (among them the Millennials and Gen Z) that are willing to follow the latest fashionable trends by purchasing clothes and accessories. Teenagers are indeed very concerned about their looks and sometimes they even obsess with brands and with a certain image they want to promote about themselves. But is it a good thing that fashion means so much to them nowadays? In my opinion, this has both its pros and cons.

Firstly, fashion is a very good way for teenagers to express themselves, to get themselves noticed and make friends. What's more, fashion helps teenagers find out who they are and feel more confident about who they are and what they like. In this regard, celebrities have a big impact on teenage fashion. Teenagers choose their role models among music artists and actors via social media and fashion shows, and that helps them find inspiration and maybe create their own style. Who hasn't hoped they would have the looks of their favourite superstar or even be famous one day? However, not all of the teenagers know how to choose those models. Personally, I think some of them are a bad influence through vulgarity and too much skin showed on stage.

On the other hand, fashion can easily become an addiction when it turns out to be more than a way to look nice and attractive to others. Many teenagers have involved themselves so much with fashion that they don't have time for anything else. Looking trendy and cool among people of their age is their main purpose, so they spend most of their time reading fashion magazines, watching shows and shopping. They wear certain brands because they feel that if they didn't, they wouldn't be worthy enough. Just because other teenagers have the latest brand and you don't, doesn't mean you aren't special!

To sum up, I believe using fashion as a tool to express yourself, look nice, confident and attractive to others is fine, whereas being a brand addict to please others, pretending to be someone else just to fit in is wrong.

**2 Read the essay again and identify which paragraph each of these points is in.**

- a a personal opinion (two paragraphs)
- b a summary of the arguments
- c an argument in favour of your opinion
- d another argument to support your opinion

### Useful language

**Linking phrases**

We use linking words and phrases to show contrast:  
*Using fashion as ... is fine, **whereas** being a brand addict is ...*  
 or to show the order of arguments:  
***Firstly**, fashion is a very good way for teenagers to ...*

**3 Find the words or phrases in the text for each category in the Useful language box.**

**4 Complete the sentences with the phrases in the box.**

however    what's more    whereas

- 1 Wearing brand clothes is cool. .... not everyone has the money to buy them.
- 2 .... Gen X prefers fast fashion, Generations Y and Z are more into eco-friendly fashion. ...., Gen Y and Z are also very selective when it comes to fabrics and where the clothes are made.



### Get writing

#### PLAN

**5 Plan an essay for one of the titles below. Use Exercise 2 to help you decide what to put in each paragraph.**

- Is fast fashion bad for the planet?
- Should eco-friendly fashion be encouraged?

#### WRITE

**6 Write your essay. Use your notes from Exercise 5 and the model text to help you.**

#### CHECK

**7 Can you say YES to these questions?**

- Have you included all the essential information from Exercise 2?
- Have you used linking words and phrases to show contrast and show the order of arguments?

# 6

# Stuff we like

Discovery  
EDUCATION

In this unit ...



Objects for survival p73



An invention that changed everything p76



Favourite gadgets p78



CLIL What a waste! p153

## Vocabulary

- Everyday objects
- Words in context
- Modifiers
- Communication phrases and phrasal verbs

## Language focus

- The passive: present simple, past simple (review) and will
- Relative pronouns

## Unit aims

### I can ...

- talk about what objects are used for and why they are useful.
- understand articles about useful and important inventions.
- talk about simple processes.
- understand a radio report about unusual inventions.
- buy a gadget.
- write an online review.

## BE CURIOUS



What can you see in the photo?

### Start thinking

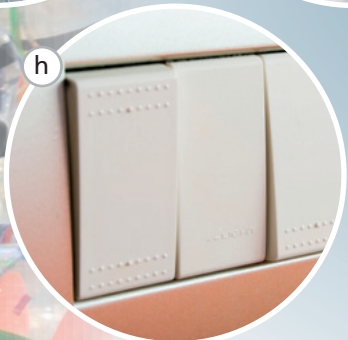
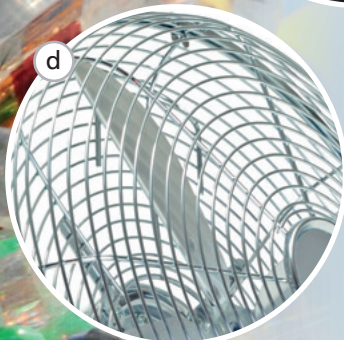
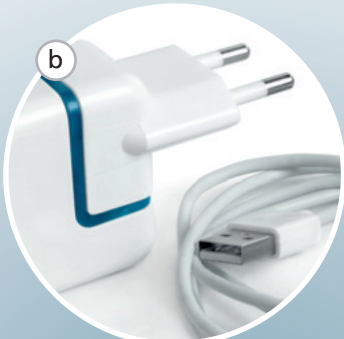
- What everyday object can you see in the photo?
- Can you think of any other unusual uses for this object?
- Is there any street art like this where you live?




# Vocabulary Everyday objects


- 1  Match the words in the box with the photos (a-j). Then listen, check and repeat.

fan light bulb tap switch matches remote control plug candle heater charger



- 2  Work with a partner. Look at the objects again. Why is each object important in our everyday lives?

A light bulb is important because it gives us light so we can study when it's dark.

- 3  Listen to three people, Jay, Kelly and Huw. Which objects are the most useful in their lives?

## Your turn

- 4 Listen again and answer which of the objects they are talking about.
- 1 *Without them we can't work or study when it's dark.*
  - 2 *It gives us clean water.*
  - 3 *I don't think we can live through the winter without one.*
  - 4 *It's much more important than a heater!*
- 5 Use the phrases in italics in Exercise 4 to write about the three objects in Exercise 1 that are the most important for you.

➔ Vocabulary Bank • page 135

# LIGHT IN A BOTTLE!



This is such a simple idea! It's a light bulb that needs no electricity, no plugs, no cables and costs absolutely nothing to **run**. It wasn't invented by a famous scientist, but by a local man in Brazil more than ten years ago. In his hometown at the time, they had problems with electricity and people's homes and small businesses were often **left in the dark**. One day, Alfredo Moser and his friends were talking about how they could create a signal in an emergency. One of them suggested using a bottle to reflect the light from the sun. This made Moser think. Why not use water to make light?



All you need is a clean plastic bottle. Fill it with water from the tap and close it with a black top. The black top attracts the sun. A drop of **bleach**, the kind you use to clean the house, is added to the water to keep it clean. Then a small hole is cut in the roof of the room where you want the light, and the bottle is pushed through the hole. While there's sunlight outside, the light will be carried through the water into the room below. And it's much stronger than the light from a candle!

Moser shared his idea with his neighbours and his light bottles were installed in the local supermarket. Ten years later, an organisation in the Philippines heard about Moser's idea. The MyShelter Foundation helps people in poor areas and **specialises** in building houses using recycled materials. Now there are Moser lamps in more than 140,000 homes throughout the Philippines and the idea has **spread** to a number of other countries, too. In India, the bottles are used in rural schools and to grow food. In Bangladesh, the lights are installed in small businesses. Moser has not made a lot of money from his invention, but his lamps have definitely made life easier for a lot of people!

**FACT!** 200 million people in India still have no access to electricity in their homes.

## Reading A news article

- 1 Look at the photo and the headline. What everyday object can you see? Where is it? Why is it there?
- 2 Read the article and check your answers. Who uses this object and why?
- 3 Read the article again and complete the fact sheet.

## Explore words in context

- 4 Match the highlighted words in the article with the definitions.

- 1 extend to a lot of different places
- 2 be without light
- 3 make something work
- 4 simple cleaning liquid
- 5 spend most of your time doing one type of activity

## Your turn

- 5 Work in pairs. Can you think of any other uses for plastic bottles or other everyday objects?

My mum grows plants in used plastic bottles on our balcony.

**Invention:** <sup>1</sup> *a light bulb that works without electricity*...

**Inventor:** <sup>2</sup>....

**Nationality of inventor:** <sup>3</sup>....

**Reason for invention:** In the inventor's town, they often didn't have <sup>4</sup>....

**How the invention works:** You fill a plastic bottle with <sup>5</sup>... and close it with <sup>6</sup>.... You put the bottle in a <sup>7</sup>... in the <sup>8</sup>... of the building.

**Countries that use it:** the Philippines, India and <sup>9</sup>....

**Places where people use it:** local supermarkets, rural schools and <sup>10</sup>....



# Language focus 1 The passive: present simple, past simple (review) and will

1 Complete the examples from the text on page 72. Then match the beginnings and the ends of the sentences to complete the rules.

Present simple	
+	A small hole <sup>1</sup> ... in the roof.
-	Moser lamps <b>aren't used</b> in the UK.
?	How much electricity <b>is saved</b> with these lamps?
Past simple	
+	Their homes <b>were</b> often <b>left</b> in the dark.
-	It <sup>2</sup> ... by a famous scientist.
?	<b>Was</b> any special equipment <b>needed</b> to make it?
will	
+	The light <sup>3</sup> ... through the water.
-	Normal light bulbs <b>won't be</b> completely <b>replaced</b> by Moser lamps.
?	<b>Will</b> Moser lamps <b>be used</b> in the new school?

- |  |   |
|--|---|
| 1 We use the passive when it   | a the verb <i>be</i> + past participle.                     |
| 2 To form the passive, use   | b we use the preposition <i>by</i> .                        |
| 3 When we want to say who is responsible for an action in the passive, | c isn't important to know who's responsible for the action. |

 Grammar reference • page 126

2  Complete the second sentence in each pair using a passive form of the verb in bold.

- a Alexander Parkes **invented** plastic in 1862.

b Plastic ... **was invented** ... by Alexander Parkes in 1862.
- a Various companies **developed** a number of different types of plastic over the next 70 years.

b A number of different types of plastic ... over the next 70 years.
- a Drinks companies **didn't introduce** the first commercial plastic bottles until 1937.

b The first commercial plastic bottles ... until 1937.
- a People in the USA **consume** drinks from 1,500 plastic bottles every second.

b 1,500 drinks in plastic bottles ... by people in the USA every second.
- a Steel water bottles **will replace** plastic bottles in the next twenty years.

b Plastic bottles ... by steel water bottles in the next twenty years.
- a In 50 years' time, shops **won't sell** bottled water.

b In 50 years' time, bottled water ... in shops.

3  Choose the correct form of the verbs in the texts below. Then listen and check.

These running shorts <sup>1</sup>made / are made from coffee beans. Can you believe it? They're not only great to look at, but a special chemical in the coffee means that they also <sup>2</sup>protect you / are protected from the sun. What a great recycling idea!



Recycled plastic bottle tops <sup>3</sup>used / were used to make this pretty curtain. It <sup>4</sup>helps / is helped to keep out flies and is really cheap and easy to make. In 1,000 years' time, scientists will <sup>5</sup>find / be found the remains of billions of plastic bottles. The bottles will <sup>6</sup>study / be studied and they'll <sup>7</sup>display / be displayed in museums. But nobody will <sup>8</sup>understand / be understood what we <sup>9</sup>used / were used them for!



## Your turn

4 Think of three objects for each of the categories below.

- Things that were invented in the last 100 years.
- Things that are used every day in schools and homes.
- Things that will be invented in the next 20 years.

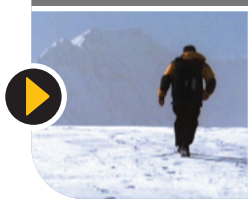
5 Work with a partner. Compare your lists and answer the questions.

- Do you know when they were invented and by whom?
- Which object in each category do you think is the most important? Why?

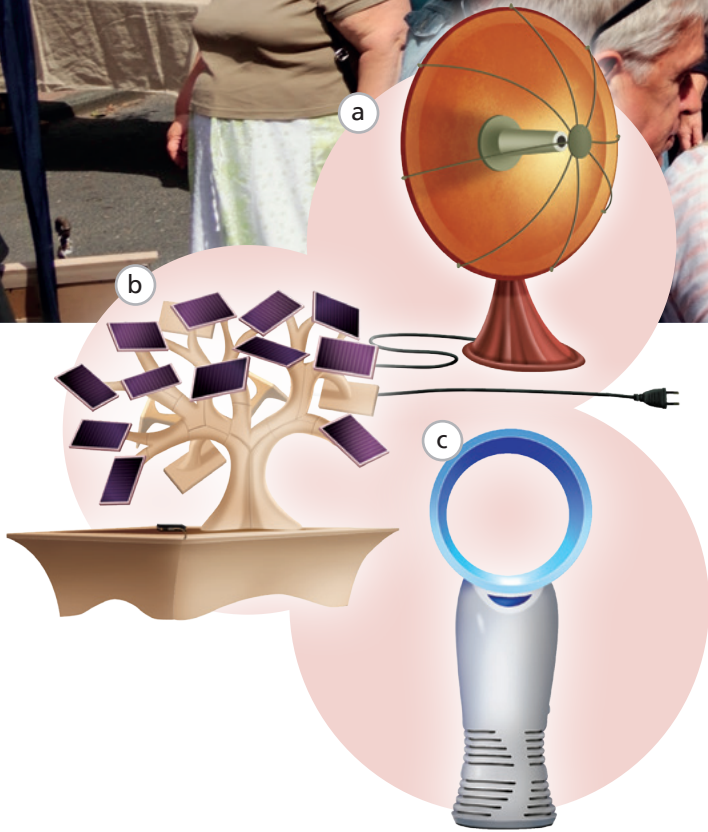
I think the Internet was invented in the 1980s.

### Learn about surviving in the mountains.

- Where do you think the photo was taken?
- Have you ever been on an expedition in the mountains?
- What equipment would you need to survive a night on the side of this mountain?



Objects for survival



## Vocabulary Modifiers

- 4 Listen to the extracts from the recording and complete them with the modifiers in the box. Then listen, check and repeat.

much too quite extremely kind of  
totally ridiculously a bit really

- The heater/light combination: That's quite unusual.
- The heater: That's .... hot!
- The price of the heater: That was .... expensive!
- The solar trees: They look .... stylish.
- The solar trees: They are .... pretty.
- The price of the chargers: They're .... expensive.
- The third stall: This stall looks .... better.
- The fan: It's .... safe.

- 5 Look at the modifiers again. Do they make the adjectives a) a little stronger or b) a lot stronger?

### Your turn

- 6 Think of an object you own and match it to three expressions from Exercise 4. Then work with a partner and explain your choice.

I've got a solar travel charger. It's really useful. It's extremely small and ...

## Listening A radio report

- Work with a partner. Look at the objects in the pictures and guess what they are used for. Which do you think is a) the most expensive and b) the cheapest?
- Listen to a radio reporter talking about the three objects and check your answers.
- Listen again and match the objects (a–c) with the sentences (1–6).
  - These objects have two purposes. a, ....
  - These objects are quite expensive. ...., ....
  - The reporter buys this object. ....
  - This object is unique. ....
  - This object comes in different colours. ....
  - This object is the oldest and the first one to be invented. ....



**2 Make one sentence from the two sentences given using one of the relative pronouns in brackets.**

- This is the stall. I buy second-hand computer games here. (where/which)  
*This is the stall where I buy second-hand computer games.*
- This is the birthday present. My brother gave it to me. (that/who)
- I really like the woman. I met her at the market. (who/which)
- That's the man. I bought his bike last week. (who/whose)
- Can you remember the name of the boy? We talked to him here last week. (that/whose)
- I really don't think much of the restaurant. We ate there last night. (that/where)

**Get it right!**

When the relative pronoun is the subject of the verb that follows, we don't need a subject pronoun.

*A grey shirt that it cost £20.*

*The man who he works on this stall.*

**3 Write sentences using the prompts and the relative pronouns in brackets. Make any other necessary changes.**

- This / be / person / I / tell / you about / yesterday (that)
- I / not like / new teacher / just start / teaching Art (who)
- My favourite market stall / be / one / you / can see / on the left (which)
- My aunt / have / a friend / sell / handmade jewellery / in the market (that)
- I / see / that girl / party / we / go / last night (whose)
- Over there / be / shop / my brother / work / at weekends (where)

➔ **Say it right!** • page 117

**Your turn**

**4 Choose a person, an object and a place. Write definitions of them using *who*, *which*, *where* or *whose*, but don't say what they are!**

**5 Work with a partner. Read each other your definitions from Exercise 4 and guess what they're defining.**

He's an interesting person who gets involved in a lot of adventures.

Bear Grylls!

## Language focus 2

### ▶ Relative pronouns

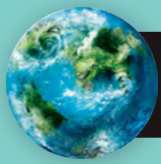
**1** Choose the correct words to complete the examples from the listening on page 74. Then answer the questions in the box.

- It's a great market **where** / **who** you can find all kinds of unusual things.
- The heat comes from the light bulb in the middle and it's reflected by this part **whose** / **which** you can see here.
- I need something **that** / **where** I can put on my desk.
- I wonder where the person **that** / **whose** stall it is can be?
- The guy **where** / **who** you can see in the photo is a friend of mine.
- I don't think the guy **that** / **which** I was talking to is going to sell a lot of battery chargers!

Which pronouns refer to ...

- an object (two pronouns)?
- a place?
- a person (two pronouns)?
- a possession?

➔ **Grammar reference** • page 126



# Discover Culture

**1** Work with a partner. Write a definition of the Internet. Use the words in the box to help you.

websites mobile phones social networks  
communication WiFi connections

Find out about the invention of the Internet.



**Discovery**  
EDUCATION™



An invention that changed everything

**2** Ask and answer the questions with your partner.

- 1 What kind of device do you usually use to go on the Internet? (phone, tablet, computer, console ...)
- 2 Where do you usually go on the Internet? (at home, in your room, on the bus, at school ...)
- 3 What do you usually use the Internet for? (searching for information, chatting with friends, watching videos ...)

**3** Watch the video. Think of the devices, places and uses you discussed in Exercise 2. How many of these are shown or mentioned in the video?

**4** Test your memory. Can you put the events in order?

- 1 Computers become smaller and cheaper.
- 2 More and more computers connect with each other and the World Wide Web is formed.
- 3 Scientists begin to use computers for many things. 1
- 4 We use the Internet for everything: work, study and play.
- 5 The computers are big, slow and expensive.
- 6 The first computer network, Arpanet, allows computers to communicate with each other.
- 7 The first email is sent.
- 8 The Internet becomes bigger, faster and more social.

**5** Watch the video again and check your answers to Exercise 4.

## Your turn

**6** In groups, think of another invention that has changed everything. Discuss the questions.

- 1 Why is/was it so important?
- 2 When was it invented?
- 3 What exactly did it change / has it changed?
- 4 Over what period of time?
- 5 How does it affect your everyday life?



**Can you imagine life without Facebook, Twitter or Instagram? You know, those places where you find out all the stuff that your friends do every day?**

Amazingly, if you'd been a teen pre-2004, when Facebook started, you wouldn't have known the meaning of 'social networks'. Thirty years ago people **kept in touch** by phone. **Texting, Tweeting with Twitter, making a Skype™ video call and emailing** didn't exist or weren't widely used. But today things are different and Facebook has become the world's favourite way to keep in touch with colleagues, **catch up** with friends and family or **track down** people you have **lost touch** with. But is its popularity making it uncool?

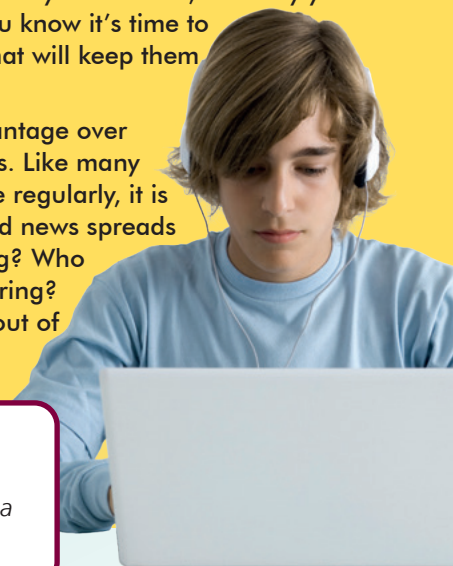
Facebook began life at Harvard University and was initially only open to students. Mark Zuckerberg, who started the platform, wanted Facebook to make the world more open and connected. He hadn't planned on it being a successful company. Interestingly, it is now

more popular with older and professional users than students. So, does that mean it's uncool for teens?

Well, it's true some of the same students who loved it so much at the beginning have now turned to other social networks. And what is the reason that teens are using Facebook less? Parents! Parents see Facebook as a way to keep the family together and to keep an eye on their kids! And of course, they also use it to **chat** with friends and check out what they are doing. But many teens think, 'The day your mum sends you a friend request, you know it's time to leave!' and want a social network that will keep them separate from their family.

Currently, Twitter may have an advantage over Facebook, at least for younger users. Like many social networks, it updates its image regularly, it is more dynamic, posts are shorter and news spreads more quickly there. But for how long? Who knows what the next platform will bring? All the ones we know now may be out of date by the time you read this!

**FACT!** The number of active Facebook users (around 2.45 billion) is bigger than the population of China (1.43 billion people in 2019).



## Reading An article

**1** Work with a partner. Look at the photo and the title of the article. What do you think the article will be about?

- 1 The success of social networks
- 2 How social networks have changed the world
- 3 The changing popularity and identity of social networks

**2**  Read the article and check your answer.


**3** Read the article again. Are these sentences true or false? Correct the false sentences.

According to the article ...

- 1 the first social network appeared 30 years ago.
- 2 people all around the world use Facebook.
- 3 Facebook was originally for students.
- 4 a lot of teens are happy to have their parents as Facebook friends.
- 5 Twitter is better than Facebook for finding out about news.
- 6 the blogger is sure about what will be the social network of the future.



## Explore communication phrases and phrasal verbs

**4**  Match the highlighted words and phrases in the article with the definitions.

- 1 four verbs describing different forms of communication/expressions using technology
- 2 two expressions meaning to a) maintain contact and b) not maintain contact with people
- 3 two phrasal verbs meaning to a) find a person you have not seen in a long time and b) find out some news about them
- 4 one verb meaning to talk casually or talk on a social network

➔ Vocabulary Bank • page 135

## Your turn

**5** How do you prefer to keep in touch with friends and family? Put these in order of preference. Compare your answers.

- Telephone call
- Social network (e.g. Facebook)
- Skype™, FaceTime or similar
- Texting
- Instant messaging

I don't like making telephone calls anymore, it's like you're always interrupting somebody when you call.

I agree! And Facebook is more fun too!

# Speaking Buying a gadget



## Real talk: What's your favourite gadget?

- 1 Watch the teenagers in the video. What is each person's favourite gadget and why?
- 2 What's *your* favourite gadget?

- 3 Listen to Casey talking to a sales assistant. What does he want to buy?
- 4 Complete the conversation with the phrases in the Useful language box.

### Useful language

How much memory ... ?  
 Can you tell me about this ... ?  
 How long does the battery last?  
 Has it got a(n) ... ?  
 Could you show me ... ?  
 What's (the sound) like?  
 Is it (easy to use)?

**Casey:** Excuse me. <sup>1</sup> *Can you tell me about...* this smartphone?

**Assistant:** Yes, of course. What would you like to know?

**Casey:** Well, <sup>2</sup>... does it have?

**Assistant:** It's only got 4GB of memory, but you can get up to 64GB with a memory card.

**Casey:** OK. And is it <sup>3</sup>...?

**Assistant:** Yes, very easy. And it's fast, too.

**Casey:** Oh, right! <sup>4</sup>... front-facing camera?

**Assistant:** Yes. The camera is 5 megapixels, with an LED flash. Fantastic for selfies!

**Casey:** <sup>5</sup>...? For music, I mean.

**Assistant:** Very good, I think.

**Casey:** Right. How long <sup>6</sup>...?

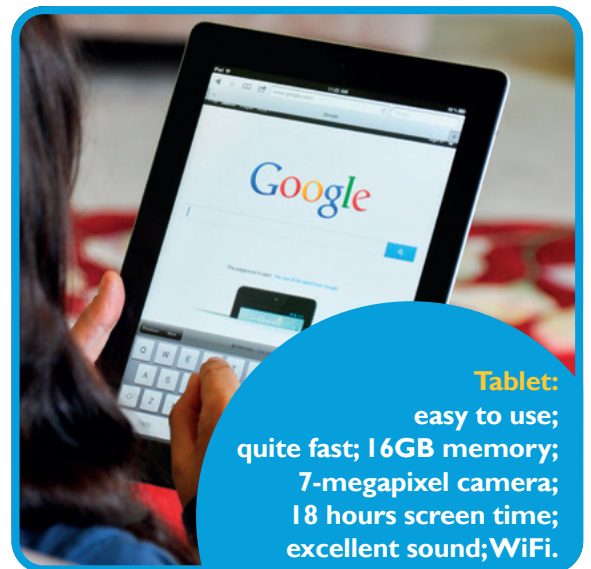
**Assistant:** About eight hours of talk time.

**Casey:** Only eight hours? That's not very long!

**Assistant:** No, perhaps not. But in general it's a good phone for the price.

**Casey:** Mmm. Could <sup>7</sup>... that one, please?

- 5 Listen again and check your answers.
- 6 Work with a partner. Practise the conversation in Exercise 4.
- 7 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.



**Tablet:**  
 easy to use;  
 quite fast; 16GB memory;  
 7-megapixel camera;  
 18 hours screen time;  
 excellent sound; WiFi.



**Digital camera:**  
 18 megapixels; optical zoom up to 20 times bigger; video with great sound; easy to use; high speed; automatic WiFi connection; comes with 8GB memory card; buy batteries separately.





# Writing An online review

1 Read Kris's review of headphones. Does she think they are good?

**1 Product:** Magicmusic G42 in-ear headphones.


**2 ...:** They are available in black and red with long red cables and look really cool!

**3 ...:** In general, the sound quality is good, although not always with high notes, and the sound is well-balanced between right and left ear pieces. Another good feature is that the headphone volume is quite loud, which means that you don't need to put your phone or MP3 player on maximum volume.

**4 ...:** They have an easy-to-use volume control on the cable, which you can use to change the song too. The headphones are comfortable and don't fall out like others I've used. The cables are long enough to put behind your ears, which I prefer.

**5 ...:** The ear pieces are made of metal, not plastic, so should last longer. The headphones come with a travel case and a cable clip.

**6 ...:** At £30 these headphones are great value for money, and perfect for me!



2 Read the review again. Match the headings in the box to the text. Is the order of the headings important?

Design    Ease of use    Overall opinion    Performance  
Product    Extra features

## Useful language

### Describing a product

When we write a product review, we include phrases for describing a product.

- They are made of metal.
- It comes in black or red.
- You can use it to change songs.

3 Look at the Useful language box. Find other phrases in the review that describe the headphones.

4 Complete the sentences with the phrases in the box.

come with    available in    made of    comes in    look

- This e-reader ... two sizes, 7 inch and 8.9 inch.
- The new smartphone models are ... metallic green, pink or blue, but they ... quite cheap.
- The outside of this games console is ... aluminium, and it looks amazing!
- These tablets ... a colourful travel case.



## Get writing

### PLAN

5 Choose a product to write an online review of. Use the headings in Exercise 2 and make notes.

### WRITE

6 Write your review. Use your notes from Exercise 5 and the model text to help you.

### CHECK

7 Can you say YES to these questions?

- Have you included all six headings to organise your review?
- Have you used phrases to describe the product?

## Vocabulary

### 1 Complete the descriptions of the clothes.



1 a leather jacket



2 a s\_\_\_\_\_ scarf



3 f\_\_\_\_ shoes



4 a s\_\_\_\_ dress



5 a c\_\_\_\_ hat



6 b\_\_\_\_\_ jeans



7 a f\_\_\_\_\_ skirt



8 a f\_\_\_\_\_ jacket

### 2 Complete the text with the words in the box. You can use some of the words more than once.

of by on about with

We were really excited <sup>1</sup> about entering the online fashion competition. I'm fascinated <sup>2</sup> ... fashion design and I'm really keen <sup>3</sup> ... the latest British designers. A group of us at school created some designs especially for teenagers. We were really happy <sup>4</sup> ... our work and proud <sup>5</sup> ... our creative designs! So we were a bit disappointed <sup>6</sup> ... the winning entry – it wasn't original at all. Still, we aren't afraid <sup>7</sup> ... hard work and we're ready to try again next year.

### 3 Match the objects with their functions. There are three words you don't need to use.

remote control tap charger switch fan  
heater light bulb plug matches

We use this to ...

- 1 recharge our phones. charger
- 2 make a room brighter.
- 3 switch on the TV.
- 4 turn on the water.
- 5 turn on a light.
- 6 make a room hotter.

### 4 Complete the sentences with modifiers.

- 1 This solar heater turns itself on and off automatically – it's quite unusual.
- 2 This mouse costs €200 – that's r\_\_\_\_\_ y expensive!
- 3 My mum has a new travel DVD player for the car – it's e\_\_\_\_\_ useful.
- 4 That fan doesn't work very well – it's k\_\_\_\_ o\_\_\_\_ old-fashioned.
- 5 The heater isn't working – the classroom is m\_\_\_\_ t\_\_\_\_ cold.
- 6 I can't do this exercise – it's t\_\_\_\_\_ impossible!

### Explore vocabulary

#### 5 Choose the correct words.

- 1 I want to cut my hair really short and have a complete style change / icon!
- 2 My brother works as a taxi cab / driver.
- 3 Have you seen the graffiti on the street corner / art over there?
- 4 Can I call you tonight? What's your telephone call / number?
- 5 I couldn't practise because one of my guitar strings / bands had broken.
- 6 My brother and I went to a motor show / industry last weekend.

#### 6 Complete the text with the words in the box.

email texting Skype™ Tweeting  
track keep lose

I use social media a lot because I don't want to <sup>1</sup> lose touch with my friends. It's great that I can <sup>2</sup> ... in touch with people who live far away and we can see each other when we make a <sup>3</sup> ... video call. I like <sup>4</sup> ... with Twitter because it's easy and fast to send short messages to a lot of people at once. Our teachers get angry if they see us <sup>5</sup> ... with our phones in class, so we always keep our phones in our bags, of course! If I want to send a longer message about something more serious, I generally <sup>6</sup> ... . Some people use Facebook to <sup>7</sup> ... down their old friends, but I've never done that.

## Language focus

### 1 Choose the correct words to complete the conversation.

- Joe:** Granddad, where did you <sup>1</sup> **use** / used to live when you were little?
- Granddad:** We <sup>2</sup> **wouldn't** / didn't use to live in a large town. We <sup>3</sup> **used to** / would live in the country. I <sup>4</sup> **used** / would go to school by bike. I hoped we <sup>5</sup> **will** / **would** have a school bus but we never had one.
- Joe:** Did you <sup>6</sup> **use** / used to wear a uniform?
- Granddad:** Yes, we <sup>7</sup> **would** / did but I <sup>8</sup> **didn't use to** / wouldn't like it very much!
- Joe:** <sup>9</sup> **Did they use to** / **Would they** be very strict at your school in those days?
- Granddad:** Oh yes! They <sup>10</sup> **used** / would get very angry if we didn't obey the rules, and we <sup>11</sup> **would** / use to have to stay late at school or do extra homework.

### 2 Complete the text with the correct form of the past simple or past perfect. Use the verbs in brackets.

I had a terrible day yesterday! I <sup>1</sup> **got**.. (get) home at 5 pm and I <sup>2</sup>.... (not finish) my dinner when the phone <sup>3</sup>.... (ring). It was Annabel. I <sup>4</sup>.... (forget) that we <sup>5</sup>.... (arrange) to go to the cinema together! So I <sup>6</sup>.... (run) out of the house and <sup>7</sup>.... (take) a taxi to the cinema. Five minutes too late! The film <sup>8</sup>.... (start) and they <sup>9</sup>.... (not let) me in!

### 3 Choose the correct words.

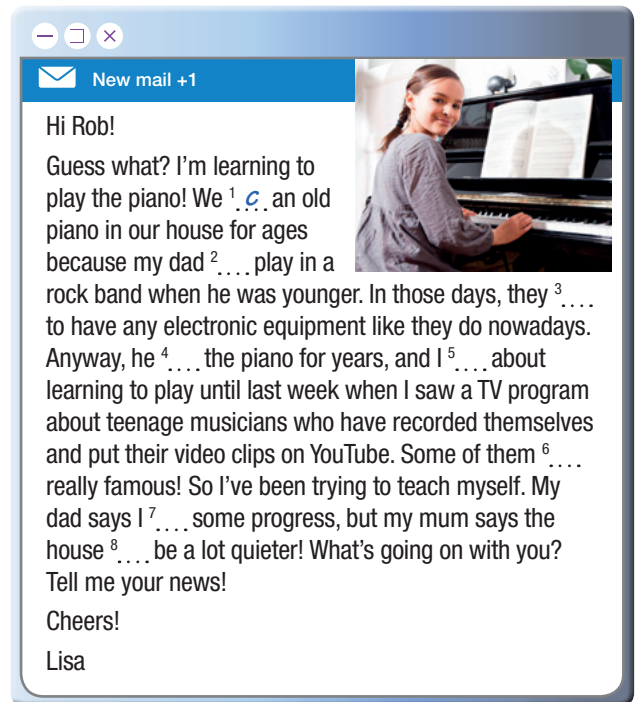
- We **were watching** / **had been watching** the concert on TV when the lights went off last night.
- I **was playing** / **had been playing** the guitar for an hour when the phone rang.
- We **didn't hear** the doorbell because we **were sleeping** / **had been sleeping**.
- The cat **was sleeping** / **had been sleeping** all morning on the sofa.
- Tim was tired because he **was cleaning** / **had been cleaning** the house all day.

### 4 Join the sentences using a relative pronoun.

- That is the woman. She sold us her old car.  
*That is the woman who sold us her old car.*
- This is the shop. I bought my clock here.
- My dad has a friend. He collects old radios.
- Is this the machine? It is used to play old records.
- That is the film. I told you about it.
- Where is the boy? I borrowed his book.

## Language builder

### 5 Choose the correct words to complete the text.



New mail +1

Hi Rob!

Guess what? I'm learning to play the piano! We <sup>1</sup> **use** an old piano in our house for ages because my dad <sup>2</sup>.... play in a rock band when he was younger. In those days, they <sup>3</sup>.... to have any electronic equipment like they do nowadays. Anyway, he <sup>4</sup>.... the piano for years, and I <sup>5</sup>.... about learning to play until last week when I saw a TV program about teenage musicians who have recorded themselves and put their video clips on YouTube. Some of them <sup>6</sup>.... really famous! So I've been trying to teach myself. My dad says I <sup>7</sup>.... some progress, but my mum says the house <sup>8</sup>.... be a lot quieter! What's going on with you? Tell me your news!

Cheers!

Lisa

- a 've been having      b 'd been having      c 've had
- a use to      b used to      c used
- a didn't use      b hadn't used      c didn't used
- a hadn't been touching      b hadn't touch      c hasn't touched
- a hadn't thought      b haven't thought      c don't think
- a have become      b is becoming      c are become
- a 's been making      b 've made      c was making
- a use to      b would      c used to

## Speaking

### 6 Match the sentences.

- Do you think this T-shirt suits me?
  - How much memory does it have?
  - Are those jeans your size?
  - How long does the battery last?
  - Where are the changing rooms?
- a About nine hours of talk time  
b No, they don't fit very well.  
c Over there, on the left.  
d Yes, you look great!  
e It's got 32GB of memory



# Evaluation test

## Language focus

### 1 Complete the sentences with the correct form of the verbs in brackets. Use *used to* and *would*.

- 1 My father imagined he .... (become) a rock star after finishing the conservatory.
- 2 I .... (not/like) playing outside very much when I was a child.
- 3 .... (your parents/be) hippies when they were young?
- 4 When my parents were young, they .... (go) to a lot of concerts.
- 5 My mother .... (not/collect) me from school very often because she was working.

\_\_\_ / 5

### 2 Choose the correct answer.

- 1 Did you **use to** / **Would you** have long hair when you were young?
- 2 My grandparents **used** / **would** go dancing a lot as teenagers.
- 3 Jack **didn't use to** / **didn't used to** ride his bicycle very often as a child.
- 4 How often **used to** / **would** Ben play football when he was 10?
- 5 He had hoped he **will** / **would** move to New York by the end of the year but that never happened.

\_\_\_ / 5

### 3 Complete the sentences with the correct form of the verbs in brackets. Use the past perfect simple or continuous.

- 1 My friend .... (leave) by the time I got to the swimming pool.
- 2 I watched a great programme on TV last night. I .... (not see) it before.
- 3 Sandra's mother was angry because she found out that her daughter .... (skip) lessons in the last few weeks.
- 4 .... (Mum/make) dinner when you arrived home last night?
- 5 Jack wanted to buy tickets for the concert, but they .... (sell out).
- 6 There was no one in the room when I entered, but the radio was on. Someone .... to it before.

\_\_\_ / 10

### 4 Choose the correct answer.

- 1 Dad still **didn't arrive** / **hadn't arrived** home by the time I went out last night.
- 2 I **got** / **had got** to school quite late yesterday morning.
- 3 We **didn't see** / **hadn't seen** Jenny at the party last week.

- 4 Ben and Harry finally got tickets for the film that they **waited** / **had waited** so long to see.
- 5 I was **waiting** / **had been waiting** for three hours at the station before the train arrived.

\_\_\_ / 5

## Vocabulary

### 5 Choose the correct answer.

- 1 Karen was disappointed **by** / **from** her result in the swimming competition.
- 2 My mum's very keen **on** / **about** taking photos in her spare time.
- 3 I'm very excited **with** / **about** going to New York next month!
- 4 You should be proud **for** / **of** the painting you did – it's brilliant!
- 5 My class are all interested **by** / **in** History because our teacher's so good.

\_\_\_ / 5

### 6 Match the sentence halves.

- 1 My parents have been through a lot of style
  - 2 My brother wants to play in a well-known guitar
  - 3 There's still an old red telephone
  - 4 My grandfather worked in the motor
  - 5 We'd like to go home by taxi, but the taxi
  - 6 There are often people selling newspapers on street
- a box on our street.
  - b industry for many years.
  - c corners in our city.
  - d changes since they were young!
  - e band in our town.
  - f fare will be too expensive.

\_\_\_ / 10

## Writing

### 7 Write an article (100–120 words) about an older member of your family, their life now and what they used to do when they were young. Include information about:

- who the person is
- how they are related to you
- what they do now (e.g. where they live and work)
- what they did when they were young (e.g. studies, travelling, work, where they lived) and what their aspirations were.

\_\_\_ / 10

\_\_\_ / 50



## Language focus

**1 Complete the sentences with the correct form of the verbs in brackets. Use the passive voice (present simple, past simple or will).**

- Plastic .... (use) in many different ways in the modern world.
- The first working aeroplane .... (fly) by the Wright brothers in 1903.
- All the information .... (send) out to students next week.
- Today most of the world's tea .... (produce) in China and India.
- Eric and Andy were upset because they ..... (not invite) to the party.

\_\_\_ / 5

**2 Choose the correct answer.**

- More glass recycled / was recycled last year than the year before.
- They **drink** / **is drunk** more tea in Turkey than anywhere else.
- Will the car **repair** / **be repaired** by tomorrow?
- Mobile phones **weren't used** / **didn't use** in the 1970s.
- Most computer shops **will sell** / **will be sold** the new IP645.
- Olympic gold medals **don't make** / **aren't made** from real gold.

\_\_\_ / 5

**3 Choose the correct answer: a, b or c.**

- My mother has a friend ..... makes wonderful cakes.  
a which      b whose      c that
- Do you know ..... gloves these are?  
a whose      b which      c who
- I prefer films ..... are funny not scary.  
a that      b where      c who
- Is this the place ..... you bought your phone?  
a which      b that      c where
- There's a boy in my class ..... father is an inventor.  
a that      b whose      c who

\_\_\_ / 5

**4 Use these words to write sentences.**

- That / be / the woman / be / on TV / last night (who)
- Tom / enjoy / films / not have / lots of / action (that)
- In 2013 / we / go / a forest / we / see / tigers (where)
- Gina / be / the girl / father / be / a pilot (whose)
- I / want / to go / the shop / just open (which)

\_\_\_ / 10

## Vocabulary

**5 Match the words in the box with the descriptions (1-5).**

fan   candle   light bulb   tap   heater

- You can use it to make a place warmer. ....
- When you turn this on, water comes out. ....
- You use a match to light the string in this to make a dark place lighter. ....
- You turn this on to make a place cooler. ....
- This is made of glass and uses electricity to light up a room. ....

\_\_\_ / 5

**6 Choose the correct answer.**

- How do you **lose** / **keep in touch** with friends who live in other countries?
- I've got so much to tell you about my holiday. I'll **email** / **chat** you so you can read all about it.
- My sister used Facebook to **catch up** / **track down** an old friend who left her school 10 years ago.
- People who **use Skype™** / **tweet with Twitter** prefer writing very short messages.
- How often do you **chat** / **text** with your friends online?

\_\_\_ / 5

## Writing

**7 Write a short review (100-120 words) of a gadget you own. Use the questions to help you.**

- What is the gadget?
- What does it look like?
- What can you do with it?
- What do you like about it?

\_\_\_ / 15

\_\_\_ / 50

**Total:** \_\_\_ / 100



# Weird and wonderful



In this unit ...



Mission, possible? p87



A lost civilisation p90



Describing mistakes p92



CLIL Lions in danger p154

## Vocabulary

- Story elements
- Prepositions and adverbs of movement
- Linking phrases
- Words in context

## Language focus

- Third conditional
- *must have, can't have, might/may/could have; should/shouldn't* for present/future expectation

## Unit aims

I can ...

- talk about a story I've enjoyed.
- understand a plot summary and an article about an unusual place to live.
- talk about imaginary situations in the past and give possible explanations for past events.
- talk about possibility, expectations and making deductions.
- understand a podcast about a local legend.
- use appropriate phrases to get more information.
- write a story.

## BE CURIOUS



What can you see in the photo?

Start thinking

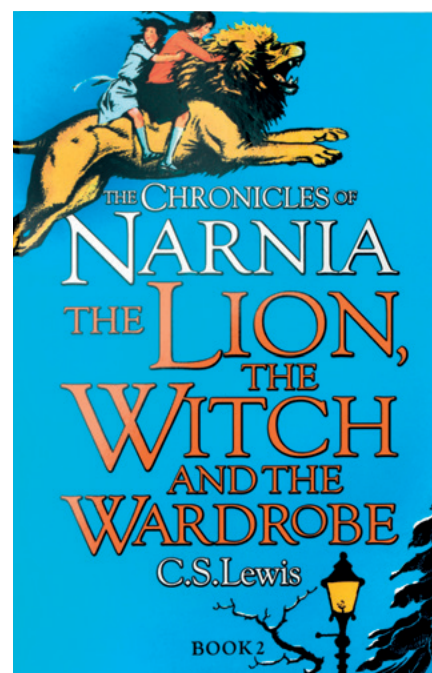
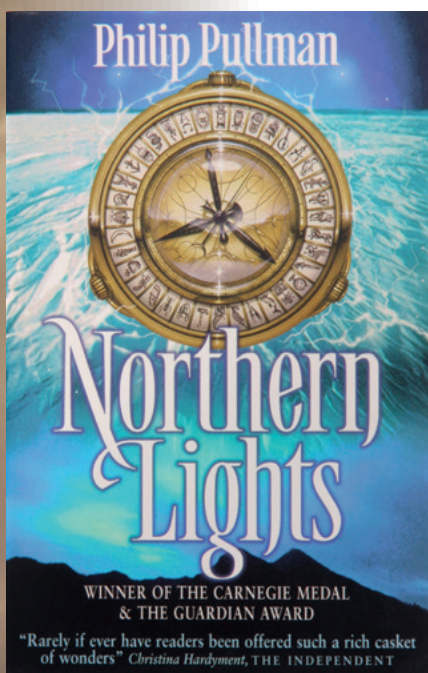
- What kind of story does this picture come from?
- Why is the knight wearing armour?
- Do you enjoy stories about characters like these?

## Vocabulary Story elements

- 1  Match the story elements in the box with the definitions (1–8). Then listen, check and repeat.

action main character(s) suspense villain mystery plot setting hero

- |  |   |
|--|---|
| 1 the things that happen in a story <i>plot</i>                        | 5 a bad person  |
| 2 the most important person or people in a story                       | 6 something strange or unknown that you can't explain                           |
| 3 a person who is brave and good                                       | 7 exciting things that happen in a story, e.g. a battle, escaping from an enemy |
| 4 a feeling of excitement when you are waiting for something to happen | 8 the place where the story happens   |




- 2 Identify the story elements in the description below.

*action – fighting against the White Witch's army*

### The **Lion**, the **Witch** and the **Wardrobe**

Most of the story takes place in a fantasy world which four children enter by climbing through the back of a wardrobe. This enchanted land is ruled by the evil White Witch. She keeps the land in permanent winter. But the real king, Aslan, an enormous lion, is trying to win back his kingdom. The four children fight bravely alongside Aslan and his army to defeat the White Witch. But it isn't an easy task. The White Witch tries to trick Aslan and almost kills him, but he is strong, and by some incredible magic, he comes back to life.

- 3  Listen to two people talking about a film they've seen recently. Which four story elements do they talk about?

### Your turn

- 4 Think of a book you've read or a film you've seen recently. Make notes on some of the story elements from Exercise 1.
- 5 Work with a partner. Discuss your book or film you've made notes on in Exercise 4. Tell your partner why you enjoyed it.

➔ Vocabulary Bank • page 136

# A Sound of Thunder

BY RAY BRADBURY



A *Sound of Thunder* is a classic science-fiction story. Written in the 1950s, it's set in an imagined future world where people can travel in time. A tour company specialises in taking hunters back in time for an incredible hunting experience: finding and killing a Tyrannosaurus Rex. The main character, Eckels, is one of the hunters who signs up for the trip.

Before they set off, the guide explains the rules. They must not touch anything, and they must not **step off** the special path that **floats above** the ground because any damage to anything in the past could have a terrible effect on the future.

The guides plan to see a Tyrannosaurus Rex at a particular point in time, just minutes before a tree falls on it and kills it. When the hunters first see the incredible creature **approaching** them **through** the ancient forest, they are amazed. Eckels panics, **turns around** and steps off the path. The main guide is extremely angry and sends Eckels back to the time machine. The dinosaur hears the noise and **turns towards** the hunters. They are terrified, but they manage to shoot at, and kill, the monster. They **run back** to the time machine, but, when they get back to their own time, things are not quite as they were.

**FACT!** Ray Bradbury's stories and novels have sold more than eight million copies all around the world.

## Reading A plot summary

**1** **Work with a partner. Look at the picture and answer the questions.**

- 1 What do you think happens in the story?
- 2 Who are the main characters?
- 3 Do you think it has a happy ending?

**2** **Read the plot summary and check your answers. What do you think happens at the end of the story? Why?**

**3** **Read the summary again. Put the events in the order they happened.**

- a The dinosaur appeared.
- b The hunters killed the dinosaur.
- c The dinosaur noticed the hunters.
- d Eckels stepped off the path.
- e Eckels saw the dinosaur.
- f The hunters escaped in the time machine.
- g Eckels killed the butterfly.

## Explore prepositions and adverbs of movement

**4** **Look at the highlighted words in the summary. Use the correct form of the phrases to complete the sentences below.**

- 1 He turned towards me and whispered, 'What's the answer?'
- 2 She .... me slowly .... the crowded room.
- 3 The balloon was .... so high .... my head that I couldn't catch it.
- 4 I forgot my bag and had to .... to the house to get it.
- 5 I .... the train onto the platform where my friend was waiting.
- 6 When I shouted his name, he .... and saw me.

**5** **Think about the route you took to school today. Use the prepositions and adverbs to describe your journey.**

*I walked through the park and up the hill above the station.*

**Vocabulary Bank • page 136**

## Your turn

**6** **Work with a partner. Imagine that the story is being made into a film. Think about the questions below.**

- 1 Who would you choose to play the parts of the main characters (Eckels and the guide)?
- 2 What locations could be used for the setting in the past?
- 3 What would the poster look like?

I think Robert Pattinson would be perfect as Eckels.

Oh no! I think ...



When Eckels stepped off the path, he killed a butterfly, and the butterfly's death had a small effect on time. The present they return to is no longer the same safe world they left behind. It has become a cold and cruel place. Eckels watches in amazement as the guide takes out his gun and points it at him. If Eckels had stayed on the path, he wouldn't have killed the butterfly. If he hadn't killed the butterfly, things wouldn't have changed. If he hadn't stepped off the path, would the guide have pointed the gun at him? The story ends with a sudden sound of thunder.

## Language focus 1

### ▶ Third conditional

1 Complete the examples from the text on page 86. Then choose the correct words to complete the rules.

Imaginary situation	Possible consequence
(If + past perfect)	(would have + past participle)
If Eckels <sup>1</sup> ... on the path,	he <sup>2</sup> ... the butterfly.
If he <sup>3</sup> ... the butterfly,	things <sup>4</sup> ...
If he <sup>5</sup> ... off the path,	<sup>6</sup> ... the guide ... the gun at him?

- We use the third conditional to talk about imaginary situations in the <sup>1</sup>present / past.
- We often use the third conditional to talk about things we <sup>2</sup>regret doing / want to do.

➔ Grammar reference • page 127

2 Choose a verb phrase from the box to complete the sentences below.

hadn't been    wouldn't have been  
had changed    would have changed    had talked  
would you have said

- 1 If he hadn't stepped off the path, the guide ... *wouldn't have been* ... angry with him.
- 2 If the guide ... so angry, he wouldn't have pointed the gun at him.
- 3 Nothing ... if Eckels had stayed at home.
- 4 If nothing ..., the story would have been very boring!
- 5 ... anything to the guide if you had been in Eckels' position?
- 6 If Eckels ... to the guide, do you think he wouldn't have been so angry?

3 Read the situations and write third conditional sentences using the prompts in brackets.

- 1 Last night, I wanted to stay at home and watch TV, but a friend called and invited me to the cinema.  
(If / my friend / not call, I / stay / at home / watch TV)  
*If my friend hadn't called, I'd have stayed at home and watched TV.*
- 2 When we got to the cinema, the film was sold out, so we decided to go for a burger.  
(If / the film / not be / sold out, we / not go for a burger)
- 3 I didn't have any money, so I decided to go to the bank.  
(If / I / have / some money, I / not go / to the bank)
- 4 On the way to the bank, we saw a man selling lottery tickets.  
(We / not see / the man / if / we / not go / to the bank)
- 5 My friend bought a ticket, so I bought one too.  
(I / not buy / a ticket / if / my friend / not buy one too)
- 6 My ticket was a winning ticket and I won a million pounds!  
(If / my friend / not call / to ask me to go to the cinema, I / not win / a million pounds!)

➔ Say it right! • page 117

### Your turn

4 Think about three things you did yesterday. Write a short sentence for each one.

*Yesterday, I went to school.*

5 Work with a partner. Talk about how your day could have been different.

If I hadn't gone to school yesterday, I'd have gone to the beach.

I wouldn't have done the Maths test, ...

Learn about an invention to stop motion sickness.

- Would you like to go into space? Why/Why not?
- If you could travel easily and cheaply in space, where would you like to go? Why?
- Would it be comfortable to travel in space? Why/Why not?



**Discovery**  
EDUCATION™

Mission, possible?



The Giant's Causeway

## Listening A podcast

**1** **Work with a partner. Look at the photo. What can you see? Do you think this was made by a giant, by humans or by nature? Why?**

**2** **Listen to the podcast. Are these sentences true or false?**

- 1 The causeway is artificial.
- 2 The podcast gives three different explanations for the causeway.
- 3 The presenter prefers the second theory.

**3** **Listen again and choose the correct options.**

- 1 The Giant's Causeway is in Northern Ireland / Scotland.
- 2 The tallest columns are over 12 / 20 metres high.
- 3 Local legends say there was once an Irish giant called Finn McCool / Benandonner.
- 4 This giant wanted to walk / swim 70 miles across the sea to Scotland.
- 5 Finn wanted / didn't want to fight Benandonner.
- 6 Finn had a baby son / dressed up like a baby boy.
- 7 Benandonner thought that the baby was dangerous / Finn was enormous.
- 8 Scientists say the columns were formed 16 / 60 million years ago.

## Vocabulary Linking phrases

**4** **Complete the sentences from the podcast with the phrases in the box. Then listen and check.**

rather than in fact as a result of of course  
~~then again~~ according to in order to so that

- 1 This can't have formed naturally! But, *then again*, humans can't have built it either. It's just too big!
- 2 .... local legends, long, long ago, giants lived in the Celtic lands of Ireland and Scotland.
- 3 Finn didn't like water, so, they say that .... swim across, he ...
- 4 ... may have built an enormous causeway .... he could walk across the sea.
- 5 ...., 70 miles away, on the west coast of Scotland, similar steps lead out of the sea and back to land.
- 6 .... trick Benandonner, she dressed Finn up as a baby.
- 7 But, ...., there is another explanation.
- 8 Scientists say that the causeway exists .... a series of violent volcanic eruptions.

**Vocabulary Bank • page 136**

### Your turn

**5** **Make a list of all the legends you know. They could be from your country or anywhere in the world.**

*the kraken – a giant sea creature*

**6** **Choose one of the legends from Exercise 5 and write a short text. Use linking phrases from Exercise 4.**

*According to legend, the kraken lived off the coast of Norway. It attacked ships in order to take them to the bottom of the sea.*





**3** Match the beginnings and the ends of the sentences.

- 1 What was that noise?
    - i It might have been the branch of a tree,
    - ii It can't have been the cat,
    - iii It must have been the neighbours' kids,
  - a it's Halloween and they're out trick or treating!
  - b because she's sitting here with me!
  - c it's windy and there's a tree outside the window.
- 2 Where's John? He said he'd be here at eight!
    - i He must have got stuck in traffic,
    - ii He may have gone to the supermarket,
    - iii He can't have got lost,
  - a I asked him to get some milk for the morning.
  - b the roads are really busy tonight.
  - c he's been to our house a million times!

**Your turn**

**4** Look at the photos. Write sentences with *must have*, *can't have* and *might/may/could have*.

*He must have jumped out of a plane.*



*should/shouldn't* for present/future expectation

**5** Complete the examples from the listening on page 88. Then choose the correct word to complete the rule.

- 1 This explanation .... accurate enough to convince us.
- 2 The scientific explanation makes sense too so it .... ruled out.

• We use *should/shouldn't* when we expect something to happen in the present or near future but we are / aren't 100% sure of that.

Grammar reference • page 128

**6** Complete the sentences with *should/shouldn't* and a suitable infinitive.

- 1 If you leave now, you *should be* at the airport in time.
- 2 He has prepared himself so well for the exams. He .... poor marks.
- 3 Can you help me with my homework? It .... only .... half an hour.
- 4 Leo's mum is Italian. He .... Italian.
- 5 Kim is at the New Year's Eve party. She .... back before midnight.

**Language focus 2** *must have, can't have, might/may/could have* for talking about possibility and making deductions

**1** Complete the examples from the listening on page 88.

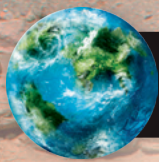
could a giant have    may have  
can't have    might have    must have

- 1 It's easy to believe that a giant *might have* built them.
- 2 Humans .... built it either. It's just too big!
- 3 .... built this causeway?
- 4 He .... built the enormous causeway so that he could walk across the sea.
- 5 The local people say it .... been a giant!

**2** Look again at the examples in Exercise 1 and answer the questions.

- 1 What verb form follows the phrases in the box?
  - a infinitive      b past participle
- 2 Are the examples talking about the past or the present?
- 3 Match the modals (i–iii) with the meanings (a–c).
 

i must have	a I think this explanation is impossible.
ii can't have	b I think this is the only explanation.
iii might/may/could have	c I think this explanation is possible, but it isn't the only one.



# Discover Culture

**1** Work with a partner. Look at the photos. How do you think they are linked?



A llama



A mummy



A grave



Archaeologists



Find out about the Chiribaya.



A lost civilisation

**2** Watch the video and check your answers to Exercise 1. What do the objects they found tell us about the Chiribaya? How were llamas important?

**3** Before you watch the video again, put these sections in the correct order. Then watch the video again and check your answers.

- a archaeologists take objects out of graves
- b objects in an exhibition
- c the importance of llamas
- d what the archaeologists found
- e what the valley looked like when the Chiribaya lived there
- f where the discoveries were made

**4** Watch the video again and complete the sentences.

- 1 About .... years ago, workers from a nearby town were digging in the sand here when they found bones. Human bones.
- 2 When they lived here, in the Ilo Valley, between 900 and .... AD, everything would have looked very different.
- 3 At that time, there may have been as many as .... people living here.
- 4 Pots like these might have been used for food, or to carry ....
- 5 Archaeologists have found gold artefacts in some of the graves, suggesting that their owners were very .... and .... people.
- 6 Some of the hats that archaeologists have found have beautiful feathers. The feathers of ....

## Your turn


**5** Ask and answer the questions with your partner.


- 1 Have you ever visited an archaeological site or an exhibition of ancient artefacts? If yes, where was it? What do you remember about it?
- 2 If you could travel back in time to visit an ancient civilisation, which civilisation would you like to visit? Why?

**6** Imagine you could visit one of the civilisations you talked about in Exercise 5. How would life have been different? Think about these things:

- their homes
- their clothes
- their food
- the work they did

## Reading A magazine article

**1**  Work with a partner. Look at the photos. Who do you think lived in these houses? How long ago did they live there? Why did they build their houses in this way?


**2**  Read the magazine article and check your answers.

**3** Read the article again. Find a factual mistake in each sentence below.

- 1 The Mesa Verde National Park is in Mexico.
- 2 The Pueblo people lived there for nearly 700 years.
- 3 The word 'pueblo' means 'build'.
- 4 The Balcony House is made up of 10 rooms.
- 5 The only door is at the end of a tunnel.
- 6 The Pueblo people used ladders and ropes because they enjoyed climbing.



### Explore words in context

**4**  Match the highlighted words in the article with the definitions.

- 1 a complicated system of paths where you can easily get lost
- 2 deep valleys with very steep rock sides
- 3 places where people live – homes
- 4 people who move to live in a new country or continent
- 5 the lines that separate two countries or states

### Your turn

**5** Imagine you lived in one of the cliff dwellings 1,000 years ago. What would your everyday life have been like?

*There wouldn't have been any electricity.*

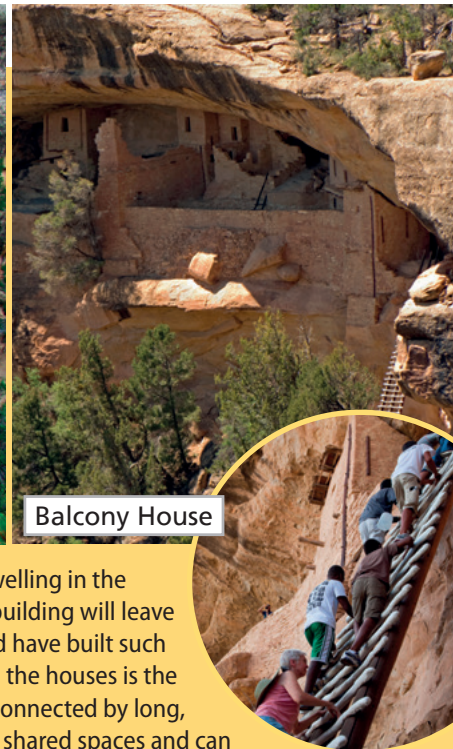
**6** Work with a partner. Compare your ideas in Exercise 5. Would there have been any advantages to life as one of the Pueblo people?

I think it might have been fun to climb in and out of the houses every day!

## THE PUEBLO PEOPLE OF THE FOUR CORNERS



Cliff Palace, Mesa Verde Park



Balcony House

Mesa Verde National Park covers more than 80 square miles of the Four Corners region of the United States, where the **borders** of Utah, Colorado, Arizona and New Mexico meet. It was once the home of the Pueblo people, a Native American civilisation famous for its amazing cliff **dwellings**. The best examples of these incredible homes can be seen in the walls of the park's spectacular **canyons**.

The Four Corners is a landscape of extremes – hot and dry in summer, covered in snow in winter. It isn't an easy place to live, but the Pueblo people made their home here and farmed the land for over 700 years, from 600 to 1300 AD. They built complicated 'villages' (their name comes from the Spanish word for village, pueblo) where hundreds of people shared the protection of their strong stone walls. Early European **settlers** in North America were amazed by their building ability.

The Cliff Palace is the largest Pueblo cliff dwelling in the park. It's best seen from above, where the building will leave you thinking about how these people could have built such complex houses. The most interesting of all the houses is the Balcony House. It is made up of 40 rooms, connected by long, narrow tunnels and built around a series of shared spaces and can only be visited with a guide. You have to be ready to climb – the only door into the house is at the top of a ten-metre high wooden ladder! When the Pueblo people lived here, they would have entered their homes by climbing ladders and ropes up the steep cliff wall. Once inside, they would have pulled the ladder into the house in order to protect themselves from enemies.

Exploring the **maze** of tunnels and rooms, you really start to understand what life must have been like for the Pueblo people so long ago. As you stand at the edge of the cliff, looking down into the canyon below and listening to the silence of nature, it's easy to imagine that you have travelled back in time.

**FACT!** The Pueblo people's houses in Chaco Canyon were the tallest buildings in the USA until the 19<sup>th</sup> century.

# Speaking Getting more information



**Real talk:** What's the biggest mistake you've ever made?

**1** Watch the teenagers in the video. Order the mistakes they talk about.

- |                          |                               |                           |
|--------------------------|-------------------------------|---------------------------|
| a not getting a place    | c not sleeping                | e losing football matches |
| b not going on a holiday | d lots that I've learned from | f not saying sorry        |

**2** What's the biggest mistake you've ever made?

**3** Listen to Dana and her friend Nicola. What mistake did Dana make?

**4** Complete the conversation with the phrases in the Useful language box.

### Useful language

- Did your mum know?
- Did she say anything?
- That was lucky!
- Oh no! So then what happened?
- Really – why was that?

**Nicola:** That's a nice watch. Is it new?  
**Dana:** No, it used to be my mum's. In fact, it nearly got me into trouble once.  
**Nicola:** Really – <sup>1</sup> why was that ?  
**Dana:** Well, when I was about six, I borrowed it from her room. Then I went in the garden to play, with the watch in my pocket.  
**Nicola:** Did your <sup>2</sup> ... ?  
**Dana:** No. Anyway, I was playing in the garden when I lost it. I looked everywhere but I couldn't find it.  
**Nicola:** Oh no! So <sup>3</sup> ... ?  
**Dana:** Nothing! I just hoped Mum wouldn't notice.  
**Nicola:** Did she <sup>4</sup> ... ?  
**Dana:** No, but a few weeks later the dog was digging up some flowers and he found the watch!  
**Nicola:** <sup>5</sup> ... ! Was the watch okay?  
**Dana:** Yes. I just cleaned it and put it back. She still doesn't know what happened.  
**Nicola:** Wow! If the dog hadn't been naughty, you wouldn't have found it!



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

**6** Work with a partner. Practise the conversation in Exercise 4.

**7** Work with a partner. Take turns to say the sentences below and respond with a phrase from Exercise 4.

- 1 Last year, I took my sister's MP3 player without asking.
- 2 I fell out of the boat into the river.
- 3 My dad got really angry with me.
- 4 Anyway, I found it under the sofa a week later.
- 5 I looked everywhere, but I didn't find them.
- 6 Then I realised that it wasn't in my bag.

**8** Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

#### Situation 1

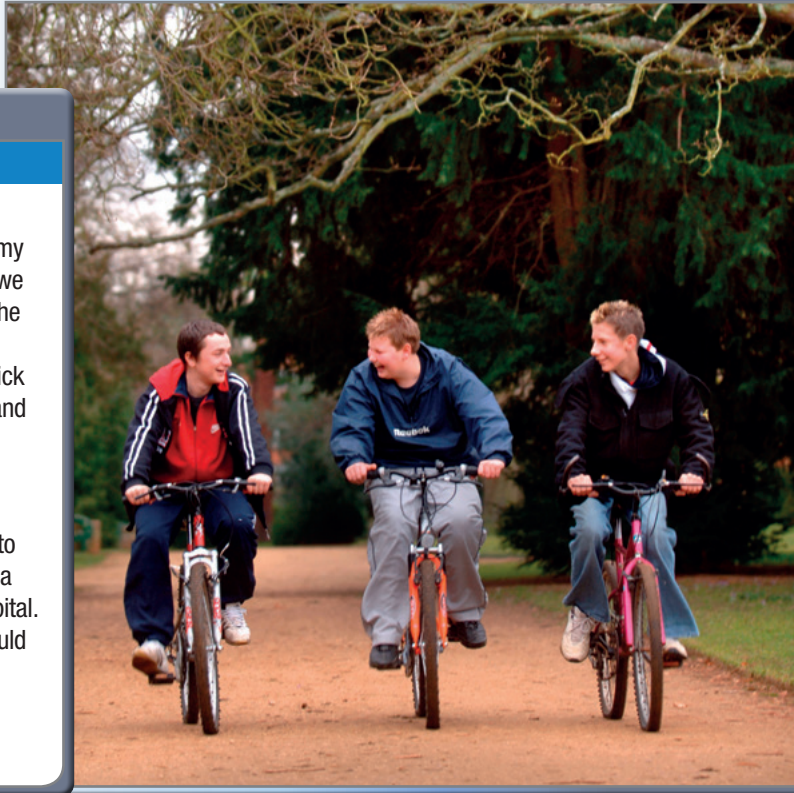
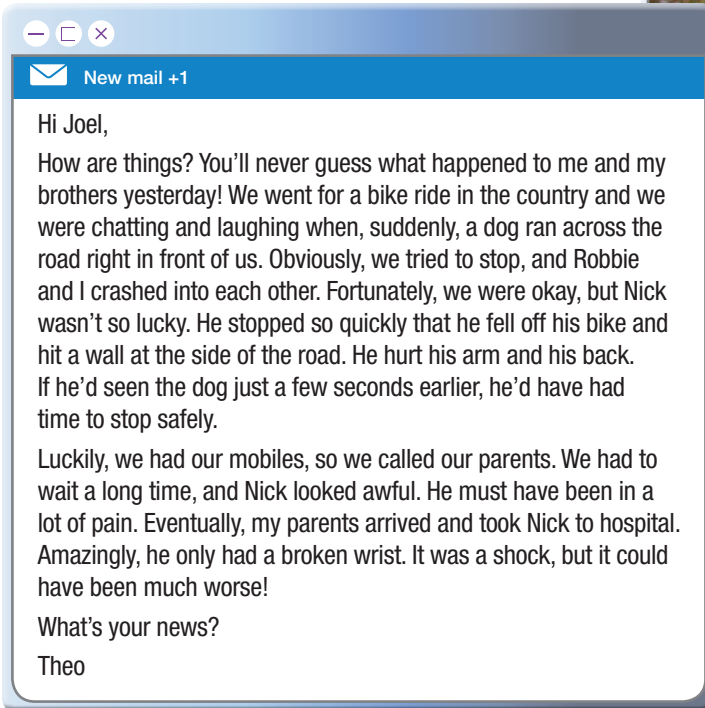
You borrowed someone's MP3 player. It fell out of your bag and you lost it. You are saving money to buy them another one.

#### Situation 2

You went on a school trip. You were playing around and dropped your phone in a pond. It doesn't work now and your parents are angry.

# Writing Telling a story

## 1 Read Theo's email. What happened to Nick?



## 2 Read the email again and answer the questions.

- 1 Where were they?
- 2 Who was there?
- 3 What happened to them?
- 4 What did they do?
- 5 What happened in the end?

### Useful language

#### Adverbs

We use adverbs in stories to link ideas together and to make a story more dramatic and interesting.

- ... when, **suddenly**, a dog ran across the road.
- We called my parents **immediately**.
- **Eventually**, they arrived.

## 3 Look at the Useful language box. Find four other adverbs like this in the email.

## 4 Match the beginnings and the ends of the sentences and join them with an adverb from the box.

fortunately eventually obviously luckily amazingly

- |   |                                 |
|---|---------------------------------|
| 1 They walked for a long time but               | a upset.                        |
| 2 We saw the wild cats but                      | b he didn't hurt himself.       |
| 3 James crashed his quad bike into a tree but   | c they arrived at the campsite. |
| 4 She was crying and                            | d we won £1,000!                |
| 5 We'd never bought a lottery ticket before but | e they didn't see us.           |



### Get writing

#### PLAN

- 5 Plan a story about an event in your life (or invent one). Make notes on the questions in Exercise 2.**

#### WRITE

- 6 Write your story. Use your notes from Exercise 5 and the model text to help you.**

#### CHECK

- 7 Can you say YES to these questions?**

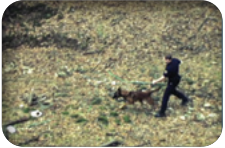
- Have you explained what happened clearly using the questions in Exercise 2?
- Have you used adverbs to make the story more interesting?



# Right or wrong?



In this unit ...



On the run p97



Future directions p100



The biggest lie you've been told p102



CLIL True or false? p155

## Vocabulary

- Crimes
- Words in context
- Reporting verbs
- Verb expressions

## Language Focus

- Reported statements
- Reported questions
- Indirect questions

## Unit aims

### I can ...

- talk about crimes and how serious they are.
- understand news stories about crimes and an article about unusual laws.
- report what people have said and ask for information politely.
- understand a news podcast about young heroes.
- ask questions to clarify and use appropriate phrases to confirm or deny information.
- write an online article.



## BE CURIOUS



What can you see in the photo?

### Start thinking

- What do you think was the cause of the fire?
- If it was a crime, why would someone commit it?
- What problems could the firefighters and police have?



# Vocabulary Crimes

- 1  Match the words in the box with the photos (a-h). Then listen, check and repeat.


mugging kidnapping pickpocketing illegal downloading  
arson vandalism shoplifting robbery



- 2 Which of the crimes are related to a) property, b) a person or c) both?  
*shoplifting - property*

- 3 Match the beginnings and the ends of the sentences.

- 1 The men committed the robbery during the daytime,
  - 2 They were sent to prison for vandalism
  - 3 He only got a fine for shoplifting
  - 4 They suspect him of illegal downloading
  - 5 The police arrested her for arson
- a because he only stole one thing and it was his first offence.
  - b they stole two computers and no one heard or saw a thing!
  - c but they haven't found any pirated films or music on his computer yet.
  - d after they saw her start the fire on a security camera.
  - e after they painted graffiti at the bus station and broke windows in the shopping centre.

- 4  Listen to a short radio report about common crimes around the world. Which five crimes are mentioned? What do the two people say about them?

*The first crime is illegal downloading. It's the top crime at the moment.*

## Your turn

- 5 Look again at the crimes. Which do you think are a) very serious, b) quite serious and c) less serious? Make notes.

- 6 Discuss the questions in groups.

- 1 Do you agree or disagree about the crimes? Compare your notes.
- 2 Which of the crimes on the list are common where you live? Do you live in a safe or a dangerous environment?

Vandalism is very common here, there is a lot of graffiti ...

# The imperfect crime



a

Sometimes crimes don't go as planned. Here are three stories about unsuccessful attempts to break the law!

b



c



A thief in Toronto announced his plan to rob a bank on Facebook. He then changed his name on the social media site to his **idol** – the bank robber Robert Metcalf. Then, to make sure all his friends knew about the robbery, he posted photos of himself holding some hundred-dollar bills. Of course, the police didn't take long to catch him. When asked about his need to **advertise** the crime, he told the truth and said to reporters that he couldn't believe his bad luck. He said that he was surprised that the police had looked at his Facebook page!

In Germany, a man was found guilty of **forgery** when he walked into a shop and bought some cigarettes. He paid for the cigarettes with a €30 note, although this note doesn't exist. The shopkeeper didn't notice at first – he told journalists that the **fake** was very poor quality. 'I was distracted. I gave €20 in change to the man. Later I realised my mistake!' The police eventually arrested the criminal. He said that somebody had given him the illegal note as a joke, but police found hundreds of fake notes at his home and arrested him for **fraud**. The local police inspector said that she had never seen such a stupid crime.

## Reading News stories



### Explore words in context

1 Look at the photos (a–c) and match them with the captions (1–3).

- 1 An enormous bag of cash
- 2 Euros which you've never seen before!
- 3 Be careful if you find cash in the street!

2  Read the news stories and match them with the photos. What is surprising about all three stories?

3 Read the stories again and choose the correct options.

- 1 The bank robber made a mistake because he told reporters / his friends about the crime.
- 2 He told people about the crime before / before and after it happened.
- 3 It was silly to use a €30 note because they aren't real / often used.
- 4 The shopkeeper discovered the fraud immediately / after the event.
- 5 The Scottish police officer was honest / dishonest.
- 6 Mr Tarrant had forgotten about / returned for the money.

4 Look at the highlighted words in the stories and match them with the definitions.

- 1 be in control of or responsible for something
- 2 record information on paper or on a computer
- 3 something that looks real and is used to trick people
- 4 two words for the crime of producing false documents
- 5 announce something
- 6 somebody that you admire a lot

### Your turn

5 Read the three stories again. What lesson can we learn from each one? Make notes.

*In the first story, the lesson is that social media can cause you problems. People tell everybody everything ...*

6 Work with a partner. Discuss your ideas from Exercise 5.

I think the lesson in the third story is that you can't trust a police officer.

I don't agree, I think it's more about honesty, you ...

In Edinburgh, Scotland, Ian Tarrant was walking down the street one day and suddenly found £75 on the pavement. He took it to his local police station. The police officer said that he would **register** it. A few days later, Mr Tarrant went back to the police station to ask about the money. He thought that if nobody had collected the money, he could keep it. But the police officer **in charge** said he had forgotten all about it. More importantly, the money had gone missing. In the end, the police had to return the money to Mr Tarrant. If he hadn't gone back to the police station, the police officer would have kept the £75!

**FACT!** CCTV cameras often help prevent crime. There are over 5 million CCTV cameras in the UK, 1 for every 14 people.

## Language focus 1

### ▶ Reported statements

#### 1 Look at the sentences below. Can you find them as reported speech in the text?

- 'I can't believe my bad luck.'
- 'I'm surprised that the police looked at my Facebook page!'
- 'The fake is very poor quality.'
- 'Somebody gave me the illegal note as a joke.'
- 'I've never seen such a stupid crime.'
- 'I'll register it.'

#### 2 Look at the sentences in Exercise 1 and the examples of reported speech in the text again. Then complete the rules.

When we report a conversation, ...

- the present simple changes to the **future / past simple**.
- the past simple changes to the **present perfect / past perfect**.
- the present perfect changes to the **past perfect / past simple**.
- will* changes to *would* and *can* changes to *can't / could*.

➔ Grammar reference • page 129

#### 3 Read a police officer's response to the news stories in the text. Choose the correct form of the verbs in the reported version in the box.

'Most people are honest. If they find money in the street, they'll give it to us. In fact, last year there were fewer crimes in the UK. If there are dishonest people in the police force, they will lose their jobs. But the general public can continue to help the police to fight crime.'

The police officer told reporters that most people <sup>1</sup>were / had been honest. He said that if they <sup>2</sup>have found / found money in the street, they <sup>3</sup>would / will give it to the police. He told us that in fact last year there <sup>4</sup>have been / had been fewer crimes in the UK. The police also said that if there <sup>5</sup>are / were dishonest people in the police force, they <sup>6</sup>would / will lose their jobs. He finished by saying that the general public <sup>7</sup>could / would continue to help the police fight crime.

#### Get it right!

*Tell* must be followed by a direct object but *say* isn't.

'I'm sorry.' → She **told me** she was sorry.

'I'm sorry.' → She **said** she was sorry.

#### 4 Complete the reported statements made by criminals.

- 'I'm guilty of committing the crime.'  
He told us ....
- 'I stole the money.'  
She said ....
- 'I've never been in trouble before.'  
He told them ....
- 'I will never do it again.'  
He said ....
- 'I can't understand why I did such a terrible thing.'  
She said ....
- 'I didn't steal from the old lady.'  
She told the police ....

#### Your turn

#### 5 Write true and false reported statements. Use the sentence prompts to help you. Add three more sentences using your own ideas.

I said that *I would do all my English homework this week*.

My best friend told me that ...

My teacher told us that ...

Yesterday, my mum/dad said that ...

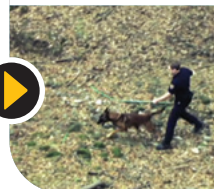
#### 6 Work with a partner. Can they guess which of your sentences in Exercise 5 are true and which are false?

The first one's false – you'd never say that!

You're right!

Learn about Jamey Harris from Tennessee.

- What crimes do you think he committed?
- Do you think the police caught him?
- If so, what was his punishment?



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On the run



## Vocabulary Reporting verbs

**1** Match the verbs (1–8) with the definitions (a–h). Then listen and repeat the reporting verbs.

- |            |  |
|------------|--|
| 1 admit    | a to say that you are not happy with something                   |
| 2 promise  | b to make a choice about what you want to do                     |
| 3 suggest  | c to have the same opinion as other people                       |
| 4 explain  | d to say in a strong way that something is true or should happen |
| 5 complain | e to say something is true when you don't want to                |
| 6 insist   | f to say something more about something                          |
| 7 decide   | g to say that you will definitely do something                   |
| 8 agree    | h to offer a plan or an idea                                     |

**2** Choose the correct verb to complete the sentences below.

- My mum **complained** / **promised** that she would buy me a new bike.
- He **admitted** / **complained** that it was his fault.
- He **insisted** / **suggested** that he was innocent.
- She **suggested** / **explained** that we went out for dinner.
- They **decided** / **admitted** that they would stay at home.
- We **complained** / **agreed** that this was the best decision.
- They **promised** / **complained** that the fine was too high.
- She **decided** / **explained** that the robbery had been carefully planned.

**3** Report things that you have said to other people. Can you use all eight verbs?

*I complained that I had too much homework.*

Vocabulary Bank • page 137

## Listening A news report

**4** Work with a partner. Look at the police sketches for two crimes. What do you think happened in each?

**5** Listen to a news podcast. What do the two stories have in common?

**6** Work with a partner. Listen again and look at the words. Which words belong to which story? Try to reconstruct the stories.

scared millionaire evidence bravery robber  
kidnapper fine reward

**7** Complete the sentences with the past simple form of reporting verbs from Exercise 1. Which story do they come from? Then listen again and check.

- Ralph ... that he'd been a little scared.
- He ... that the man in the library was the robber.
- The police ... that James would receive a reward.
- The businesswoman ... that she and James met to thank him in person.
- The police ... that it was a very detailed description.

### Your turn

**8** Work with a partner. Which of the teenagers was braver? What would you have done in these situations?

I think the first because the boy was very brave, he might have died!

I agree. I don't know what I would have done in that situation ...

# Language focus 2

## Reported questions

1 Complete the examples from the listening on page 98.

Direct questions	Reported questions
Were you scared?	I also <sup>1</sup> ... him if he'd been scared.
How did you catch the robber?	I asked him how he <sup>2</sup> ... the robber.
Why is James's evidence so important?	I asked the police why James's evidence <sup>3</sup> ... so important.

2 Look at the direct and reported questions in Exercise 1 again and complete the rules.

- In reported Yes/No questions, we use **if / when**.
- The word order is **the same / different** in direct and reported questions.
- The tense **changes / doesn't change** in reported questions.
- Reported questions **have / don't have** question marks.

→ Grammar reference • page 129

3 Look at the police officer's questions. Put the words in order to complete the reported questions.

- 'What time did you leave home?' (home / had / what / she / time / left)  
He asked her what time she had left home.
- 'Were you alone?' (been / if / she / alone / had)  
He asked her .....
- 'Do you have a criminal record?' (record / if / had / she / criminal / a)  
He asked her .....
- 'Did anybody see you?' (her / seen / had / anybody / if)  
He asked her .....
- 'Why didn't you call the police immediately?' (hadn't / she / called / immediately / why / the police)  
He asked her .....

## Indirect questions

4 Complete the examples from the listening on page 98.

Direct questions	Indirect questions
What did you discover there?	<sup>1</sup> ... you tell us what you discovered there?
Give us more details about the crime, James.	James, I was <sup>2</sup> ... you could give us more details about the crime.

5 Look at the direct and indirect questions in Exercise 4 again and complete the rules.

In indirect questions, ...

- we use / don't use the auxiliary verbs *do* or *did*.
- we use / don't use *if* in Yes/No questions.
- we use the word order of a **statement / question**.

We use indirect questions in order to ...

- check we've understood.
- be polite.

→ Grammar reference • page 129

6 Write indirect questions for the witness of a robbery. Add two more questions using your own ideas.

- What's your name?  
*Could you tell me what your name is?*
- How old are you?
- What happened?
- When did the robbery take place?
- Did you do anything to try to stop the robbers?
- When did the police arrive?
- Were you frightened?
- Did anybody else see the incident?

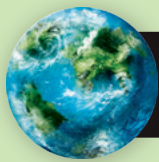
→ Say it right! • page 117

### Your turn

7 Imagine a crime has taken place in your area and that you saw it. Make notes.

8 Work with a partner. Student A is a police officer and Student B is a witness. Use the questions in Exercise 6 to ask and answer about what you saw. Then swap roles.





# Discover Culture

**1** **Work with a partner. Look at the photo and answer the questions.**

- 1 Are there many women police officers in your country? Why/Why not?
- 2 Why do you think more men do this kind of work?

**5** **Choose the correct words. Then watch the video from 00.48 to 01.05 and check your answers.**

'I may be a woman on the outside, I may appear to be very <sup>1</sup>careful / gentle, but I'm a lot <sup>2</sup>tougher / harder than I look. I'm just as capable as my male <sup>3</sup>colleagues / companions, and I've got the <sup>4</sup>strength / guts to face down hardened <sup>5</sup>suspects / criminals.'

**6** **Change the underlined words so the sentences are true about Jolene's life.**

- 1 All of the other officers Jolene works with are women.
- 2 Her department made thousands of arrests last year.
- 3 Jolene's mum is very angry with her.
- 4 She never worries about the future.

Find out about a Chinese police officer.



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**Future directions**

**2** **What kinds of problems do you think a female police officer in China might face? Watch the video and check your ideas.**

**3** **Test your memory. Which activities did you see Jolene, the police officer, doing in the video?**

- a shopping in a supermarket
- b practising martial arts
- c interviewing a suspect
- d washing clothes by hand
- e walking in the hills
- f putting a suspect into a car
- g holding down a fellow police officer
- h running after a suspect

**4** **Watch the video again and check your answers.**

## Your turn

**7** **Ask and answer the questions with your partner.**


- 1 Why do you think the video is called 'Future directions'?
- 2 Would you like to try Jolene's job? Why/Why not?
- 3 Which jobs do you think women do better than men? Why?

I think it's called 'Future directions' because ...

I definitely wouldn't want to try Jolene's job because ...



## Reading An article

1  Work with a partner. Look at the photos. Can you do these things freely in Romania? Where do you think these actions could be illegal? Why?

2  Read the travel article and check your answers.



If you're going on holiday, you need to **take care** that you don't break local laws. An action which is okay in one country could be illegal in another – like **running out of** petrol in Germany or not wearing underwear in Thailand!

For example, Singapore has a ban on chewing gum. The reason is that it ruins the city's clean pavements. Some people support the ban but others don't **see the point**. I asked local resident Daniel Xerri how the law started. He explained that one of the main problems was people putting gum on subway train doors so they didn't open, but he admitted this probably wouldn't be a problem these days. However, a tourist from Hong Kong thought the ban was a very good thing because it kept the environment clean.



There are many other surprising laws. A popular tourist destination is, of course, Venice. Did you know you can't feed the pigeons in St Mark's Square because of the damage done to the ancient monuments? A recent law stated that you can be fined over €500 for this or for selling birdseed. It is typical of a law that has **come into existence** because of the world's increasingly dirty cities. London also **went ahead** with a similar law to protect Trafalgar Square from pigeons.




A law which **dates back to** the 2000s was introduced banning women from wearing high heels to ancient Greek sites, such as the Odeon of Herodes Atticus on the Acropolis in Athens. This monument has survived for 2,000 years and is still used today for special events. It also holds an important arts festival each summer. People dress up to attend these events and women's high heels can do terrible damage to the ancient stones.

Whether you're travelling near or far, respect local laws and be prepared for the weirder ones!


**FACT!** In Sarpourenx in southwest France, it is illegal for residents to die in the town because there is no space left in the cemetery.

3 Read the article again and match the information (1–6) with the places, Singapore, Venice or Athens.

- 1 There is a difference of opinion about the law.
- 2 This law exists in another famous place.
- 3 The law fits with the city's clean image.
- 4 The law is necessary because an ancient building is still being used today.
- 5 You have to pay money if you break this law.
- 6 This law was introduced not long ago.

5  Complete the sentences with the correct form of verb expressions from Exercise 4.

- 1 Illegal downloading didn't .... until the digital age.
- 2 Did you know that .... petrol is a crime in some countries?
- 3 The ban .... a time when graffiti was very popular.
- 4 The judge didn't .... of the defendant's argument.
- 5 .... that you don't drop rubbish – it's illegal here.

 Vocabulary Bank • page 137

### Explore verb expressions

4 Match the highlighted words in the article with the definitions.

- 1 be present now
- 2 understand your opinion
- 3 have started from a certain time
- 4 start to do something
- 5 be careful
- 6 be without

### Your turn

6 Ask and answer the questions with your partner.

- 1 What do you think of the laws in the text?
- 2 Which do you think would be difficult/easy to introduce in Romania? Why?

# Speaking Clarifying



## Real talk: What's the biggest lie you've ever been told?

1 Watch the teenagers in the video. Match the person or people to the lie.

everyone   big brother   classmate (x2)   ex-best friend   granny

- |                         |                              |                                 |
|-------------------------|------------------------------|---------------------------------|
| a Tomorrow's a holiday. | c This is a delicious fruit. | e Vegetables do amazing things. |
| b My granny is ill.     | d The theme is the ocean.    | f My cousin is a famous actor.  |

2 What's the biggest lie *you've* ever been told?

3 Listen to a journalist interviewing a footballer. Which thing that she asks about is true?



4 Complete the conversation with the phrases in the Useful language box.

### Useful language

#### Questions

Is that right?  
Is it true that ... ?  
Would you like to comment on ... ?

#### Answers

These rumours are completely false.  
They're totally untrue.  
You must be joking!  
Yes, absolutely!

**Journalist:** Thanks for this interview, Luke. I've got lots of questions. Now, you're only 19, you have a 5-year contract, and people say you earn over £75,000 a week.

**Footballer:** You <sup>1</sup> *must be joking*! My salary is a lot less because I'm still very young.

**Journalist:** OK, but <sup>2</sup> ... you've bought a Ferrari?

**Footballer:** Yes, <sup>3</sup> ...! That *is* true! It was my dream to buy a Ferrari.

**Journalist:** I've also heard you don't have a good relationship with your manager. <sup>4</sup> ... ?

**Footballer:** Look, these rumours <sup>5</sup> ... . I respect the boss, honest!

**Journalist:** OK! Would you <sup>6</sup> ... all the stories about you moving to Spain?

**Footballer:** Yes. They're <sup>7</sup> ... . I'm happy here and enjoying my football. But one day I'd love to play in Spain or Italy. Why not?

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Take turns to ask and answer questions about the rumours below.

- You're leaving this school.
- Your parents have won the lottery.
- Your sister is a film actress.
- You get a lot of pocket money.
- Your brother drives a sports car.

8 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

#### Actor

- You earned \$1m for your last film.
- You had a good relationship with the actor in the film. You always wanted to work with him/her.
- You really liked the director and you would work with him/her again.
- You live in New York and you are happy. You'd like to live in England in the future.

#### Journalist

- You have heard stories that he/she earned \$6m for his/her last film.
- You watched the film and you think that he/she had a good relationship with his/her co-star.
- You have heard rumours that he/she didn't like the director of the film.
- You read that he/she has bought a new house in Los Angeles with 10 bedrooms and 12 bathrooms.



# Writing An online article


1 Read the online article. Is the situation with illegal downloading getting better or worse?

## ILLEGAL MUSIC DOWNLOADS

Do you break the law? If you send songs you find online to your friends' mobile phones, then the answer is yes. Nowadays, illegal downloading is said to be the most common global crime, with an estimated 30 billion songs downloaded since 1999.

In that time, music sales have fallen by more than half. In fact, in the USA last year only about one third of online music was actually paid for, with just under 95 million illegal downloads. The music companies insist that this has caused serious problems, not just for musicians and songwriters but for many other industry workers. One study has shown that approximately 70,000 jobs and well over \$2.5 billion have been lost.

However, industry experts admit that online piracy is actually falling. Reports suggest that because of the popularity of subscription streaming websites, and file-sharing sites closing down, it has gone down by up to 75%.



2 Read the article again and make notes about why illegal downloading is ...

- 1 so worrying.      2 a bad thing.      3 falling.

### Useful language

#### Describing amounts

We can use different phrases to show more or less of a number.

- well under a billion dollars
- just over a million

We also use different words to guess numbers.

- an estimated 70 billion songs
- about one third
- approximately 70,000 jobs

3 Look at the Useful language box. Find five other similar words and phrases in the article.

4 Complete the sentences with the phrases in the box.

just over    approximately    well over    just under  
more than    estimated

- 1 One study found that .... 80 per cent of digital content consumed in Spain was illegal. (83%)
- 2 In a survey in Norway .... three quarters of Internet users said they would pay to see films online legally. (76%)
- 3 There are an .... 146 million visits every day to just 43 of the world's digital piracy sites, experts think. (146?)
- 4 The most popular pirated film in 2013 was *The Hobbit: An Unexpected Journey*, with .... 8 million downloads! (8 million +)
- 5 Piracy of movies and TV shows in Japan has reduced by .... half because of legal streaming sites. (49–51%)
- 6 In my class .... a quarter of students think illegal downloading is bad because it affects the film industry. (24%)



### Get writing

#### PLAN

5 Plan an online article about film piracy.

- Ask your classmates about their opinions.
- Organise your notes using the questions in Exercise 2. Use the facts and figures in Exercise 4 to help you.
- Find additional information on the Internet.

#### WRITE

6 Write your article. Use your notes from Exercise 5 and the model text to help you.

#### CHECK

7 Can you say YES to these questions?

- Have you included statistics to show how big the problem is?
- Have you used phrases to give approximate numbers and percentages?

## Vocabulary

- 1 Match the underlined parts of the story (1–6) with the story elements in the box. There are two words you don't need to use.**

plot action hero suspense  
main characters setting mystery villain

- The story is about an alien spaceship that comes to Earth from Mars. *plot*
- It lands near a small village in England.
- A scientist lives there with his wife and daughter.
- The scientist is very brave and tries to save his family, and the world.
- No one knows why the aliens have come to Earth.
- There is a big battle between the humans and the aliens.

- 2 Choose the correct words to complete the sentences.**

- According to / As a result of legend, there was a princess who lived in a tower long ago.
- In order to / Rather than save her, the prince had to climb to the top of the tower, but it was very high.
- The princess tried to make a rope from her hair so that / in fact he could climb up.
- Of course, / Then again, her hair never grew long enough to reach the ground.
- Rather than / In order to wait any longer, the prince sent a large bird to fly to the princess and carry her away.
- It can't have been easy to fly on a bird, but, then again, / in order to love can make anything possible.

- 3 Match the sentences (1–6) with the crimes (a–f).**

- |  |                       |
|--|-----------------------|
| 1 Someone in the crowd stole his wallet, which was in his trousers. <i>b</i> | a arson               |
| 2 He was walking home when a man attacked him and stole his phone.           | b pickpocketing       |
| 3 Someone set fire to the building.  | c mugging             |
| 4 A group of men broke into the bank and stole millions.                     | d illegal downloading |
| 5 They smashed windows and painted graffiti in the railway station.          | e robbery             |
| 6 They obtained music files from the Internet without paying for them.       | f vandalism           |

- 4 Match the sentences (1–8) with the reporting verbs in the box.**

suggest complain decide admit  
explain insist ~~promise~~ agree

- 'I'll write every day.' *promise*
- 'This soup is too salty!'
- 'Yes, I broke the window.'
- 'My clock isn't working and that's why I missed the train.'
- 'That's it! I'm going to apply for the job.'
- 'Shall we go home now?'
- 'Yes, that's a very good idea.'
- 'You really have to come to dinner tonight!'



### Explore vocabulary

- 5 Choose the correct words to complete the text.**

The two boys slowly walked <sup>1</sup>towards back the castle. The path was steep and narrow. They heard a sudden sound and turned <sup>2</sup>towards / around to look behind them, but everywhere was dark. The moon shone <sup>3</sup>through / around the clouds in the midnight sky. A bat flew <sup>4</sup>above / through their heads. 'Wouldn't it be better if we went <sup>5</sup>back / off home?' said Rick. 'Don't be silly!' said Jack. They stepped <sup>6</sup>off / above the path and went towards the secret entrance at the bottom of the castle wall ...

- 6 Complete the text with the verb expressions in the box.**

take care came into existence  
see the point date back go ahead

Visitors to art museums around the world should remember that many galleries don't let visitors take photos. These rules <sup>1</sup>... to a time when people used flash photography, which could damage the art. The rules <sup>2</sup>... to protect the art as well as to prevent images being sold illegally. But nowadays, with digital cameras and phones everywhere, museums are taking a more relaxed approach. 'I don't really <sup>3</sup>... anymore – everyone has a camera, so you can't do much about it,' said one visitor. 'As long as people <sup>4</sup>... not to touch the paintings, I think it's OK,' said another visitor. 'I don't mind if people <sup>5</sup>... and take pictures of the art, but I can't stand it when they just take pictures of themselves in front of the art – it's so annoying!'



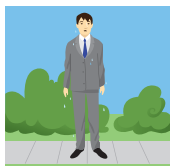
# Language focus

## 1 Write third conditional sentences.

- I didn't buy a lottery ticket. I didn't win a prize.  
*If I'd bought a lottery ticket, I'd have won a prize.*
- You didn't study. You failed the test.
- I didn't answer the phone. I wasn't at home.
- He was late for school. He missed the bus.
- Tim didn't go to the party. He had a cold.

## 2 Make sentences about the pictures.

1 *Joe must have forgotten his umbrella.*



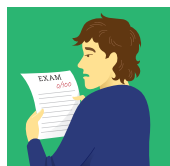
1 Joe / must / forget / umbrella



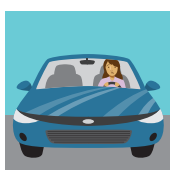
2 Sally / could / win / lottery



3 Julie / may / be sick / yesterday



4 Simon / can't / study / very hard



5 Sue / must / pass / driving test



6 Tom / might / crash / bike



7 They / should / know / where / the safe / be



8 Sally / should not / be / late / today

## 3 Complete the reported statements.

- 'I'll answer your questions.'  
He told them *he'd answer their questions*.
- 'There's been a robbery.' He told them .....
- 'The robbers took all the money.' He said .....
- 'I'll go and call the police.' He told them .....

## 4 Put the words in order to make reported or indirect questions.

- 'Where are you from?'  
She / him / he / from / was / asked / where
- 'Did you see anything?'  
asked / They / anything / seen / had / I / if / me
- 'What is your address?'  
us / you / what / is / address / your / Could / tell
- 'Was there any noise?'  
asked / if / He / been / any noise / there / had

# Language builder

## 5 Choose the correct words to complete the text.

New mail +1

Hi Julian,

I had some bad luck yesterday. My phone <sup>1</sup> *d* stolen! I was just stepping off the bus when a man pushed past me. He <sup>2</sup> .... have taken it from my bag. The police said that several people <sup>3</sup> .... reported stolen phones recently. They asked me <sup>4</sup> .... describe the man, but I couldn't remember. I'm so annoyed! If I <sup>5</sup> .... my bag more carefully, it wouldn't have been so easy to steal!

Anyway – some good news! My favourite band <sup>6</sup> .... on Saturday – do you want to come? Do you know how long <sup>7</sup> .... since we last saw each other? Three months! This band is really good. I've seen them twice before. <sup>8</sup> .... tickets is no problem because I know the girl <sup>9</sup> .... in the ticket office. If you <sup>10</sup> .... me tonight, I'll tell you more about it!

See you soon,  
Teresa

- |                    |               |                  |                 |
|--------------------|---------------|------------------|-----------------|
| 1 a has            | b had         | c is             | d was           |
| 2 a must           | b had         | c can't          | d may to        |
| 3 a is             | b had         | c could          | d are           |
| 4 a could I        | b I could     | c if could I     | d if I could    |
| 5 a 'd closed      | b 'd close    | c 'd have closed | d 'll close     |
| 6 a plays          | b will play   | c is playing     | d has played    |
| 7 a it's been      | b has it been | c it was         | d was it        |
| 8 a To get         | b Getting     | c We can get     | d We'd get      |
| 9 a that she works | b that works  | c she works      | d she's working |
| 10 a call          | b 'll call    | c 's calling     | d 're calling   |

## Speaking

### 6 Choose the correct words to complete the conversations.

A: This isn't my bracelet actually. It's my mum's.  
B: Does she <sup>1</sup>know / happen you've got it?

C: Is it <sup>2</sup>true / real that you're moving to Italy?  
D: Those rumours are completely <sup>3</sup>joking / false.

E: I lost my smartphone but someone found it.  
F: That was <sup>4</sup>fortune / lucky!

G: I borrowed my sister's bike without telling her.  
H: Oh no! Did she say <sup>5</sup>tell / anything?



# Evaluation test

## Language focus

### 1 Match the sentence halves

- 1 If I'd known about the battery on this phone,
- 2 You would have liked the film better
- 3 She would have found you more easily
- 4 I'd have gone shopping yesterday
- 5 If the film had started earlier
- a if you hadn't read the book.
- b we would have gone to see it.
- c if they hadn't watched the news.
- d if your phone had been on.
- e I would have bought a different one.

\_\_\_\_/ 5

### 2 Complete the sentences with the correct form of the verbs in brackets. Use the third conditional.

- 1 What .... (you/do) if you had missed the train?
- 2 If Julie .... (not feel) sick, she would have gone to the match.
- 3 Would you have chosen this phone if it .... (be) more expensive?
- 4 If I hadn't studied so hard, I .... (not pass) the test.
- 5 Which shops would you have gone to if you .... (have) time?

\_\_\_\_/ 10

### 3 Choose the correct answer.

- 1 Helen hasn't arrived yet. She **mustn't** / **can't** have got a lift from her mum.
- 2 Where's my phone? I **might** / **might not** have left it on the bus.
- 3 The cinema **could** / **must** have been full. There were no tickets left.
- 4 Jack **can't** / **might** have finished his homework. He hasn't had enough time.
- 5 That was a strange noise. It **may** / **can** have been the kids next door.

\_\_\_\_/ 5

### 4 Use the words to write sentences.

- 1 Everybody was smiling.  
The film / must / end / happily.
- 2 Jack didn't know any of the answers.  
He / can't / do / his homework.
- 3 Sue wasn't at the match.  
She / might / have to / look after / her brother.
- 4 The teacher didn't answer my question.  
She / might / not / hear / it.
- 5 They fixed my computer.  
It / should / work / well / now

\_\_\_\_/ 10

## Vocabulary

### 5 Complete the sentences with the words in the box.

mystery villain plot setting author

- 1 The .... of the novel *Northern Lights* was Philip Pullman.
- 2 It's a murder .... about a policeman trying to find out who killed a millionaire.
- 3 The film's .... is on another planet in space.
- 4 The .... in the film is an evil character who tries to destroy the city.
- 5 I prefer films that have a simple .....

\_\_\_\_/ 5

### 6 Choose the correct answer: a, b or c.

- 1 I suddenly remembered my phone and had to run .... home to get it.  
a around      b out of      c back
- 2 It took us .... two hours to walk the hill, but it was much quicker on the way down.  
a out of      b up      c above
- 3 The boy ran .... as soon as he saw the police approaching.  
a through      b towards      c away
- 4 He was driving .... the road when he realised a car was following him.  
a along      b through      c around
- 5 There was a balloon floating .... his head.  
a above      b back      c away

\_\_\_\_/ 5

## Writing

### 7 Write a short story (100–120 words) about an interesting day in your life. Use the questions to help you.

- Where were you?
- Who were you with?
- What happened?
- Why was it an interesting day?

\_\_\_\_/ 10

\_\_\_\_/ 50



## Language focus

### 1 Complete the sentences with the correct form of the verbs. Use reported speech.

- 'They'll ask you lots of questions,' Jane told me.  
Jane told me they .... me lots of questions.
- Mark said, 'There's been an accident.'  
Mark said there .... an accident.
- 'I can help you,' Mrs Jackson said.  
Mrs Jackson said she .... me.
- Andy said, 'My granddad speaks three languages.'  
Andy said his granddad .... three languages.
- 'I've seen that film,' said Sadie.  
Sadie said that she .... that film.

\_\_\_ / 5

### 2 Complete the sentences in direct speech.

- Anna said she had enjoyed herself.  
' .... myself.'
- Tim's mum said he hadn't done his homework.  
' .... your homework, Tim.'
- The teacher said I always played football well.  
' .... football well.'
- Jackie said she could do it.  
' .... it.'
- Dave told me he would text me the next day.  
' .... you tomorrow.'

\_\_\_ / 5

### 3 Use the words in brackets to write reported questions.

- 'Why is this happening?' Andy asked her.  
(happening / was / why / this)  
Andy asked her .....
- 'Will you be here on Monday?' Mr Graham asked.  
(I / be / would / there / if / Monday / next)  
Mr Graham asked .....
- 'Have you made new friends, John?' Verna asked.  
(made / John / new / if / he / friends / had)  
Verna asked .....
- 'When can we meet you?' Anne and Mike asked.  
(they / when / meet / us / could)  
Anne and Mike asked .....
- 'Who were you with at the party?' Toby asked Sona.  
(the / had / she / party / been / at / who / with)  
Toby asked Sona .....

\_\_\_ / 10

### 4 Choose the correct answer.

- I was wondering if **you had** / **had you** met each other.
- Do you know why **hasn't he** / **he hasn't** phoned me?

- Can you tell where **the band are** / **are the band** playing on Saturday?
- Can I ask you if **you have** / **have you** seen anything like this before?
- I was wondering **what** / **if** the name of that film is.

\_\_\_ / 5

## Vocabulary

### 5 Choose the correct answer.

- George wanted a new phone for his birthday and his parents **insisted** / **promised** that they would get him one.
- The customer **promised** / **complained** that the watch did not work properly.
- The teacher took a long time to **explain** / **admit** what we had to do for homework.
- The girl loved the song so much that she **suggested** / **insisted** on listening to it again and again.
- We weren't sure whether to go to the cinema or watch a film at home. Finally, Jane **decided** / **suggested** that we'd go to the cinema.

\_\_\_ / 5

### 6 Complete the sentences with the words in the box. There are two more words than you need.

take see come run date get put

- New types of insect are likely to .... into existence as the world's climate changes.
- These songs sound modern but in fact they .... back to the 1950s.
- Some older people can't .... the point of playing video games.
- The football club are hoping to .... ahead with their plans for a new stadium.
- We need to .... more care of our planet and look after it for people in the future.

\_\_\_ / 10

## Writing

### 7 Write an article (100–120 words) reporting on crime where you live. Use these questions to help you.

- What crimes are common where you live?
- Have you ever seen somebody committing a crime?
- How do you and your friends feel about crime?
- What should the police do to prevent crime?

\_\_\_ / 10

\_\_\_ / 50

**Total:** \_\_\_ / 100



# Final evaluation test

## Language focus

### 1 Complete the sentences with the correct form of the verbs in brackets. Use *will*, *going to* or the present continuous tense.

- Hurry up! The bus .... (leave) in 10 minutes, and you're not ready!
- I'm sure John .... (buy) the latest computer game when it comes out.
- I need to hurry – I .... (get) the 3 o'clock train to the city centre.
- My brother's got his driving test tomorrow, but he .... (probably / not pass).
- I .... (watch) TV all evening when I get home!
- We .... (definitely / see) you tomorrow.

6

### 2 Complete the sentences with the correct form of the verbs in brackets.

- If I .... (have) enough money, I'd spend it all on clothes.
- If .... (you / play) tennis, would you play with Simona Halep?
- If Ben .... (meet) someone famous, he'd definitely take a photo!
- I .... (not / know) what to do if I lost my phone.
- What .... (you / do) if you were me?
- I never imagined they .... (become) famous one day.

6

### 3 Complete the second sentence so that it means the same as the first. Use the present or past simple passive.

- Where do they grow cotton?  
Where .... ?
- A local artist makes these bowls.  
These bowls .... .
- They manufacture laptops in Taiwan.  
Laptops .... .
- The storm damaged twenty houses.  
Twenty houses .... .
- When did they build this house?  
When .... ?
- My brother found our cat at a bus stop.  
Our cat .... .

6

### 4 Choose the correct answer: a, b or c.

- There's ..... chocolate cake for everyone to have some.  
a too much      b enough      c too many
- We definitely ..... forget to get tickets for the concert.  
a won't      b might      c should
- I think ..... probably stay at home this evening if you don't mind.  
a I might      b I won't      c I'll
- We've got ..... money for a ride on the roller coaster. Let's go!  
a too much      b enough      c too many
- She .... for Tim for two hours before he arrived by train at the station.  
a waited      b had been waiting      c was waiting
- ..... people are waiting in the queue for the bus?  
a How much      b How little      c How many

6



## Vocabulary

### 5 Match the definitions (1–5) with the words and phrases (a–g). There is one more word than you need.

- |  |              |
|--|--------------|
| 1 behave in a way that is not honest in order to get what you want       | a throw away |
| 2 use far more of something than you need to                             | b scream     |
| 3 get information about something because you want to know more about it | c waste      |
| 4 put something in the rubbish   | d recycle    |
| 5 learn something new  | e cheat      |
| 6 send things like plastic and paper to be used again                    | f find out   |
|  | g pick up    |

6

### 6 Complete the sentences with the words in the box.

get switch make save do wear

- I had to .... a difficult decision this morning – which cake to eat!
- My parents say we need to .... more energy in our house.
- I really want to .... something fun at the weekend.
- I forgot to .... off my lamp when I went to school yesterday.
- If you're often late for class at my school, you might .... detention.
- I don't like having to .... a uniform when I go to school.

6

### 7 Choose the correct answer.

- I don't know why, but I find clowns really **terrified / terrifying**.
- My brother was **making / doing** a lot of noise last night and I couldn't sleep.
- The idea of going up in a lift is quite **worried / worrying** for me.
- I need to **do / make** my homework now, so I can't watch TV.
- Trekking is **tired / tiring** if you're not fit.
- Look – they've finally **knocked down / cut down** that old house.

6

### 8 Match the descriptions (1–6) with the materials (a–h). There are two more words than you need.

- |                                |           |
|--------------------------------|-----------|
| 1 make windows.                | a rubber  |
| 2 produce smart shoes.         | b paper   |
| 3 build the outside of houses. | c metal   |
| 4 manufacture summer clothes.  | d leather |
| 5 make books.                  | e glass   |
| 6 produce car tyres.           | f wood    |
|                                | g cotton  |
|                                | h brick   |

6



# Final evaluation test

## Useful language

9 Complete the conversation between two friends. Choose from the answers (a–h). There are two more expressions than you need.

Amy: Helen! What happened to you this morning?

Helen: 1 .....

Amy: Well, you were supposed to meet me and our friends in town!

Helen: 2 .....

Amy: Oh? Well, my phone isn't working well. So where were you?

Helen: 3 .....

Amy: I thought you did that yesterday.

Helen: 4 .....

Amy: Well, if I were you, I'd tell him. Maybe we could do your homework together?

Helen: 5 .....

Amy: No problem – I'm glad to help. And don't worry!

Helen: 6 .....

Amy: Well, there's always Saturday – we're going again then!

- a I'm really sorry – I tried to call you but there was no reply.
- b That'd be great, Amy! Thanks!
- c I think it'll be OK.
- d Mum said I had to stay at home and finish my homework.
- e I'm not sure if that's a good idea.
- f I won't. And I promise to come next time.
- g Why? What do you mean?
- h I couldn't – it's just too hard. My teacher's going to be cross.

6

10 Listen to Maria and her brother Adam packing for their camping trip with friends. Tick (✓) the right person.

	Who...	Adam	Maria
1	is nearly ready?		
2	wants to check the sun cream?		
3	is taking two torches?		
4	has got a penknife?		
5	thinks taking sleeping bags is a good idea?		
6	wears glasses to read?		



6





## Reading

### 11 Read James's blog.



Home

About ▶

Posts ▼

This is the end of my second week of my trip to Australia and here I am, spending a few days at Ayers Rock, or Uluru as it is called by the Aborigines, near Alice Springs. I took the train from Adelaide because I wanted to see as much of this huge country as possible. It was a really long journey and a bit boring to be honest as there isn't really that much to see – just desert and a few plants here and there! I didn't even see any animals as most of them only come out when it starts to get dark, so probably most of them were asleep. I guess it's too hot for them in the midday sun. I'm camping here with a group of students. We've got a fantastic guide who met us here and knows so much about the history and geography of this place. It's absolutely boiling during the daytime but freezing at night so it really is extreme. No one can remember the last time there was heavy rain so you can imagine how careful everyone is with water.

Tomorrow we're hiking round Ayers Rock. It doesn't look that big on pictures but it's actually almost 10 kilometres! But I'll manage, I'm sure. The colours are amazing ... reds and oranges and purples, so I'm really looking forward to taking some good photos.

James Brayne

#### Choose the correct answer: a, b or c.

- James has been in Australia for .....  
 a two weeks                      b a week                              c a few days
- James found the train journey to Ayers Rock .....  
 a very exciting                      b quite uninteresting              c very enjoyable
- James thinks he didn't see any animals because .....  
 a it was dark                      b he slept a lot                      c it was boiling
- The guide with James .....  
 a is also a student                      b is an expert on the area              c came with the group by train
- It's very unusual to get ..... there.  
 a hot weather                      b freezing temperatures              c heavy rain

 10

## Writing

### 12 The teacher has asked you to write a story. The story must begin with the following sentence:

'Jack looked at his friend's social media page and couldn't believe what he saw!'

Write your story, in about 100–120 words.

 30

 100



# Final evaluation test

## Language focus

### 1 Choose the correct answer.

My teacher suggested <sup>1</sup> **visiting / to visit** museums as a way of learning about the world. I asked her if she <sup>2</sup> **can / could** recommend one, and she said the museum <sup>3</sup> **which / who** she liked best was the Science Museum. I decided to go there and I learnt a lot. I found out that the telephone is nearly 150 years old. It <sup>4</sup> **was / has** invented by a Scottish man <sup>5</sup> **which / whose** name was Alexander Bell. I was only at the museum for two hours, but if I <sup>6</sup> **'ve / 'd** stayed longer, I would have learnt even more!

6

### 2 Match the sentence halves.

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1 I don't like chocolate that     | a isn't as easy as it looks. |
| 2 The most chocolate in the world | b you make the cake.         |
| 3 I don't mind helping            | c has nuts in it.            |
| 4 Making cakes                    | d I'd have eaten more.       |
| 5 If I'd had more time,           | e who made this cake.        |
| 6 I was wondering                 | f is eaten in Switzerland.   |

6

### 3 Complete the sentences with the words in the box. There are two more words than you need.

whose who should must can't where what would

- She's the singer .... was on TV yesterday.
- I visited a zoo .... you could see a white tiger.
- They said the film was great so we .... like it too.
- She didn't answer the door so she .... have gone out.
- That's the boy .... father is a millionaire.
- If you had told me the story before, it .... have made the film less exciting.

6

### 4 Complete the second sentence in each pair so that it means the same as the first. Use no more than three words.

- William Golding's novel of 1954 was called *Lord of the Flies*.  
The .... William Golding's novel of 1954 was *Lord of the Flies*.
- I read this book recently, and it's about a boy with magic powers.  
The book .... recently is about a boy with magic powers.
- Shops sold fewer books last year than the year before.  
Fewer books .... last year than the year before.
- My dad is wondering if he should write a book about his childhood in India.  
My dad is considering .... a book about his childhood in India.
- I won't finish this book by Monday because it's so long.  
If this book .... shorter, I would finish it by Monday.
- 'Have you read *Day of the Triffids*?', Muriel asked me.  
Muriel asked me .... read *Day of the Triffids*.

6



## Vocabulary

### 5 Choose the correct answer: a, b or c.

- The .... on the left is for hot water.  
a plug            b tap            c file
- You need to put the .... in the wall if you want power.  
a candle        b plug            c button
- The .... for the light is next to the door.  
a switch        b heater        c tap
- Don't play with .... – you could start a fire.  
a cards        b taps            c matches
- We'll need to light a .... because there's no electricity.  
a fan            b laptop        c candle
- The .... in the lamp needs to be changed – it's stopped working.  
a remote control   b light bulb    c charger

6

### 6 Choose the correct answer.

- He dressed up in old clothes **in order to** / **as a result** look poorer than he was.
- In the book, the **villain** / **hero** saves the world from being destroyed.
- I didn't find the **plot** / **mystery** of the film very exciting. Did you?
- This castle **dates** / **gets** back to the sixteenth century.
- Marta **suggested** / **agreed** seeing a film this Friday. What do you think?
- Dinosaurs first **ran** / **came** into existence around 230 million years ago.

6

### 7 Choose the correct answer: a, b or c.

Our class made a film together, and it was really good <sup>1</sup>.... our teacher. It was about a gang who do <sup>2</sup>.... They're all children and they <sup>3</sup>.... people secretly in crowded places and try to steal money or wallets without them noticing. The leader of the gang is a horrible villain who wears a mask <sup>4</sup>.... disguise his face. None of the children ever see what he really looks like. The film was kind of funny <sup>5</sup>.... scary but everyone who came to see it thought it was fantastic. Our teacher <sup>6</sup>.... that she'd been a bit worried but it went extremely well.

- a according to    b so that            c of course
- a kidnapping    b arson            c pickpocketing
- a approach        b float            c track
- a as a result      b in order to      c then again
- a rather than     b a bit            c much too
- a prepared        b admitted        c promised

6

### 8 Match the sentence halves (1–6 with a–h). There are two more than you need.

- |                                     |  |
|-------------------------------------|--|
| 1 We did extremely well             | a in order to disguise his face.       |
| 2 The villain wore a mask           | b and in fact it's not like that.      |
| 3 The film was kind of scary rather | c had committed the robbery.           |
| 4 It's ridiculously hot in here     | d you need to take care.               |
| 5 Mugging is quite common here so   | e when they complained.                |
| 6 The man admitted that he          | f than funny.                          |
|                                     | g according to our teacher!            |
|                                     | h as a result of having the heater on. |

6



## Useful language

### 9 Choose the correct answer in each case.

- 1 The battery lasts for around 24 hours.
  - a How much longer is it?
  - b You're absolutely right.
  - c That's not really long enough.
- 2 Can you tell me a bit more about this smartphone?
  - a That's not much better, I think.
  - b That's a good idea.
  - c Of course, what would you like to know?
- 3 Would you like to comment on these rumours?
  - a You must be joking! It's a lot less.
  - b I'd like to say that they're totally untrue.
  - c OK, but that is true. Honest!
- 4 Is it true that you don't get on with each other?
  - a These rumours are false.
  - b Is that right?
  - c I've heard of it.
- 5 I really got into trouble at the weekend.
  - a Did it? Oh, no!
  - b So what happened when you found it?
  - c Really? Why was that?
- 6 How about this purple T-shirt?
  - a Maybe we'll see some in the next shop.
  - b You should try it on.
  - c I suppose you're right.

6

## Listening

### 10 Listen to Harry talking to his friend Katie about her new camera. Choose the correct answer: a, b or c.

- 1 When Harry sees Katie's new camera, he is
  - a annoyed.
  - b surprised.
  - c jealous.
- 2 Who gave Katie her new camera?
  - a her cousin
  - b her father
  - c her aunt
- 3 What will Katie do with the photos she's going to take?
  - a enter competitions with them
  - b use them to apply for a course
  - c display them for people at her school
- 4 When Harry hears Katie's plans, he wonders if she'll
  - a get the opportunity to prove her talent.
  - b have enough determination to succeed.
  - c stay passionate about what she's doing.
- 5 During the summer holiday, Katie wants to
  - a get some work experience.
  - b do a short Art course.
  - c look for a part-time job.
- 6 What does Katie decide about Harry's dinner invitation?
  - a She needs to check with her parents first.
  - b She turns it down as she has to finish some homework.
  - c She's looking forward to trying Harry's food.



6



## Reading

### 11 Read the story written by a girl called Jill.

#### Meeting Mum's old schoolfriend

by Jill Rogers

Let me tell you about something that happened to my mum. She recently got interested in social networking sites, after seeing me spending hours on them. She told me she wanted to find an old friend from her schooldays and then spent a ridiculous amount of time tracking her friend down, which she did eventually. The friend's name was Penny Finn and she was living abroad, but was coming back to London for a few days. Mum told me what she remembered about her. Penny had been kind of stylish and attractive, not very traditional in the way she behaved, and had done very little studying for her exams. Mum told me she had seen Penny as a bit of an idol, someone who had an impressive way of getting people to do what she wanted. She and Mum lost touch soon after leaving school.

Anyway, Penny agreed to see Mum in a big hotel in the centre of town, and Mum promised to take me along with her as I kept asking. I was looking forward to it after hearing so much about this woman. When we arrived in the hotel restaurant, Mum looked around but couldn't see Penny. Then a voice called out Mum's name and we turned round and saw this woman in an armchair calmly drinking a bottle of the most expensive champagne. Mum didn't really recognise her – she looked so different. Her hair colour looked really fake – a kind of white-blond – and she was wearing dark glasses. Anyway, we sat down and Mum introduced me and they started chatting. Penny suggested getting more champagne, so they went ahead and ordered some.

When it came to paying, Penny said she'd forgotten her credit card. Mum insisted on paying the bill, and got out hers. Penny picked it up and said she'd take it over to the waiter. Mum and I sat there waiting for her to come back, and eventually we realised she had left – with Mum's credit card! It had been a trick. Several months later, we were shocked to see her in the newspaper. She had been sent to prison for fraud!

- 1 What does Jill say about social networking sites?
  - a Jill's mum taught her to use them.
  - b Jill found an old friend on one.
  - c Jill went on them very often.
- 2 Jill's mother first got in touch with her schoolfriend Penny Finn after
  - a a long search for Penny online.
  - b news about Penny from another friend.
  - c Penny arrived in London.
- 3 According to Jill's mother, at school Penny
  - a was a kind person.
  - b was somebody that she admired.
  - c was a good student.
- 4 Why did Jill's mum take her daughter to meet Penny?
  - a Jill was keen to meet her mother's friend.
  - b Jill's mother was afraid to go alone.
  - c Penny had asked for her to bring her daughter.
- 5 What does Jill say about seeing Penny for the first time?
  - a They noticed her straight away.
  - b She was sitting in the dark.
  - c Her hair did not seem natural.

10

## Writing

### 12 Read part of a letter you received from your English-speaking friend, Mel. Write an email to Mel and answer the questions. Write 100–120 words.

I think people my age dress quite fashionably in my country. What about in your country? What do teenagers wear? Is fashion important? And where do they buy their clothes?

30

100



# Say it right!

## Unit 1 /ɪ/ and /i:/

### 1 Listen and repeat.

/ɪ/ wind city /i:/ freeze beach

### 2 Listen and choose.

- |        |       |
|--------|-------|
| /i/    | /ɪ:/  |
| 1 it   | eat   |
| 2 live | leave |
| 3 hit  | heat  |
| 4 ship | sheep |
| 5 fill | feel  |

### 3 Match the words to the correct sound.

extreme free heat give listen  
six swim teach

/ɪ/ give /i:/ extreme

### 4 Listen, check and repeat.

## Unit 2 ough

### 1 Listen and repeat.

enough through thought although

### 2 Listen and choose the correct sound.

- |  |      |      |
|--|------|------|
| 1 I think that's enough.                                 | /ʌ/  | /u:/ |
| 2 We walked through the park.                            | /ʌ/  | /u:/ |
| 3 I thought it was scary.                                | /ɔ:/ | /u:/ |
| 4 Although I like her, she's not my best friend.         | /ʌ/  | /əu/ |
| 5 I bought a new T-shirt yesterday.                      | /ɔ:/ | /u:/ |
| 6 Even though I'm afraid of insects, I like butterflies. | /ʌ/  | /ne/ |

### 3 Listen, check and repeat.

## Unit 3 Intonation in second conditional sentences

### 1 Listen and repeat.

- 1 If I was rude to the teacher, I'd get detention.
- 2 I'd study Art if I went to a Free school.

### 2 Listen and mark the fall-rising (↘↗) and falling (↘) intonation on the stressed words in the sentences.

- If I was headteacher of my school, I would make the lunch breaks longer.
- If you lived in the UK, your life would be different.
- I wouldn't give any homework if I was a teacher.
- I'd go to the cinema if it was my birthday tomorrow.

### 3 Listen, check and repeat.

### 4 Practise saying the sentences in Exercise 2 with the correct intonation.

## Unit 4 Stress in compound words

### 1 Listen and repeat.

metal cans glass bottle car tyre  
earthquake cotton T-shirt solar energy

### 2 Mark the stress on the compound words.

birthday cake sun cream leather shoes  
paper plates sun hat sweet wrappers  
plastic glasses brick wall  
swimming pool plastic table

### 3 Listen, check and repeat.



## Unit 5 Sentence stress in the past perfect

### 1 Listen and repeat.

- 1 We hadn't been to a concert before.
- 2 I'd forgotten about his birthday.

### 2 Listen and mark the stresses in the sentences.

- 1 The show had sold out really quickly.
- 2 We'd wanted to go to that restaurant for ages.
- 3 What? He hadn't seen that film? Ever?
- 4 Lots of other people had arrived before us.
- 5 I hadn't expected to see him there. What a surprise!

### 3 Listen, check and repeat.

### 4 Practise saying the sentences in Exercise 2 with the correct stress.

## Unit 6 Intonation in relative clauses

### 1 Listen and repeat.

- 1 This is the person that I was telling you about.
- 2 My aunt has a friend who sells jewellery in the market.

### 2 Listen and mark the rising (↗) and falling (↘) intonation on the stressed words.

- 1 Who's the person that you were talking to?
- 2 Here are the tickets which I got for you.
- 3 That's the man who gave me a lift.
- 4 That's the hotel where we stayed last year.
- 5 Here is the charger that you lent me the other day.
- 6 That's the guy whose stall I work on at weekends.

### 3 Listen, check and repeat.

### 4 Practise saying the sentences in Exercise 2 with the correct intonation.

## Unit 7 Contracted forms in third conditionals

### 1 Listen and repeat.

- 1 If he'd stayed on the path, he wouldn't have killed the butterfly.
- 2 If he hadn't killed the butterfly, things wouldn't have changed.
- 3 If he hadn't stepped off the path, would the guide have pointed the gun at him?

### 2 Listen and identify the contracted forms in the sentences.

- 1 If my friend had not called, I would have stayed at home and watched TV.
- 2 If the film had not been sold out, we would not have gone for a burger.
- 3 If I had had some money, I would not have gone to the bank.
- 4 We would not have seen the man if we had not gone to the bank.
- 5 I would not have bought a ticket if my friend had not bought one too.
- 6 If my friend had not called to ask me to go to the cinema, I would not have won a million pounds!

### 3 Listen, check and repeat.

### 4 Practise saying the sentences in Exercise 2 with the contracted forms.

## Unit 8 Intonation in indirect questions

### 1 Listen and repeat.

- 1 Could you tell me your views on that, please?
- 2 Can I ask you what the time is, please?

### 2 Listen and mark the rising (↗) and falling (↘) intonation on the stressed words.

- 1 Could you tell me about your family, please?
- 2 Can you tell me how old you are, please?
- 3 Could I ask if you drive a car, please?
- 4 Can I ask you to repeat that, please?
- 5 Do you know where the toilets are, please?

### 3 Listen, check and repeat.

### 4 Practise saying the questions in Exercise 2 with the correct intonation.



# Grammar reference

## Starter Unit

### Word order in questions

- We form most questions with (question word) + auxiliary verb + subject + main verb phrase.  
*How long do they spend online every day?*  
*Are you going to the concert with friends tomorrow?*
- When we form questions with *be* in the present and past simple, we use (question word) + *be* + subject.  
*Where were you yesterday?*  
*Are you worried about something?*

### 1 Rewrite the sentences using question words and the interrogative form of the verbs.

- I met him at the theatre.  
*Where did you meet him?*
- Sia composed a song for Rihanna called *Diamonds*.
- Sally goes to school at 8 am.
- The concert will take place at the National Arena stadium.
- Josh is crying because he lost his wallet.
- Tina had her last exam on Tuesday.
- I go to music classes twice a week.

### Subject/object questions

- We don't use an auxiliary verb when the question word is the subject.  
*Who gave you that pen? ('Karl gave it to me.')*  
*What makes you happy? ('Spending time with my friends makes me happy.')*
- We use an auxiliary verb when the question word is not the subject.  
*What did you do at the weekend? ('We went shopping and had a pizza.')*  
*Who do you want to win the football match? ('I want Liverpool to win.')*

### Present perfect with *ever*, *never*, *for* and *since*

- We often use *ever* in present perfect questions when the exact time isn't important. We put *ever* directly after the subject.  
*Has she ever helped you with your homework?*
- We often use *never* to say 'not at any time'. We put *never* between *have/has* and the past participle.  
*He's never been to New York.*
- We use *for* and *since* with the present perfect to say how long something has been true. We use *for* with periods of time, and *since* with a reference to a specific time.  
*She's lived here for seven years.*  
*He's worked here since 2007.*

### Present perfect questions

- To form questions in the present perfect, we use (question word) + *have/has* + subject + past participle.  
*Has John asked you about borrowing your sleeping bag?*  
*Why have you brought sandwiches?*  
*Have they arrived yet?*  
*Have you ever been to Australia?*  
*How long has she lived in Brazil?*

### Present perfect with *still*, *yet*, *already* and *just*

- We use *still* with negative verbs to express that something we expected has not happened, but imagine it will happen in the future. We put *still* directly after the subject.  
*David still hasn't texted me about this weekend.*
- We use *yet* with negative verbs to emphasise that something we expected has not happened. We put *yet* after the complete verb phrase.  
*Lauren hasn't asked her parents about the party yet.*
- We also use *yet* in questions to ask about things we don't think have happened.  
*Have you bought tickets for the football match yet?*
- We use *already* to explain that something happened before we expected or to emphasise it has happened. We usually put *already* between *have/has* and the past participle.  
*Hurry up! James and Lily have already arrived.*
- We use *just* with the present perfect to talk about very recent events and actions. We put *just* between *have/has* and the past participle.  
*I've just heard that you won the race. Well done!*

### 2 Complete the sentences. Write ONE word in each gap.

- I've never been to London – have you?
- I've been at this school .... three years.
- We haven't decided .... where to go on holiday.
- Have you .... studied photography?
- How long is it .... you last had a pizza in a restaurant?
- My brother hasn't started having his driving lessons .....
- We've .... been to the beach, so we don't want to go there again this afternoon
- I've .... listened to Rag'n'Bone Man's music but I'd like to.
- I'm sorry, I can't go out. I .... haven't finished my homework for tomorrow.

### Present perfect and past simple

- We use the past simple to talk about actions and experiences that happened in a time period that has finished.  
*In 2009, my little sister was born.*



# Grammar reference

- We use the present perfect to talk about experiences and facts in the past that happened in a time period that isn't finished.

*She's bought a lot of new clothes this year.*

- We also use the present perfect when the exact time of a past action is not mentioned or important.

*You've left the light on in your room.*

### 3 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or past simple.

- 1 We *didn't spend* (not spend) too much money at the mall. Everything was way too expensive.
- 2 When .... (you / go) away on your holiday last year?
- 3 We .... (take) some fantastic pictures during our stay in Corfu Town.
- 4 How long .... (you / live) in Bucharest now? Is it three years?
- 5 He .... (see) Julia on the beach last weekend.
- 6 We .... (not visit) the Germanisches National Museum yet.
- 7 I .... (expect) to see your grandparents at the movies.
- 8 Who .... (invent) paper?

### Present perfect simple vs. present perfect continuous

- We use the present perfect simple to talk about actions that happened at an unstated time in the past and that are connected with the present.

*He has lost his wallet. (He's still searching for it.)*

- We use the present perfect continuous to talk about a series of actions that started in the past, are still in progress and we expect them to continue.

*It's been raining for more than twelve hours. (It doesn't show signs of stopping.)*

- We use the present perfect continuous to emphasise that an activity is ongoing and repeated (emphasis on duration). We use the present perfect simple to show that an activity happened only once or on a specified number of occasions.

*Tom and James have been kicking balls all day.*

*They have played for the national team in 5 matches so far.*

### 4 Complete the sentences with the correct present perfect simple and present perfect continuous form of the verbs in brackets.

- 1 I *'ve* never *met* (meet) anyone famous.
- 2 Tom .... (read) for two hours now.
- 3 How long .... it .... (snow)?
- 4 Helen .... (read) 100 pages so far.
- 5 They .... (not have) a holiday in two years.
- 6 How long .... you .... (read) that book?
- 7 I .... (expect) to see your grandparents at the movies.
- 8 .... Kim ever .... (climb) a mountain?

### First conditional

- We use the first conditional to talk about possible future events, to say what we think the result will be or to introduce certain conditions under which something is true.

*If he doesn't answer, I'll never talk to him again.*

*If you push him, he will fall.*

- We often use *if* and the present simple in the *if*-clause, and *will/won't* + infinitive in the main clause.
- When we use *if* to start the sentence, we use a comma between the two sentences.

*If you leave home now, you'll catch the bus.*

**BUT**

*You'll catch the bus if you leave now.*

### 5 Complete the sentences with the correct form of the verbs in brackets.

- 1 Tom *won't come* (not come) tonight if he *is* (be) too busy.
- 2 If you .... (take) more exercise, you .... (start) to feel better.
- 3 Tom .... (not pass) all his exams if he .... (not study) harder.
- 4 If you .... (have) a social media site account, I .... (invite) you to be my friend.
- 5 Paul .... (study) English if he .... (go) to university.
- 6 If I .... (have) time, I .... (help) you later.

### Time clauses

- Time clauses are introduced by time adverbs such as *when, while, before, after, as soon as, until* etc. After these adverbs we use the present tense to talk about the future.

*When you run, you lose energy.*

*Unless you pay for your meal, you'll have to leave.*

*I'll give you a call as soon as I get home.*

### 6 Choose the correct options.

- 1 John will be pleased **if / unless** he passes the test.
- 2 They won't get there in time **as soon as / unless** they hurry.
- 3 Kim will join us **as soon as / unless** she finishes classes.
- 4 You'll read this book **when / if** you get older.
- 5 I'll delete the photo **if / as soon as** you don't like it.
- 6 **If / Unless** it rains, I'll bring my umbrella.
- 7 The telephone is one of the most **useful / usefully** inventions ever.
- 8 **When / If** this programme finishes, I'll turn off the TV.
- 9 My father will cook for us **if / as soon as** he returns from the market.

# Grammar reference

## Unit 1

### Present simple vs. present continuous

- We use the present simple to talk about facts, habits and routines.  
*My sister likes cold weather.*  
*I go to school early every day.*  
*He doesn't like fish.*  
*We don't live in Malaga.*  
*Do you live in France?*  
*Where does she live?*
- We use the present continuous to talk about actions in progress at the time of speaking or around that time.  
*Silvia is driving to work this week.*  
*I'm working on my school project at the moment.*
- We form the affirmative with subject + *be* + verb + *-ing*.  
*I'm reading.*  
*They're listening.*
- We form the negative with *be not* + verb + *-ing*. *Not* is usually contracted.  
*You aren't listening.*  
*She isn't sleeping.*
- We form questions, with *be* + subject + verb + *-ing*.  
*Is Ana doing her homework?*
- In information questions, we put the *Wh-* question word before *be*.  
*Where are they shopping?*  
*What book is he reading?*

### 1 Complete the conversation. Use the present simple or the present continuous form of the verbs in brackets.

- John:** Hello. <sup>1</sup>.... (you do) anything at the moment?
- Katie:** Right now, I <sup>2</sup>.... (look after) my brother. Why?
- John:** What time <sup>3</sup>.... (your mum get) home?
- Katie:** She <sup>4</sup>.... (work) late every Thursday, so at about half past seven. Why?
- John:** They <sup>5</sup>.... (show) that new comedy film at the cinema in town. It <sup>6</sup>.... (start) at half past eight. My sister and I <sup>7</sup>.... (think) about going. <sup>8</sup>.... (you want) to come with us?
- Katie:** Yes, please! Let's meet at the cinema at eight!

### Adverbs of frequency

never hardly ever sometimes usually often always  
←-----|-----|-----|-----|-----|----->

- We use adverbs of frequency to say how often something happens.
- We put them before the main verb but after the verb *to be*.  
*It hardly ever snows here.*  
*There are often snowstorms here in winter.*
- Often*, *sometimes* and *usually* can also come at the beginning of the sentence.  
*Sometimes, my family and I have barbecues.*
- We use adverbs of frequency (*always*, *often*, *hardly ever* ...) with the present simple. We use *at the moment* and *now* with the present continuous.  
*My dad often plays computer games with me.*  
*My mum is running at the moment.*

### 2 Put the words in the correct order to make sentences.

- washes / the / Theo / never / car *Theo never washes the car.*
- hardly / watch / TV / They / ever
- late / sometimes / am / school / for / I
- get / marks / exams / good / You / always / in
- on / play / usually / We / football / Wednesdays
- homework / with / often / She / helps me / my

### Past simple vs. past continuous

- We use the past continuous to talk about actions in progress at a certain time in the past.  
*At lunchtime, it was raining.*
- We form affirmative sentences with subject + *was/were* + verb + *-ing*.  
*He was crying.*  
*We weren't listening.*
- We form the negative with *was/were* + *not* (*n't*) + verb + *-ing*. *Not* is usually contracted.  
*They weren't helping to tidy.*

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

When I woke up, it <sup>1</sup> *was raining* (rain). I <sup>2</sup>.... (walk) to the bathroom, but my brother <sup>3</sup>.... (have) a shower. I <sup>4</sup>.... (tell) him to be quick and then I <sup>5</sup>.... (go) to the kitchen. Dad <sup>6</sup>.... (read) the newspaper, and Mum <sup>7</sup>.... (listen) to the news.' <sup>8</sup>.... (you sleep) well?' asked Dad. 'No,' I said, 'I <sup>9</sup>.... (have) a very strange dream about a horse in my English class!'

# Grammar reference

## Unit 2

### be going to/will/Present continuous (Review)

+	I	'm	going to	tell him.
	He/She/It	's		
	We/You/They	're		
-	I	'm not	going to	tell him?
	He/She/It	isn't		
	We/You/They	aren't		
?	Am	I	going to	tell him?
	Is	he/she/it		
	Are	we/you/they		

- We use *be going to* to talk about future actions we intend to do.  
*After we finish school, I'm going to go to work.*  
*My grandparents are going to stay with us at the weekend.*
- We use *will* to talk about predictions in the future.  
*She won't find it – she always gets lost!*  
*They'll be late for the party. They always are.*  
\*See unit 5 for how we form *will*.
- We use the present continuous to talk about future arrangements when they have a fixed date.  
*They're getting married this summer.*  
*She isn't coming to the party.*  
\*See unit 1 for how we form the present continuous.

### 1 Choose the correct form to complete the conversation.

- A: What time <sup>1</sup> are you catching / will you catch the bus to London?
- B: Eleven o'clock – so I <sup>2</sup> will leave / 'm leaving in ten minutes. I <sup>3</sup> will / 'm going to meet Alex at the bus station.
- A: What <sup>4</sup> are you going to / will you do in London?
- B: Well, I think the weather <sup>5</sup> will be / is being nice so we <sup>6</sup> will / 're going to take a boat ride along the Thames. Then we've got tickets for a walking tour so we're <sup>7</sup> going to meet / meeting our guide at one o'clock in Trafalgar Square.
- A: That sounds like fun. Have a great time.

### Quantifiers – *how much/many, (not) enough, too many/much*

	Countable (plural)	uncountable	both
+	a few	a little	(not) enough
-	too many	too much	(not) enough
?	too many	too much	(not) enough

- We use quantifiers to express the quantity of something.
- When the noun is countable we always use the plural form.  
*My sister has too many toys.*
- We use *too + much/many* to say that an amount is excessive. The difference between *too much* and *too many* is the same as the difference between *much* and *many*. *Too much* is used with singular (uncountable) nouns; *too many* is used with plurals.  
*There are too many books for one person to carry.*  
*They eat too much fast food.*
- We use *how much/how many* to ask about quantity.  
*How much money have you got?*  
*How many books are there?*
- We use *enough* to say a quantity is sufficient and *not enough* to say a quantity is insufficient.  
*I didn't have enough time to answer all the questions.*  
*We've got enough players to make two teams.*

### a little/a few

- We use *a little* and *a few* to express small quantities.  
*I've got a few emails that I need to reply to.*  
*There's a little chocolate ice cream.*
- Use *a few* with plural countable nouns.  
*I've got a few questions about phobias.*
- We use *a little* with uncountable nouns.  
*Can I have a little sugar?*

### 2 Complete the sentences with the words in the box.

~~too much~~ a few enough  
how many a little too many

- I had too much coffee and now I can't sleep.
- You've got ... sweets – put some back.
- I don't think we have ... money for cake.
- ... students are there in your class?
- There's only ... milk left – should I buy some?
- I've got ... things to do today.

# Grammar reference

## Unit 3

### Second conditional – affirmative and negative

Imaginary situation		Possible consequence	
	(if + past simple)		(would + infinitive)
+	If you woke up earlier,		you would arrive on time.
-	If she didn't talk in class,		she wouldn't get detention.
Consequence		Situation	
	(would + infinitive)		(if + past simple)
+	You would arrive on time		if you woke up earlier.
-	She wouldn't get detention		if she didn't talk in class.

Imaginary situation		Possible consequence	
	(if + past simple)		(would + infinitive)
	If I helped you with your homework,		would you lend me your MP3 player?
	Would your dad take us to the concert		if you asked him?

- We use second conditional sentences to talk about imaginary situations and the possible consequences. Both parts can be affirmative or negative.  
*We'd be in Berlin now if we'd caught the early train. If he didn't go to work, he wouldn't be so tired.*
- We form questions using *if + past simple, would(n't) + subject + verb*.  
*If I told you a secret, would you promise not to tell? If I didn't reply to your messages, wouldn't you get angry? Wouldn't life be better if we had a five-day weekend? You needn't shout, I can hear you very well. What should I do if they bully me? Should we invite him to the party?*

#### 1 Complete the second conditional sentences. Use the correct form of the verbs in brackets.

- If I ... *had* ... (have) time, I ... *learn* ... (learn) to knit.
- She ... (not be) late for school if she ... (get up) earlier.
- If they ... (know) the answer, they ... (tell) you.
- Mr Jones ... (help) you if you ... (ask) him nicely.
- If I ... (meet) Will Smith, I ... (ask) for his autograph.
- Our French ... (get) better if we ... (move) to Lyon.

#### 2 Write second conditional questions with the prompts.

- we / share a bedroom / how often / we / argue?  
*If we shared a bedroom, how often would we argue?*
- they / like / it / I / stop / speaking to them?
- What / his parents / say / they / know?
- you / can / have a super power / what / it / be?
- you / live in England / come home / often?
- you / be / me / what / you / do?

### need/needn't; should/shouldn't

- We can use *need (to)* as both an ordinary verb and a modal verb followed by a bare infinitive. As a modal verb, it is used to say that it is necessary or not necessary to do something.  
*I'm all wet. I need a towel. (= ordinary verb)*  
*They go on foot all the time. They don't need a car. (= ordinary verb)*  
*There was an accident on the road. We need to call an ambulance. (= semi-modal verb, very close in meaning to must).*  
*Everything is OK. He needn't worry that much. (= modal verb)*
- When it is a modal verb *need (needn't or don't need to)* is mostly used in negative sentences, very similar in meaning to *don't have to*, to show lack of obligation.  
*I cleaned the window so she needn't bother to do it. You needn't shout, I can hear you very well.*

#### 3 Complete the sentences with need/needn't and the bare infinitive of the verbs in the box.

bring come (x2) hurry change help walk

- I have something important to tell you. I ... *need to come* ... to your house right now.
  - We ... all the way home. We can get a taxi.
  - I can't do this alone. You ... me.
  - Sam's got plenty of time to catch the bus. He ....
  - Tara doesn't get along well with her children. She ... something.
  - They ... umbrellas. We've got plenty.
  - Pat can stay here. She ... with us.
- We use *should / shouldn't* followed by a bare infinitive to talk about obligations and recommendations, and when we give advice.  
*You should stop smoking. What should I do if they bully me? You look tired. You shouldn't stay up late. Should we invite him to the party?*
  - Should* is not as strong as *must* or *have to*.  
*You should apologise for being rude. (= suggestion – it would be good to do that)*  
*You must apologise for being rude. / You have to apologise for being rude. (= obligation – you have no alternative)*

#### 4 Write sentences to give advice using should/shouldn't and the prompts.

- I always feel tired at school.  
*You should go to bed earlier. You shouldn't stay up so late.*
- Those jeans are very expensive.
- It's my mum's birthday tomorrow.
- Jill told me a secret yesterday.
- My cat is getting very fat.

# Grammar reference

## Unit 4

### Present simple passive

+	This bottle	is made	of plastic	
	These toys	are made		
-	This bottle	isn't made		
	These toys	aren't made		
?	Is	this bottle	made	of plastic?
	Are	these toys		
Yes, it is/they are.		No, it isn't/they aren't.		

- We use the passive to describe a process. We are usually not interested in, or don't know, who does this process.  
*English is spoken in most shops and restaurants.*  
*Credit cards aren't accepted with ID.*
- To form the present simple passive we use *is/are* (not) + past participle.  
*Coffee isn't grown in Europe.*  
*The streets are cleaned on Sundays.*  
\* See page 175 for a list of irregular past participles.
- We form questions with *is/are* + subject + past participle. We put *Wh-* question words before *is/are*.  
*Is the main square decorated in the holidays?*  
*When are the exam results emailed to students?*  
*How many photos are uploaded a week?*

### 1 Use a word from each box to complete the sentences. Use the present simple passive.

bananas spaghetti cakes  
tea fish chocolate

drink catch cook  
bake make grow

- Tea is drunk* in most countries.
- .... from cocoa beans.
- .... in an oven.
- .... in rivers and at sea.
- .... in Jamaica.
- .... in boiling water.

### 2 Rewrite the sentences using the present simple passive.

- They clean the windows every month.  
*The windows are cleaned every month*
- They don't update their blog every day.
- People take a lot of photos on mobile phones.
- The hotel serves breakfast from 7–10 am.
- Do they give students a certificate at the end of the year?
- People ask a lot of questions in my class.

### Past simple passive

+	The rubbish was	thrown away.
	The old chairs were	
-	The rubbish wasn't	
	The old chairs weren't	
?	Was the rubbish	thrown away?
	Were the old chairs	
Yes, it was/they were.		No, it wasn't/they weren't.

- We use the past simple passive to describe processes in the past.  
*Last year, a trip to Italy was organised at the end of term.*  
*The competition winners were given books.*
- To form the past simple passive we use *was/were* (not) + past participle.  
*The first Disney film was made in 1937.*  
*Some of us weren't invited to the party.*
- To form questions we use *was/were* + subject + past participle. We put *Wh-* question words before *was/were*.  
*Were the instructions written in English?*  
*How much money was taken from her bag?*  
*In which country was the telephone invented?*

### Passive + by

- We use *by* with the passive to show who was responsible for the actions.  
*A lot of houses were destroyed by the fire.*  
*A: Who was the song 'Tell me a lie' recorded by?*  
*B: I think it was (recorded by) One Direction.*

### 3 Complete the text with the past passive form of the verbs in brackets. Use *by* when necessary.

Modern text messages, or SMS, <sup>1</sup> *were invented* (invent) in 1992. Early messages <sup>2</sup> .... (not write) on a mobile phone, they could only be sent from a computer to a phone. In 1993, the first mobile-to-mobile SMS service <sup>3</sup> .... (introduce) in Sweden. It wasn't immediately popular, but by 2011, an average of 19.9 billion texts <sup>4</sup> .... (send) people every day. In the same year, SMS messages <sup>5</sup> .... (replace) chat apps, such as WhatsApp. They <sup>6</sup> .... (use) to send 19 billion texts a day. Experts think this number is going to double in the next two years.

# Grammar reference

## Unit 5

### used to and would

+	I/You/He/She/It/We/You/They	used to	wear jeans.	
		would		
-	I/You/He/She/It/We/You/They	didn't use to	wear jeans.	
		wouldn't		
?	Did	I/you/he/she/it/we/you/they	use to	wear jeans?
+	Yes,	I/you/he/she/it/we/you/they		did.
-	No,	I/you/he/she/it/we/you/they		didn't.

- *used to* emphasises that past habits and states are now finished.  
*They used to go swimming on Tuesdays.*
- We use *would* to describe past habits, but not states.  
*When I was a baby, my parents would take me for a walk every afternoon.*  
*You used to have a ponytail. You would have a ponytail.*
- We do not use *used to* or *would* to talk about things that only happened once, or to say how many times something happened.  
*Last year, I went to France. Last year, I used to go to France.*  
*Yesterday, I called him three times. Yesterday, I would call him three times.*
- We put question words at the beginning of the question.  
*What games would you play when you were younger?*

### 1 Write sentences about Chloe's grandmother using *used to* and *didn't use to*.

Chloe's grandmother was a punk, but her life is different now. In the 1970s, she ...

wore tight trousers. had pink hair.  
shocked people. broke the rules.

Now, she...

wears long dresses. likes gardening.  
bakes cakes. follows the rules.

*She used to wear tight trousers.*  
*She didn't use to wear long dresses.*

### 2 Rewrite the sentences in Exercise 1 with *would*. If *would* is not possible, write X. *She would wear tight trousers.*

### Future in the past

- We use future in the past when we want to refer to actions or events that we thought would happen in the future at the time we were speaking.
- To form the future in the past, we use the past simple form of the verb *will*, *would*, and the base form of the verb without the preposition *to* (the bare infinitive).

*Would* + base form of the verb is mostly used to express a promise, to make a prediction or to show a voluntary action. The verbs that are used before *would* when forming the future in the past are *know*, *think*, *believe*, *promise*, *hope*, *imagine*, *realise*, *expect*.

*He promised he would call us as soon as he arrived in Berlin. (He said/promised he would call us, maybe he did call/maybe he didn't.)*

*I thought you would help your sister with her homework. (I thought you would help your sister with her homework, maybe you did help her/maybe you didn't.)*

*We decided we would let go of the past and only live in the present moment.*

### 3 Complete the sentences with the future in the past form of the verbs in the box.

become visit like look make  
not apologise leave

- 1 I knew John *would make* dinner tonight. I arrived at home very late.
- 2 Keira hoped her son .... a famous fashion designer soon.
- 3 I thought you .... the present. I know how much you wanted this watch.
- 4 They decided they .... the city and move to the countryside by the end of the year.
- 5 You promised you .... your grandparents every week! You barely see them.
- 6 I imagined my future .... totally different when I was in my 20s.
- 7 We knew he .... for his rude words. He acted as nothing had happened.

### Past perfect simple

+	I/You/He/She/It/We/You/They	had	expected it.
-	I/You/He/She/It/We/You/They	hadn't	expected it.
?	Had	I/you/he/she/it/we/you/they	expected it?
+	Yes,	I/you/he/she/it/we/you/they	had.
-	No,	I/you/he/she/it/we/you/they	hadn't.

- We form the past perfect with *had* + past participle.  
*I'd seen the film before, so I was bored.*
- We use the past perfect when we are talking about the past, but want to go back to an earlier time.  
*Jack didn't want to come with us because he'd been there last year.*
- We do not use the past perfect simply because something happened a long time ago. We use it with other past tenses to make the order things happened clear.  
*Ashley didn't get the email because I had typed Ash\_55, not Ash-55.*

# Grammar reference

- We put question words at the beginning of the question.  
*How far had you walked before you realised you were lost?*

## 4 Complete the sentences with the past perfect form of the verbs in the box.

go ~~not tell~~ not win not meet  
miss not remember

- I didn't know. You hadn't told me.
- My aunt wasn't at home. She .... out.
- He didn't have a present for me. He .... my birthday.
- I met Ann for the first time last week. I .... her before.
- It was the first game we won. We .... a game before.
- Judit arrived late. She .... the 7 o'clock train.

## 5 Write past perfect questions with the prompts. Answer them using the information in brackets.

- he / receive / your email? (X)  
*Had he received your email? No, he hadn't.*
- you / save / some money? (✓)
- she / bring / her skateboard? (X)
- Where / had / they / be? (shopping)
- you / hear / of that book? (X)
- What / had / the dog / eat? (my shoes!)

## Past perfect continuous

+	I/You/He/She/It/We/You/They	had been	working very hard.
-	I/You/He/She/It/We/You/They	hadn't been	working very hard.
?	Had	I/You/He/She/It/We/You/They	been working hard?
+	Yes,	I/You/He/She/It/We/You/They	had.
-	No,	I/You/He/She/It/We/You/They	hadn't.

- We form the past perfect continuous with *had* + past participle of the verb *be* (*been*) + *-ing* form of the verb.  
*I had been walking for an hour when I realised I was completely lost.*
- We use the past perfect continuous to show that an event or action in the past was still continuing. We use the past perfect continuous when we are talking about the past, but want to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past.
- Past perfect continuous emphasises a continuing or ongoing action, while past perfect simple emphasises the completion of the action.  
*I'd been finishing my homework when Dad arrived, so I didn't hear him come in.*

*I'd finished my homework when Dad arrived, so I didn't hear him come in.*  
*I'd finished my homework so I started tidying up my room. I'd been finishing my homework so I started tidying up my room.*

- The past perfect simple suggests something more permanent than the past perfect continuous, which can imply that something is temporary. Some verbs are not used very often in the continuous form: *know, like, understand, believe, hear, smell, taste, start, stop*.  
*We'd known each other for a long time before we started working on this project.*  
*We'd been knowing each other for a long time before we started working on this project.*  
*Had they started the game on time?*  
*Had they been starting the game on time?*

## Past perfect continuous vs. past continuous tense

- Both past continuous and past perfect continuous tenses can be used to talk about actions or situations that were in progress at a certain point of time in the past. While the past continuous shows continuity, the past perfect continuous tense is mainly used to indicate the duration of a past activity or state.

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

- When I found Sally, I could see that she had been crying (cry).
- I was tired because I .... (play) the guitar for a long time.
- Her teacher was very angry with her because she .... (come) to class very late.
- We didn't find out the latest news because we .... (not watch) TV.
- She had a terrible migraine because she .... (not sleep) well lately.
- He got bad marks because he .... (not study) hard.

## 7 Correct the error in each sentence.

- Lucy had been finishing her homework by six o'clock. *had finished*
- I was tired because I was reading most of the afternoon.
- I waited for an hour already when their plane landed.
- They had played in the garden when the storm began.
- My brother was eating the whole cake before we came back.
- The train had been leaving before we reached the station.

# Grammar reference

## Unit 6

### The passive: present simple, past simple (review) and will

- We use the passive when we don't know or are not interested in who does an action.
- To form the passive, we use the appropriate form of *be* + past participle.  
*Millions of emails are sent every day.*  
(present simple – *am/is/are*)  
*Ethan wasn't invited to the party.*  
(past simple – *was/were*)  
*The fridge will be repaired tomorrow.*  
(will + *be*)
- We use the present simple passive to talk about facts in the present.  
*In the USA, 2.5 million plastic bottles are thrown away every hour.*
- We use the past simple passive to talk about facts in the past.  
*Last year, all the lights at school were fitted with more efficient LED light bulbs.*
- We use *will* with the passive to talk about future facts and actions we believe will happen in the future.  
*Exam results will be emailed to students next week.*
- We use *by* with the passive to show who was responsible for an action.  
*The book was written by an expert in recycling.*
- To form questions, we use the appropriate form of *be* + past participle. We put *Wh-* question words before *be*.  
*Was the light bulb really invented by Edison?*  
*Where is the most coffee drunk in the world?*
- To form short answers to Yes/No passive questions, we use the appropriate form of *be*:  
*Is much electricity saved with these light bulbs?*  
*Yes, it is. / No, it isn't.*  
*Was it invented by a famous scientist?*  
*Yes, it was. / No, it wasn't.*
- To form short answers to Yes/No future passive questions, we use *will/won't*:  
*Will the bottle tops be recycled?*  
*Yes, they will. / No, they won't.*

### 1 Complete the text. Use the present simple or past simple passive form of the verbs in brackets.

The first crisps <sup>1</sup> *were created* (create) in 1853 by a restaurant chef in New York state. However, crisps <sup>2</sup> .... (not sold) in bags for over 50 years, until the crisp bag <sup>3</sup> .... (develop) by businesswoman Laura Scudder. Flavoured crisps <sup>4</sup> .... (not invented) until the 1950s. While a plain crisp contains only potatoes, oil and salt, a flavoured crisp <sup>5</sup> .... (make) with over 30 ingredients! In the UK, six billion bags of crisps <sup>6</sup> .... (eat) each year. In the USA, crisps <sup>7</sup> .... (not call) crisps, in fact, but 'potato chips' are also very popular there. 680 million kilograms <sup>8</sup> .... (enjoy) each year around the world!

### 2 Complete the future predictions with the passive. Use the verbs in the box and *will (not)*.

do elect not wear build not fly

- In 2024, all farm work *will be done* by robots.
- In 2025, glasses .... because people will have high resolution bionic eyes.
- In 2027, the first 10km high skyscraper ....
- In 2030, aeroplanes .... by pilots, computers will fly them.
- In 2040, the first world government ....

### Relative pronouns

- We use relative pronouns at the beginning of relative clauses. We use relative clauses to say which person, place or thing we are talking about.  
*My aunt has a friend that makes lovely candles.*
- We do not repeat the subject pronoun.  
*We know a lot of people who live in the village.*  
~~*We know a lot of people who they live in the village.*~~
- We use *who* or *that* to talk about people.  
*The man who/that lives next door to us spends every day in the garden.*
- We use *where* to talk about places.  
*That's the office where my mum works.*
- We use *which* or *that* to talk about things.  
*I really don't like films which/that have sad endings.*
- We use *whose* to talk about possessions.  
*Do you remember the name of the guy whose phone charger I borrowed last week?*

### 3 Complete the sentences with relative pronouns.

- That's the guy *who* works in the café in King Street.
- I know a girl .... dad sells old books.
- She wants something .... she can use to keep her photos in.
- William really liked the present .... we gave him.
- They went to the park .... the tennis courts are.
- The man and woman .... are eating ice creams know my parents.

### 4 Correct the error in each sentence.

- This is the place ~~which~~ I bought my blue shirt.  
*where*
- The woman whose wearing a blue top is my aunt.
- I first saw it on a blog ~~what~~ I follow.
- The invention that it changed the world was the wheel.
- I called the brother of the guy ~~who~~ mobile I found.
- One thing ~~which~~ she told me it was very interesting.



# Grammar reference

## Unit 7

### Third conditional

Imaginary past situation	Imaginary past consequence
(if + past perfect)	(would have + past participle)
+ If I had seen your email,	I would have called you.
- If I hadn't seen your email,	I wouldn't have called you.

Imaginary past consequence	Imaginary past situation
(would have + past participle)	(if + past perfect)
+ I would have called you	if I had seen your email.
- I wouldn't have called you	if I hadn't seen your email.

- We use the third conditional to talk about imaginary situations in the past and the imaginary past consequences.
- We use *if* + past perfect (affirmative or negative) to describe the imaginary past situation.  
*The story would have been better if the hero hadn't guessed that Martha was a witch.*
- We use *would (not) + have* + past participle when we are sure of the imaginary past consequence.  
*We would have seen my brother's new car if he'd been at home.*
- We often use the third conditional to talk about things we regret doing.  
*If I hadn't posted the photo on Facebook, my parents wouldn't have found out.*
- We can form questions about the imaginary past results of imaginary past situations with *if* + past perfect, (question word) + *would (not) + subject + have* + past participle.  
*If you'd known the battery was so bad, would you have bought the same mobile?*  
*What would you have done differently if you'd been there?*

### 1 Complete each sentence with the correct form of a pair of verbs from the box.

not be + take   not go + not recommend  
miss + not check   forget + call  
catch + not arrive   have + study

- 1 If he *hadn't forgotten* his phone, he *'d have called*.
- 2 Lucas .... cold if he .... a coat with him.
- 3 They .... the concert if Abby .... the time online.
- 4 If I .... the bus at 12 o'clock, I .... late.
- 5 She .... to see the film if I .... it.
- 6 If I .... more time, I .... more.

### must have, can't have, might/may/could have

- We often use *must have, can't have, might/may/could have* + past participle to explain why something has happened, or suggest what we think has happened.  
*My parents can't have forgotten my birthday, so they must have planned a surprise.*  
*He may have asked Angelo, or he might have asked Paulo. He can't remember!*
- We use *must have* when we feel our explanation is certainly correct.  
*She isn't answering my texts. She must have gone to bed.*
- We use *can't have* to reject explanations for what has happened.  
*She can't have told him. She doesn't know.*
- We use *might/may/could have* when we feel our explanation is possibly correct.  
*I might have left it on the bus. I don't remember putting it back in my bag.*  
*They may have gone to the pool. It's very hot today.*  
*Ben could have decided not to come. Or perhaps his train is late.*
- We can also use *could have* to suggest possible explanations for why something has happened  
*You could have downloaded a file with a virus, so we'll check that first.*
- We form Yes/No questions with *could* + subject + *have* + past participle.  
*Could aliens have visited our planet without us knowing?*
- We form Wh- questions with question word + *must/can't/might/may/could* + *have* + past participle.  
*Why might she have kidnapped him? I thought it was Tyrion! Let's watch another episode!*  
*Where could Mum have hidden my trainers?*

### 2 Choose the correct options.

- 1 She may have / can't have gone out. I can hear music playing in her room.
- 2 Sorry, I might have / must have left my phone on silent by mistake. I'll change it now.
- 3 They can't have / must have seen Tom. He's on holiday in Cyprus this week.
- 4 He can't have / might have decided to stay at home. Ian said he wasn't feeling well.
- 5 I must have / may have found all the information we need, but you need to check to be sure.

### 3 Write sentences with the prompts.

- 1 Erin / must / get lost  
*Erin must have got lost.*
- 2 I / could / leave them at home
- 3 She / can't / hear
- 4 They / may / go home
- 5 Someone / might / lose it

# Grammar reference

## **should** for present/future expectation

- We use *should* to indicate that we think something is probable (we expect it to happen) or we expect to take place but we aren't 100% sure of that.  
*Are you ready? The train should be here soon.*  
(present)  
*£5 is enough. It shouldn't cost more than that.*  
(future)  
*Let's call Sam. She should know the way to the park.*  
(future)
- We use *must* have when we feel our explanation is certainly correct.

## **4 Complete the sentences with *should/shouldn't* and a suitable infinitive.**

- 1 Can you please help your grandma to do the work? It ..... *shouldn't take* ..... long.
- 2 You slept more than 9 hours. You .... so tired.
- 3 I ordered the books two days ago. They .... here by now.
- 4 This film has good reviews. It .... worth watching.
- 5 This is a restaurant with decent prices. This dish ..... so expensive!
- 6 Can you show him the way to his new classroom? It .... only .... a few minutes.
- 7 He left home early. He .... here any minute.

# Grammar reference

## Unit 8

### Reported statements

- When we report somebody's words, we often have to change the verb forms.

Direct speech	Reported speech
Present simple 'I <b>want</b> a new bike.'	Past simple She said (that) she <b>wanted</b> a new bike.
Present perfect 'They've never <b>told</b> anyone.'	Past perfect He said (that) they <b>had</b> never <b>told</b> anyone.
Past simple 'They <b>spent</b> the night in a police cell.'	Past perfect You told me (that) they <b>had spent</b> the night in a police cell.
<i>will</i> 'They'll give us a book to read.'	<i>would</i> You told us (that) they <b>would</b> give us a book to read.
<i>can</i> 'I <b>can</b> help him.'	<i>could</i> She said (that) she <b>could</b> help him.

- We often have to change other words too, such as pronouns and time references.  
*'I'll show you the false passports tomorrow.'*  
*He said he'd show me the false passports the next day.*  
*'You didn't see me last weekend.'*  
*She told us that we hadn't seen her the weekend before.'*
- We don't need to change the verb forms if the situation is still true at the time of reporting, or is imaginary.  
*'My name is Sophia.'*  
*She said that her name is Sophia.*  
*'If I committed a crime, I wouldn't talk about it online.'*  
*He said that if he committed a crime, he wouldn't talk about it online.*

### 1 Rewrite the reported statements as direct speech.

- He told us that he was very sorry.  
'I am very sorry.'
- The police said they'd caught the criminals.  
'We ....'
- Evan and Abby told me they could help me look after my cousin. 'We ....'
- I said that I would call him after 5 o'clock. 'I ....'
- We told her that he loved listening to music.  
'He ....'

### Reported questions

- When we report questions, we usually make the same changes to the verb forms, pronouns and time references as when we report statements.

- When we report questions with a question word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.  
*He asked me what I'd done at the weekend. He asked me what had I done at the weekend.*
- When we report Yes/No questions, we use *if*.  
*'Did you tell the truth?'*  
*They asked him if he'd told the truth.*
- We don't use a question mark in reported questions.  
*'Where did you go after school?'*  
*My parents asked me where I'd been after school.*

### 2 Rewrite the questions as reported questions.

- 'Do you know anybody at this party?' They asked me if I knew anybody at the party.
- 'How long will you be in Italy for, Simon?' She ....
- 'Joe, how much money did they steal?' He ....
- 'Can you tell me your password?' Dad ....
- 'What do you want for your birthday?' They ....

### Indirect questions

Direct Wh-question	Indirect question	
Where is the bank?	Can/Could you tell me	where the bank is?
	Can/Could I ask you	
	I was wondering	where the bank is.
Direct Yes/No question	Indirect question	
Do you know this man?	Can/Could you tell me if	you know this man?
	Can/Could I ask you if	
	I was wondering if	you know this man.

- Indirect questions feel softer and more polite than direct questions. In the first part of indirect questions, we use fixed phrases such as *Can/Could you tell me ... ?*, *Do you know ... ?* and *I was wondering ...*
- When we form indirect questions with a question word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.  
*I was wondering where the kidnappers hid. ~~I was wondering where did the kidnappers hide.~~*
- To form indirect Yes/No questions, we use *if*.  
*Can I ask you if you think she was brave?*

### 3 Correct the error in each sentence.

- I was wondering ~~do~~ you have this shirt in a medium. *if*
- Can you tell us where is the market?
- Excuse me, do you know what time it starts the film?
- I was wondering that you could help me.
- Can I ask you how long did you wait there?



# Vocabulary Bank

UNIT  
1



## Jog your memory!

- 1 Cover the rest of the page. How many words to describe extreme weather and survival essentials can you remember?



## Extreme weather (page 13)

boiling	heavy rain
freezing	high winds
hail	snowstorm
heatwave	thunder and lightning
sunny	dry
drizzle	

- 1 Look at the words in the box. Write sentences about when you have experienced these weather conditions.  
*I went on holiday to Spain last year. It was boiling.*
- 2 Work with a partner. Talk about your sentences. Where were you and what was the weather like?

## Survival essentials (page 16)

sun cream	map	first aid kit
water bottle	sleeping bag	camera
sunglasses	penknife	glasses
compass	torch	contact lenses

- 1 Look at the words in the box. What do you pack when you go on holiday?
- 2 Add three more items that you usually pack to the list.



## Explore prepositional phrases (page 19)

a ship	the Internet	the planet
both directions	the island	

- 1 Look at the words in the box. Write the words in the correct column.

in	on
	<i>a ship</i>

- 2 Add these words to the correct column.

October	South Africa	the middle
television	total	Earth



## Study tip

Keep a record of all your new words. You can write a translation or a definition in your vocabulary notebook or on cards.

*hail - grindină*



# Vocabulary Bank



## Jog your memory!

- Cover the rest of the page. How many words to describe fears and adjectives can you remember?



## Fears (page 23)

birds flying insects snakes  
clowns heights lifts the dark

- Look at the words in the box. Write the fears in the correct column.

animals	people	things
birds		

- Can you add three more fears to the list?



## Explore prepositional phrases (page 24)

embarrassed ....  
share something .... someone  
terrified ....  
think ....  
worried ....

- Look at the words in the box. Write the correct preposition (*of*, *about* or *with*) to make prepositional phrases.
- Do these words go with *about* or *of*? Which two words match both *about* and *of*?

afraid talk fear think  
nightmare scared phobia excited

- Write four sentences about yourself.  
*I always get excited about parties.*

## -ed and -ing adjectives (page 26)

bored / boring excited / exciting  
terrified / terrifying tired / tiring  
interested / interesting worried / worrying

- Look at the words in the box. Write six sentences. Use three *-ing* adjectives and three *-ed* adjectives.

*That film was really boring. I'm terrified of spiders.*



## Explore opposite adjectives (page 29)

bad  
modern  
safe  
sensible  
unlucky  
unsuccessful

dangerous  
good  
lucky  
old  
silly  
successful

- Look at the words in boxes. Match the opposite adjectives.  
*bad/good*
- You can add *un-* to one more adjective to make it opposite. Which adjective is it? Can you think of any other adjectives that you can add the prefix *un-* to?
- Choose four of the words. Write four sentences using the words.



## Study tip

Write prefixes in a different colour.



# Vocabulary Bank



## Jog your memory!

- 1 Cover the rest of the page. How many school words can you remember?

### Life at school (page 37)

be hand wear bullying get  
scream write cheat get

a uniform in a test on time  
detention in homework or shout  
good marks lines

- 1 Look at the words in the boxes. Match them to make phrases about life at school. There is one word which doesn't match anything. Which word is it?
- 2 Look back at page 37 and check your answers.
- 3 Talk to your partner. What happens in your school? Use the words in the box to discuss.

### make and do (Review) (page 40)

a mess a decision  
a mistake friends  
a noise something interesting  
a phone call the right thing  
an exercise your homework

- 1 Look at the words in the box. Match the words with the correct verbs.

make	do
<i>a mess</i>	

- 2 Look back at page 40 and check your answers.
- 3 Work with a partner. Test him/her. Close your books. Say a word. Your partner says the correct verb, *make* or *do*.



## Explore phrasal verbs (page 43)

find out work out try out  
pick up write out

- 1 Look at the definitions on page 43 again. Write a sentence with each phrasal verb that is personal to you and shows its meaning.  
*I like finding out about other countries.  
It's interesting.*

- 2 Look at these phrasal verbs with *out* and *up*. Discuss their meaning with a partner. Use a dictionary to help you.

log out go out look up  
drop out grow up hang up



## Study tip

Listen to music and watch films to help you learn new vocabulary. Remember to write new words in your vocabulary notebook.



# Vocabulary Bank

UNIT  
4



## Jog your memory!

- 1 Cover the rest of the page. How many words to describe materials and energy issues can you remember?



## Materials (page 47)

bricks	metal
cement	paper
cotton	plastic
glass	rubber
leather	wood

- 1 Look at the words in the box. Think about your house. Write an object you can find there for each type of material in the box.  
*bricks – my garden wall*
- 2 Work with a partner. Take turns to read your descriptions and guess the material.  
*A: My favourite T-shirt! B: Cotton?*

## Energy issues (page 50)

consume
leave on standby
reduce
save energy
switch off
turn down
waste

- 1 Turn to page 50. Look at the definitions again.
- 2 Can you remember them all? Give examples of what you do to save energy in your house.  
*I never leave the TV on standby.*



## Explore phrasal verbs (page 53)

bring	..down	knock	....
cut	....	put	....
keep	....		

- 1 Look at the verbs in the box. Write *down*, *on* or *up* to make a phrasal verb.
- 2 Check your answers on page 53. Can you think of an example sentence for each phrasal verb?  
*When they brought down the price of the laptop, I had enough money to buy it.*



## Study tip

Use a dictionary to check how words are spelt, the pronunciation and the type of word it is.

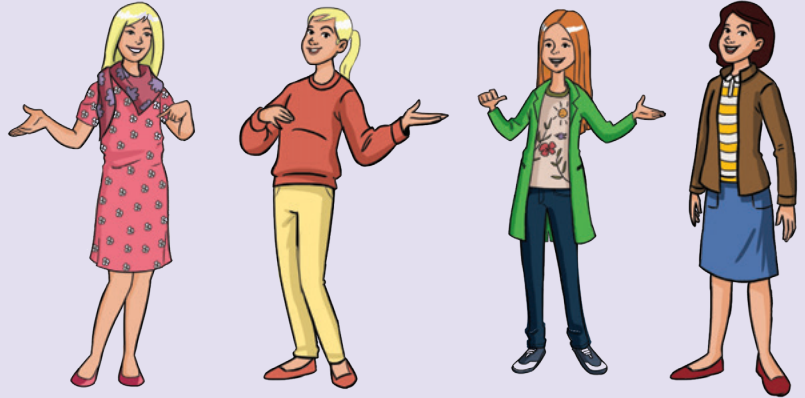
**consume** (verb) [T]  
/kən'sju:m/  
to use fuel, energy or time, especially in large amounts



## Jog your memory!

**1** Cover the words. How many words under each heading can you remember?

Clothes  
Adjectives and dependent prepositions



## Clothes (page 61)

a baggy jumper	a leather jacket
a cool T-shirt	a silk scarf
a denim skirt	a stripy shirt
a fitted coat	flat shoes
a flowery dress	tight jeans

**1** Look at the words in the box. Look at the questions and write sentences.

- 1 What clothes do you like wearing?
- 2 What are your favourite items of clothing?
- 3 What sorts of clothes don't you like wearing?

**2** Compare your sentences with a partner.

## Adjectives and dependent prepositions (page 64)

afraid of	happy with
disappointed by	interested in
excited about	keen on
fascinated by	proud of

**1** Look at the words in the box. Write true and false sentences for you using the adjectives and prepositions.

*I'm fascinated by time travel.*

**2** Work with a partner. Say your sentences and guess which are true and which are false.



## Explore compound nouns (page 67)

guitar	style
motor	taxi
street	telephone

band	corners
box	fare
changes	industry

**1** Look at the words in the boxes. Match them to make compound nouns.

**2** How many other compound nouns can you remember with the words in the first box? Look back at page 67 and check your answers.

**3** Use a dictionary to find other compound nouns with the words in the first box.



## Study tip

Use a dictionary to expand your vocabulary and check your spelling.

telephone book (n)  
a big book with a list  
of telephone numbers  
for ...





# Vocabulary Bank

UNIT  
6



## Jog your memory!

1 Cover the words. How many words under each heading can you remember?

Everyday objects  
Modifiers



## Everyday objects (page 71)

candle	matches
charger	plug
fan	remote control
heater	switch
light bulb	tap

1 Look at the words in the box. Which objects ...

- need electricity?
- need batteries?
- give light?
- do you have in your house?
- do you use every day?

## Modifiers (page 74)

a bit	much too	ridiculously
extremely	quite	totally
kind of	really	

better	safe
expensive / cheap	stylish
hot / cold	unusual
kind / unkind	wrong

1 Look at the words in the boxes. Write sentences about you. Use a modifier and an adjective in each sentence.

*It's always ridiculously hot in our classroom.*

2 Work with a partner. Do you agree or disagree?

*I don't agree. I think it's quite cold in our classroom in the winter.*



## Explore communication phrases and phrasal verbs (page 77)

catch up  
chat  
keep in touch  
lose touch  
track down

emailing  
making a Skype™ video call  
texting  
Tweeting with Twitter

1 Look at the words in the boxes. Write sentences about how you communicate with your friends and family.

*I keep in touch with my grandparents by texting them.*

2 Look at the text on page 77. Can you find the verb that completes both collocations below?

.... the family together  
.... an eye on someone

3 Use a dictionary to check the meanings of these phrasal verbs with **keep**.

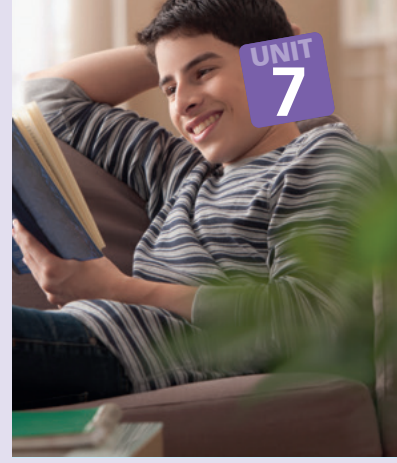
keep up with      keep in with

*When I made new friends, I lost touch with my friends from primary school.*



## Study tip

Write sentences that relate to your own life to help you remember words and phrases.



## Jog your memory!

1 Cover the words. How many words under each heading can you remember?

- Story elements
- Linking phrases

### Story elements (page 85)

action	plot
hero	setting
main character(s)	suspense
mystery	villain

1 Look at the words in the box. Which words describe ...

- people in a story?
- where the story takes place and what happens?
- the type of story it is?

2 Talk to your partner. Can you make a list of famous heroes and villains from books or films? Why were they so good or bad?

### Linking phrases (page 88)

according to	of course
as a result of	rather than
in fact	so that
in order to	then again

1 Look at the words in the box. Write sentences about your list of heroes and villains using the linking phrases.

*Batman wore a black suit in order to disguise who he was.*

*Darth Vader was in fact good when he was younger – he wasn't always a villain.*

2 Work with a partner. Read your sentence but don't say who the hero or villain is. Your partner guesses the person.

## Explore prepositions and adverbs of movement (page 86)

approach  
float  
run  
step  
turn

above  
around  
back  
off  
through  
towards

3 Choose the correct prepositions and adverbs to complete the story. Write the new prepositions and adverbs of movement in your notebook.

The woman ran <sup>1</sup>out of / up the shop and <sup>2</sup>along / away the road, chasing the villain in the black mask. She followed him <sup>3</sup>back / over the railway bridge and then <sup>4</sup>out of / across a deep river. As she chased him <sup>5</sup>across / up the hill, a police helicopter flew into sight. The masked villain ran <sup>6</sup>away / over from the helicopter but straight <sup>7</sup>along / back to the woman who was waiting in the path. She was able to hold him until the police arrived. What a hero!

1 Turn to page 86. Look at the prepositions and adverbs of movement in the text for one minute.

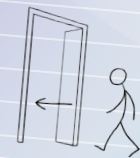
2 Can you remember them all? Match the words in the boxes.



### Study tip

Write simple sentences and draw diagrams in your notebook to help you remember prepositions and adverbs of movement.

*He walked out of the house.*





## Jog your memory!

1 Cover the words. How many words under each heading can you remember?

- Crimes
- Reporting verbs



### Crimes (page 95)

- |                     |               |
|---------------------|---------------|
| arson               | pickpocketing |
| illegal downloading | robbery       |
| kidnapping          | shoplifting   |
| mugging             | vandalism     |

1 Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?

*This is when a person takes another person and asks for money to give them back.*

### Reporting verbs (page 98)

- |          |         |         |
|----------|---------|---------|
| admit    | decide  | promise |
| agree    | explain | suggest |
| complain | insist  |         |

1 Turn to page 98. Look at the definitions again.

2 Can you remember them all? Give examples about you using the verbs.

*I suggested that my friend and I did our homework together tonight.*  
*I promised that I'd take my little sister to the cinema.*



## Explore verb expressions (page 101)

- |                     |               |
|---------------------|---------------|
| come into existence | run out of    |
| date back to        | see the point |
| go ahead            | take care     |

1 Look at the verb expressions in the box. Check the meaning of any of these expressions that you don't remember on page 101.

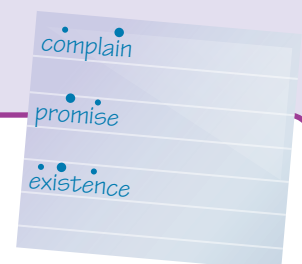
2 Write a sentence to show the meaning of each expression in your notebook.

3 Work with a partner. Say your sentence but don't say the expression. Can your partner guess what it is?



### Study tip

When you write new vocabulary in your notebook, always mark the stressed syllables clearly.





# Reading for pleasure

Discovery  
EDUCATION

In this unit ...



## Unit aims

I can ...

- follow the events in an extract from a novel.
- understand the feelings of a central character.
- understand the relationship between a central character and the other characters based on what they say and do.
- give a summary.
- write a letter in order to make up a sequel for the original story.

## BE CURIOUS



What can you see in the photo?  
Start thinking

- Do you like to study? Why/Why not?
- How can young people be encouraged to work hard at school?
- How do you feel when you've done something wrong?

# Reading A long extract from a bildungsroman

1 You are going to read part of a novel by the famous English writer, Charles Dickens. Read the information below and answer the questions.

- 1 When was Charles Dickens born?
- 2 Which of his novels are the most famous? Have you read any of these novels?
- 3 When was *David Copperfield* published?
- 4 Do you know of any bildungsroman in English or in Romanian? Give examples.
- 5 Choose a bildungsroman you know and research the key events. Then present your ideas to the class.

2 The main character in *David Copperfield* is a boy who lives with his mother Clara, his stepfather, Edward Murdstone, and Peggotty, their servant. Jane, his stepfather's sister, is visiting. The Murdstones treat David badly.

Read the text quickly and answer the questions.

- 1 Why is David punished?
- 2 How does he react?



## Charles Dickens

(1812–1870) was born in Portsmouth, England.

His most known works include *A Christmas Carol* (1843), *David Copperfield* (1850) and *Great Expectations* (1860).

He had a happy childhood until he was ten when the family moved to London. His father had financial difficulties and went to prison for debt. This changed Charles's life as he had to leave school and go to work in a factory. He later finished his education and became a journalist. Many of his novels, including *David Copperfield* (1850), were written as serial publications: one or two chapters were published each month. Through his novels, Dickens hoped to raise awareness of the extreme poverty that was affecting many families in London at the time.



A **bildungsroman** is a novel that focuses on the psychological and moral development of the *protagonist*. It shows us how their character has changed in response to key events in their lives. There are usually many obstacles in their way.

One morning when I went into the parlour with my books, I found my mother looking anxious, Miss Murdstone looking firm, and Mr. Murdstone tying something to the **\*cane** that he was waving up and down in the air.

'I tell you, Clara,' said Mr. Murdstone, 'I have been often **\*flogged** myself.'

'To be sure; of course,' said Miss Murdstone.

'Certainly, my dear Jane, but do you think it did Edward good?' asked my mother hesitantly. [...]

I felt this dialogue concerned me, and sought Mr. Murdstone's eye as it lighted on mine.

'Now, David,' he said, 'you must be far more careful today than usual.' He waved the cane again; and having finished his preparation of it, laid it down beside him, with an impressive look, and took up his book. This was a good freshener to my presence of mind, as a beginning. I felt the words of my lessons slipping off, not one by one, or line by line, but by the entire page. I saw Mr Murdstone wink, solemnly, at his sister, as he rose and said, taking up the cane:

'Why, Jane, we can hardly expect Clara to bear the worry and torment that David has occasioned her today. Clara is greatly strengthened and improved, but we can hardly expect so much from her. David, you and I will go upstairs, boy.'

'Mr Murdstone! Sir!' I cried to him. 'Don't beat me! I have tried to learn, sir, but I can't learn while you and Miss Murdstone are by. I can't indeed!'

'Can't you, indeed, David?' he said. 'We'll try that.' [...]

It was only a moment that I stopped him, [...] and in the same instant I caught the hand with which he held me in my mouth, between my teeth, and bit it through. It sets my teeth on edge to think of it.

He beat me then, as if he would have beaten me to death. Above all the noise we made, I heard them running up the stairs, and crying out – I heard my mother crying out – and Peggotty. Then he was gone; and the door was locked outside; and I was lying, fevered and hot, and torn, and sore, and **\*raging** upon the floor.

**\*cane** a long stick used to maintain good posture or even as a fashion accessory

**\*flog** to beat someone very hard with a whip or a stick, as a punishment

**\*rage** strong anger that you cannot control

### 3 What do you think happens next? Read the next part of the text to find out.

It had begun to grow dark, and I had shut the window when the key was turned, and Miss Murdstone came in with some bread and meat, and milk. These she put down upon the table without a word, **\*glaring** at me, and then retired, locking the door after her. Long after it was dark I sat there, wondering whether anybody else would come. When this appeared **\*improbable**, I undressed, and went to bed; and, there, I began to wonder what would be done to me. Whether it was a criminal act that I had committed? Whether I should be taken into **\*custody**, and sent to prison? Whether I was in danger of being hanged?

Miss Murdstone reappeared next morning before I was out of bed; told me I was free to walk in the garden for half an hour. I did so every morning of my imprisonment, which lasted five days. On the last night, I was awakened by hearing my own name spoken in a whisper.

‘Is that you, Peggotty?’ I asked.

‘Yes, my own precious Davy,’ she replied. ‘Be as soft as a mouse, or the Cat will hear us.’

I understood this to mean Miss Murdstone, as her room was close by.

‘How’s Mama, dear Peggotty? Is she very angry with me?’

‘No. Not very.’

‘What is going to be done with me?’

‘School. Near London,’ was Peggotty’s answer.

‘When, Peggotty?’

‘Tomorrow.’

‘Shan’t I see Mama?’

‘Yes,’ said Peggotty. ‘Morning.’

In the morning Miss Murdstone appeared as usual. She informed me that I was to come downstairs into the parlour, and have my breakfast. There, I found my mother, very pale and with red eyes. I ran into her arms, and **\*begged** her pardon from my suffering soul.

‘Oh, Davy!’ she said. ‘Try to be better! I forgive you; but I am so grieved, Davy, that you should have such bad passions in your heart.’

They had persuaded her that I was a wicked **\*fellow**, and she was more sorry for that than for my going away. I tried to eat my parting breakfast, but my tears dropped upon my bread-and-butter into my tea. I saw my mother look at me sometimes, and then glance at the watchful Miss Murdstone, and then look down, or look away.

‘Master Copperfield’s box there!’ said Miss Murdstone.

I looked for Peggotty, but neither she nor Mr. Murdstone appeared. My former **\*acquaintance**, the carrier, was at the door. The box was taken out to his cart, and lifted in. [...] Miss Murdstone was good enough to take me out to the cart, and to say on the way that she hoped I would **\*repent**, before I came to a bad end; and then I got into the cart, and the lazy horse walked off with it.



**\*glare** to look directly and continuously at someone or something in an angry way

**\*improbable** not likely to happen or be true

**\*custody** the state of being kept in prison, especially while waiting to go to court for trial

**\*beg** to ask for something in a strong and emotional way

**\*fellow** a way of referring to a man or a boy

**\*acquaintance** someone that you have met, but do not know well

**\*repent** to be very sorry for something bad you have done in the past and wish that you had not done

### 4 Read the whole text again. Are the sentences true (T) or false (F)? Correct the false ones and write DS if the text doesn't say.

- 1 Miss Murdstone is hurting David because he isn't good at his lessons.
- 2 The boy thinks he could be sent to prison or shot.
- 3 When David first wakes up, he feels miserable.
- 4 Peggotty and David are separated by Miss Murdstone when they are speaking.
- 5 David's mother hates her husband.
- 6 David will see his mother again before leaving.
- 7 David spent one minute planning to attack his stepfather.
- 8 Peggotty compares Miss Murdstone to a cat.

### 5 Complete the sentences with the words in the box.


fellow acquaintance cane begging glared rage


- 1 He screamed with .... and threw all of his things on the floor.
- 2 I've only met him once or twice. He isn't my friend, but an .....
- 3 The girl was cold and hungry and was .... for money in the street.
- 4 Lucy was angry with her little cousin and .... at him when he told their aunt the truth.
- 5 I've heard Tom is an unusual ....; we haven't met him yet though.
- 6 Jen used a wheelchair immediately after her operation and now she walks with a .....

## Your turn

- 6** Work in pairs. David tells the cart driver what his life has been like with the Murdstones. Student A is David, Student B is the driver. Read the beginning of the conversation, complete the sentences and then continue it with your own ideas. Use expressions for complaining and a variety of tenses.

**David:** I'm really not happy with my life at the moment. Mr Murdstone ...  
**Driver:** Oh really, Master Copperfield? I'm sorry to hear that. What else ...  
**David:** Well, he's always ...  
**Driver:** To be honest, I don't ...

- 7**  Listen to the next part of the story. Then put these events in the correct order.
- David is worried about the amount of money he's spending.
  - Steerforth claims they share the same room.
  - David tells Steerforth he doesn't want to spend his money.
  - David meets Steerforth in the playground.
  - Steerforth lays all of the food on David's bed.
  - David gives Steerforth the money from Peggotty's purse.

- 8**  Listen again. Complete the summary. The first letter of each word has already been given to you.

After a while at the school, David meets an older boy called Steerforth. Steerforth is sympathetic and says it is a <sup>1</sup>s \_\_\_ that David was punished. Steerforth suggests that David gives him his <sup>2</sup>m \_\_\_\_\_ to look after. He then convinces David to spend his money on currant <sup>3</sup>j \_\_\_\_\_, almond <sup>4</sup>c \_\_\_\_\_, biscuits and <sup>5</sup>f \_\_\_\_\_. David doesn't want to <sup>6</sup>w \_\_\_\_\_ the money, which was his <sup>7</sup>m \_\_\_\_\_. At bedtime he sees all of the food and drink that Steerforth bought with his money.



## Get writing

### PLAN

- 9** Imagine the scene after David has spent his first term at his new school. Write a letter from David to his mother describing what the school is like and how he feels about what happened at home. Think about these things and make notes:

- Paragraph 1: Describe the journey.
- Paragraph 2: Describe the school (rooms, food, Steerforth, other boys, teachers, rules).
- Paragraph 3: Say how he feels about the incident and the Murdstones.

### WRITE

- 10** Now write the letter. Use your notes and remember to start and end the letter appropriately.



# Reading for pleasure

Discovery  
EDUCATION

In this unit ...



## Unit aims

I can ...

- follow the events in an extract from a novel.
- understand a character's actions and feelings.
- give a summary.
- use dialogue to explain a situation.

## BE CURIOUS



What can you see in the photo?  
Start thinking

- Can you name a famous scientist? What do you know about him/her?
- Do you think science can be dangerous? Why?/Why not?
- Do you think it's important for all students to study Science? Why?/ Why not?



# Reading A short gothic novel

**1** You are going to read part of a short novel by the Scottish writer, Robert Louis Stevenson. Read the information and answer the questions.

- 1 Where was Robert Louis Stevenson born?
- 2 Why did he choose to travel a lot?
- 3 Which famous characters did he create?
- 4 Which of his novels have been made into films? Have you seen any of these films? What is your opinion about them?
- 5 Think of your favourite novel(s) or film(s). What are their themes? How are they developed? Why are they important?
- 6 Do you know of any gothic novels in English or in Romanian? Give examples.

**2** The main character in *The Strange Case of Dr Jekyll and Mr Hyde*, Dr Jekyll, hasn't been seen for a few weeks. He's in his laboratory and his servant, Poole, is worried. He asks Mr Utterson, an old friend of Dr Jekyll, to come to Dr Jekyll's house. Read the text quickly and answer the questions. Give reasons and examples from the text.

- 1 How do you think the man died? Why?
- 2 What does Poole mean by 'This mirror has seen some strange things'?

**Robert Louis Stevenson** (1850–1894)

was born in Edinburgh, Scotland. His works include *Treasure Island* (1883), *Kidnapped* (1886) and *The Strange Case of Dr Jekyll and Mr Hyde* (1886). Stevenson studied law at university but he had always wanted to be a writer. He suffered from serious health problems all his life and for this reason he left Scotland and travelled to warmer countries, first in Europe and then to America and the South Pacific. He wrote travel books and adventure stories which were inspired by his travels.



**Gothic novels** are stories that combine fiction, horror and sometimes romance. The plot is centred on supernatural happenings that are full of suspense and mystery. Gothic novels were very popular in Europe in the 18th and 19th centuries.

### Get reading

A theme is the main idea or meaning of a work of literature. It is often described by a single word: love, conflict, betrayal, crime, etc. The reader understands the theme through the words and actions of the characters. The themes in *The Strange Case of Dr Jekyll and Mr Hyde* are: double life, science, deception and ignorance.



'Jekyll,' shouted Mr Utterson through the closed door, 'I want to see you!'

He waited a moment but there was no reply.

'Utterson,' said a voice, 'No, no, you mustn't enter!'

'That's not Jekyll's voice – it's Hyde's,' said Utterson. 'We must break down the door, Poole.'

When they finally managed to enter, they stood and looked round the laboratory: it looked like an ordinary room, except for the bottles of **\*chemicals**. And then ... they saw the body of a man lying in the middle of the room. Utterson and Poole walked over to it – it was

Edward Hyde. He was wearing clothes that were much too big for him – clothes that were Dr Jekyll's size. In his hand, he held a glass bottle and there was a strong smell of chemicals in the room.

'We have arrived too late,' Utterson said. 'Hyde is dead. Now we have to find Dr Jekyll.'

They searched the house from top to bottom but they could find no **\*trace** of him.

'He must have run away,' said Utterson.

'This is a mystery. Let's go back to the laboratory.'

They **\*proceeded** to examine the contents of the laboratory. On one table, they found traces of a white chemical, like salt, which had been prepared for an experiment.

'That is the chemical he buys from the chemist's. I usually get it for him,' said Poole.

There was a big mirror in one corner. Poole looked in it and said slowly, 'This mirror has seen some strange things.' 'But what I don't understand is why Dr Jekyll needed a mirror in his laboratory,' said Utterson.

**\*chemical** a substance that is used in chemistry or produced by chemistry

**\*trace** proof that someone or something was in a place

**\*proceed** to do something after you have done something else

**\*examine** to look at someone or something very carefully, especially to try to discover something

### 3 What do you think happens next? Read the next part of the text to find out.

Next they turned their attention to the desk. Among the papers and books, Utterson noticed an **\*envelope**. It had his name on it in Dr Jekyll's handwriting. He opened the envelope and took out the documents. One of them was Dr Jekyll's **\*will**.

'I just don't understand it! He must have been here today. Look at this document, it's got today's date on it!' said Mr Utterson.

'There's a letter in the envelope too. Why don't you read it, sir?' said Poole.

*'My dear Utterson, When you read this, I won't be here. I have a **\*feeling** that the end is near. Read the letter from Dr Lanyon and if you want to know more, read my **\*confession**. Your unhappy friend, Henry Jekyll.'*

'Is there anything else in the envelope?' asked Utterson.

'Here sir,' said Poole and gave him a thick packet. Mr Utterson put it in his pocket. 'Don't say anything about these documents. It's ten o'clock now. I must go home and read them in peace. I'll come back before midnight and then we'll call the police.'

**\*envelope** flat paper container for a letter

**\*will** a piece of paper that says who will get your money, house and things when you die

**\*feeling** an idea that something is true or exists

**\*confession** a statement someone makes to say that they have done something wrong

### 4 Read the whole text again. Write the questions for the following answers.

- 1 Because Dr Jekyll refused to open it.
- 2 The body of a man who was wearing clothes that were too big for him.
- 3 They don't know. They think he must have escaped.
- 4 They don't know why there is a mirror in the laboratory.
- 5 Because they find a document written by Dr Jekyll with that day's date on it.
- 6 Mr Utterson takes the documents home so that he can read them.

### 5 Complete the sentences with the words in the box. Use the correct form

confession trace examine proceed to  
feeling chemicals

- 1 The smallest .... of arsenic can kill you.
- 2 After discovering electromagnetic induction, Faraday .... give Chemistry lectures.
- 3 Although some people say they have a .... that something bad will happen, other people look for evidence that something is wrong.
- 4 I have a .... to make – I've lost that book you lent me.
- 5 The man was careful not to leave any .... behind him when he committed the crime.
- 6 Aluminium, Zinc and Calcium are all .... which were discovered in the 19th Century.




- 6 Choose five words in the text that are new to you. Look them up in a dictionary and then write each of them in a sentence.

### Your turn

- 7 Work in pairs. Utterson and Poole have just broken down the door. Student A is Utterson, Student B is Poole. Read the beginning of the conversation and then continue it with your own ideas. Say what you can see, hear and smell.

**Utterson:** Careful! It's very dark in here. It smells, doesn't it?

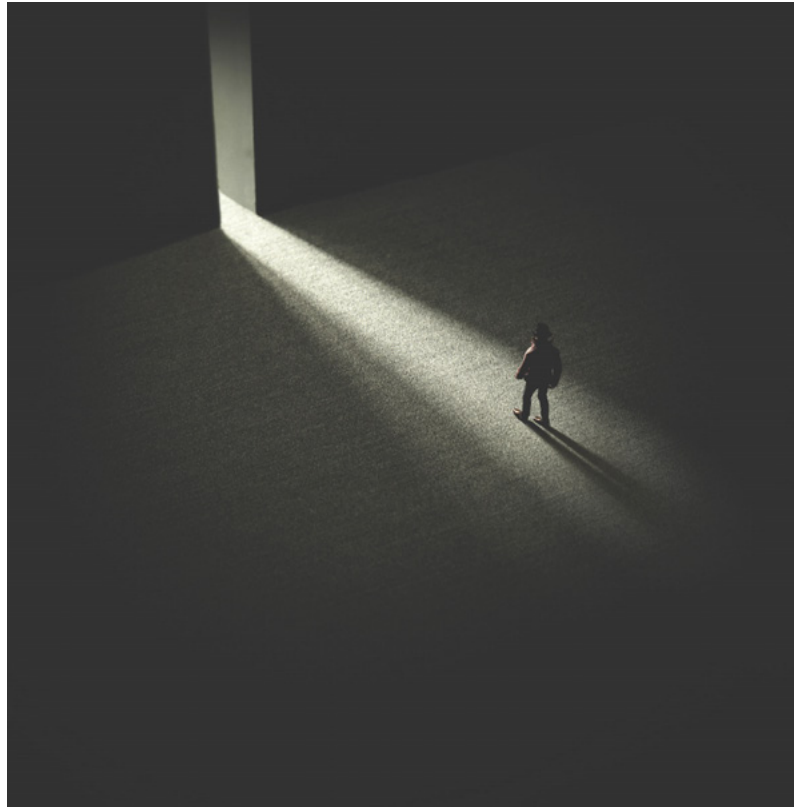
**Poole:** Yes. Look at the floor. It's disgusting.

**8**  Listen to the next part of the story. Put the words in the order you hear them. There are two more words than you need.

- |               |             |
|---------------|-------------|
| a glass       | e potion    |
| b notebook    | f poison    |
| c experience  | g visitor   |
| d experiments | h terrified |

**9**  Listen again. Complete the summary. Write only one word in each gap.

I collected a notebook and two <sup>1</sup>.... from Dr Jekyll's laboratory. The visitor arrived at <sup>2</sup>.... He was <sup>3</sup>.... and had an evil face. I thought he might be Mr <sup>4</sup>.... He immediately mixed a <sup>5</sup>.... and then drank it. His body started to get <sup>6</sup>.... and his face <sup>7</sup>.... I was <sup>8</sup>....



## Get writing

### PLAN

**10** Imagine the scene after Mr Hyde has turned back into Dr Jekyll. Write a dialogue between Dr Lanyon and Dr Jekyll as Dr Jekyll tries to explain his transformation. Follow these tips and make notes:

- Start a new line for each new speaker.
- Use quotation marks around the dialogue and begin each spoken sentence with a capital letter.
- Put question marks or commas inside the quotation marks (e.g. 'Is there anything else in the envelope?' asked Utterson).
- Include descriptions of the scene and other characters' reactions.
- Read your dialogue aloud to check it sounds natural.

### WRITE

**11** Write the dialogue between the two characters using your notes. When you have finished your writing, read it again. Check your spelling, grammar and punctuation.



## Guy Fawkes Night

**1** Read the first two lines of a traditional rhyme that children in the United Kingdom learn at an early age. Work with a partner and try to answer the questions below. Compare your ideas with the rest of the class.

*Remember, remember, the Fifth of November.  
Gunpowder, treason and plot.  
I see no reason why gunpowder treason  
Should ever be forgot.*

- 1 Have you heard this poem before? Where?
- 2 What happened on the 5th of November?
- 3 What do you think made this day so important that it should be remembered?

**2** Read the text and then decide if the sentences below are true (T) or false (F). Correct the false ones.

- 1 Guy Fawkes is a fictional character.
- 2 There were thirteen people in the plotters' group.
- 3 The purpose of the plot was to kill the king.
- 4 King James received an anonymous letter about the Gun Powder Plot.
- 5 Guy Fawkes was caught after the explosion.
- 6 Bonfire Night lost its religious meaning.

Bonfire Night dates back to the 17th century and is strongly connected to a real-life character – Guy Fawkes. He was a former soldier from York, in the north of England, who supported the reinstatement of the Catholic church in Britain. Britain had become a protestant country 73 years before and Catholicism had been forbidden. So together with a group of twelve friends, Guy Fawkes plotted to kill the king, James I, who was a protestant ruler.


The thirteen members of the plot decided the best way to carry out their plan was to blow up the House of Lords on its opening day, 5th November, 1605. The King and all members of Parliament were expected to attend the

ceremony. The plotters placed no less than 36 barrels of gunpowder in the basement of the Houses of Parliament with the intention of causing a big explosion. As an experienced soldier, Guy Fawkes knew his way around firearms, so he was left to guard the gunpowder on the night before the explosion.

However, an anonymous letter was sent to a member of the House of Lords, and the plot was uncovered. Guy Fawkes was caught on the night of 4th November and tried for treason.

The failure of the plot was later turned into a celebration which lost most of its religious connection. Today it is mostly a night for people to have fun outdoors with friends and neighbours, and light bonfires. An effigy of Guy Fawkes is usually burned on the bonfires.

**FACT!** Bonfire toffee is a very hard, brittle and very bitter treat. There is no clear connection between the Bonfire Night holiday and the toffee, apart from the fact that its main ingredient, molasses, was first used in the UK in the 1660s. Bonfire toffee is a favourite especially with the people in the north of England, where Guy Fawkes was born.

**3 a**  **Now listen to the whole rhyme and complete the missing words.**

*Remember, remember, the .... of November.*

*Gunpowder .... and plot.*

*I see no reason why gunpowder treason  
Should .... be forgot.*

*Guy Fawkes, Guy Fawkes, 'twas his intent  
To .... the King and the Parliament.*

*Three score .... of powder below  
Poor old England to ....*

*By God's providence he was catch'd  
With a dark .... and burning match.*

*Holler boys, holler boys, let the .... ring*

*Holler boys, holler boys, God save the King!*

**b Search on the Internet to find videos of how Guy Fawkes Night is celebrated in other English-speaking countries. Present your findings to the class.**

**4 Bonfire celebrations are common to many cultures. Write a short presentation of a Romanian holiday closely associated with bonfires. Include details about:**

- when it is celebrated;
- its significance;
- its history;
- specific related traditions or customs;
- types of food associated with this holiday.

**Your presentation should be 100–120 words long. You can use photos or short videos to make it more attractive.**



**5 The image of Guy Fawkes and the Gun Powder Plot have been a source of inspiration for artists. One of the most famous examples is Alan Moore's graphic novel 'V for Vendetta'. Can you think of other examples?**





## Biology Global warming

1 **Work with a partner. Answer the questions about the greenhouse effect.**

- 1 What is the 'greenhouse effect'?
- 2 Which gases cause the greenhouse effect?
- 3 What is a greenhouse?
- 4 How does a greenhouse work?

2 **Read the texts (a–d) and match them with the questions in Exercise 1.**

3 **Listen and check.**

**a** A greenhouse is a structure made of glass or plastic. Farmers and gardeners use them for growing plants in.

**b** A greenhouse changes sunlight into heat. The Sun's radiation goes through the glass or plastic walls and roof as light. This heats up the air, then the walls and roof keep the heat inside.

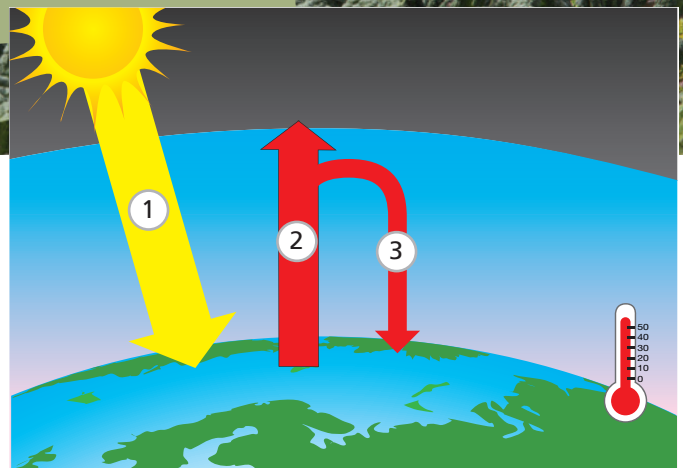
**c** When we talk about the greenhouse effect, we mean the planet is working like a greenhouse. The Sun's **radiation** enters the Earth's atmosphere and heats up the Earth's surface. Thermal, **infra-red radiation** comes from the Earth's surface, but **gases** in the atmosphere don't allow it all to escape. In fact, they reflect it back at the Earth like the walls and roof of a greenhouse. This causes what scientists call 'global warming'.

**d** Different gases cause the greenhouse effect. The most common are water vapour, carbon dioxide (CO<sub>2</sub>), methane, nitrous oxide and ozone. All of these gases exist naturally in our environment. Without them, the Earth would be too cold to support life – but too much of them can make temperatures rise. In fact, nowadays, the average global surface temperature is almost a degree higher than it was a hundred years ago.

4 **Match the words in bold from the text to the numbers in the diagram.**

5 **Work with a partner. What problems does global warming cause? Make a list.**

6 **Read the information and check your answers from Exercise 5.**



### Your turn

7 **Work with a partner. Make a list of things you can do at home to reduce the amount of CO<sub>2</sub> you produce. Then compare your list with another pair.**

Higher temperatures are changing our environment. The polar ice caps are melting and causing sea levels to rise. This produces floods in coastal areas and also affects ecosystems in the world's oceans and seas. It can cause extreme weather conditions, too – violent storms and hurricanes, for example. And it doesn't stop there. The higher temperatures make water evaporate from the land more quickly. This causes water loss and can turn good land into deserts. This desertification makes land more difficult to farm, and, of course, affects wildlife.

Learn about the greenhouse effect.

- Why is the Earth getting hotter?
- What happens to the oceans?
- What happens to the water?



## Geography Living in a global city

- 1 Work with a partner. Look at the photos. Which cities are they? Make a list of the advantages of living in a city.
- 2 Read the information about cities. Are any of your ideas from Exercise 1 mentioned?



**A city is a large, densely populated area with a high concentration of buildings and an infrastructure of services and facilities. Unlike rural areas, the majority of economic activities in cities is in manufacturing or services, like public administration, transport, health care and entertainment.**

Cities can be classified in different ways. We can call them global, governmental, industrial or tourist, according to their main activity. Global cities usually combine aspects of all types, but their main importance is in the global economy.

As well as being important world economic centres, most global cities share various features. They usually have large cosmopolitan populations; they have the headquarters of multinational companies and they have cultural centres with important museums, art galleries and universities. Global cities usually have advanced public transport systems and a major airport. In general, global cities have an active influence on world events.

- 3 Read the information again and complete the following summary.

The economies of most cities are based on <sup>1</sup>*manufacturing* and <sup>2</sup>.... Services include public administration, health care, <sup>3</sup>.... and <sup>4</sup>....  
Global cities are important world <sup>5</sup>.... centres. They have large <sup>6</sup>.... populations. <sup>7</sup>.... have their headquarters there. They are cultural centres with <sup>8</sup>...., art galleries and <sup>9</sup>....

- 4 Listen and check.

### Your turn

- 5 Work with a partner. One of you look at Photo 1, the other at Photo 2. Make a list of the advantages of living in this place.



- 6 Discuss the advantages and disadvantages of living in the place in your photo.

Learn about Russian cities.

- What advantages are there for living in the countryside?
- How many people live in Moscow?
- What are people proud of in St Petersburg?



## Technology Social media

### 1 Work with a partner. Answer the questions.

- 1 What social media sites do you use?
- 2 In what ways can social media be useful for teenagers?

### 2 Read the information about teenagers and social media. Check your ideas from Exercise 1.



### Using social media can be a good thing.

Social media sites and networking can:

- improve communication between teenagers and their teachers, because they are available at all times from almost anywhere.
- encourage teenagers to interact with each other, share ideas and be creative by letting people communicate in different ways.
- help develop relationships with real people. They can help shy teenagers find friends who follow the same singers, sports stars and so on, and feel part of a group.
- expose teenagers to different viewpoints and new ideas through a wide variety of online communities.
- help teenagers get better at analysing and selecting important information. There's a lot of information on social media pages, so users become good at finding key information quickly.
- help familiarise students with new technologies. Social media sites are constantly changing – to stay up to date, teenagers have to learn new ways of using them.
- help students enter the world of work. Professional networking sites like LinkedIn™ can help people find out about different professions and job offers.



### 3 Read the text again. Which three benefits do you think are the most important? Compare with a partner.

### 4 Listen to three teenagers on a radio phone-in. Match the speakers to the social media they talk about.

- |       |   |   |
|-------|---|---|
| John  | a | can organise images and create collections on Pinterest |
| Sarah | b | likes Myspace because it's good for sharing music.      |
| Mark  | c | uses Facebook to exchange messages and photos.          |
|       | d | likes Twitter because messages are short.               |

### Your turn

#### 5 Ask and answer the questions with your partner.

- 1 What's your favourite social media site?
- 2 What do you like about it?
- 3 Is there anything you don't like about it?


#### Learn about being safe online.


- How can you be sure who you are talking to online?
- What does a criminal need to get a credit card?
- What should you do with messages from people you don't know?





## Chemistry Renewable energy

**1**  **Work with a partner. Look at the photos. How many sources of renewable energy can you think of?**

**2**  **Read the information about sources of energy. Check your answers from Exercise 1.**

At the moment we get about 70% of our energy from fossil fuels like oil, coal and natural gas, but there are two main problems with this. Firstly, they release CO<sub>2</sub> when we burn them and secondly, they take millions of years to form and the supply is limited.

Fossil fuels are not the only sources of energy. Alternative energy is energy generated from any source other than 'traditional' fossil fuels and which doesn't damage our environment. The Sun (solar energy), wind (eolic energy), water (hydroelectric energy) and tides and waves (tidal and wave power) are all alternative energy sources. They are also called renewable energy because they won't run out or sustainable energy because we can use it now without affecting the supply in the future.

There are other sources of energy such as biofuel and nuclear power, but these are not strictly alternative energy sources. Biofuel is a term that includes a wide variety of fuels obtained from biomass (carbon-based biological material, usually plants), so it releases CO<sub>2</sub> in the same way as fossil fuels. Nuclear power doesn't produce CO<sub>2</sub>, but it does produce waste which can stay toxic for 240,000 years.

Climate change and global warming, together with high oil prices and the risk of nuclear contamination, are making renewable energy sources more attractive. The production of alternative energy is growing very rapidly. It is estimated that 16% of all energy now comes from renewable resources.



**3** **Read the text again. Match the words in the box with the definitions.**

sustainable energy   renewable energy  
alternative energy   fossil fuels   biofuel

- ... comes from sources that do not damage the environment.
- ... comes from sources that do not run out.
- ... gives us energy without affecting the supply in the future.
- ... comes from material like plants.
- ... are formed over millions of years from the remains of plants and animals.

**4** **Work with a partner. Answer the quiz questions about energy sources.**

- How much of the energy used by TVs is used while they're on standby?
 

A 10%	C 60%
B 35%	D 85%
- How long can a game console run for if you recycle one aluminium can?
 

A 30 minutes	C 2 hours
B 1 hour	D 10 hours
- Biodiesel is a kind of biofuel used in diesel engines. Which of these things CAN'T it be made from?
 

A coconuts	C potatoes
B used cooking oil	D sunflower seeds
- How much of the world's electricity does the Sun provide every 15 minutes?
 

A Enough for three years.	C Enough for a day.
B Enough for a year.	D Enough for a month.



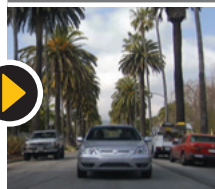
**5**  **Listen and check.**

### Your turn

- 6** **Work with a partner. Make a poster to encourage students in your school to recycle and save energy. Follow the steps below.**
- Decide together what information to put on your poster.
  - Find photos and pictures to illustrate the information.
  - Present your poster to your class.
  - Vote on the class's favourite poster.

### Learn about electric cars.

- Which countries are producing electric cars?
- What is Kevin's goal?
- Where are car batteries made?



## Social Science The history of jeans

**THE AVERAGE AMERICAN OWNS SEVEN PAIRS OF JEANS.**



**1** **Work with a partner. Look at the photo and the fact. Answer the questions.**

- 1 Why do you think jeans are so popular?
- 2 How many pairs of jeans do you own?
- 3 In your family, who wears jeans and who doesn't? When do they wear them?

**2** **Read the study notes about jeans in the 20<sup>th</sup> century. Which fact(s) do you find most surprising?**

**1900** Jeans were the ideal clothes for low-paid cowboys and miners in the American West, where conditions were hard. Jeans were cheaper and lasted longer than other trousers. This was important for poor, hard-working men.



**1920s** Hollywood films turned cowboys into heroes. Hollywood gave life in the American West a more attractive image. Middle-class Americans wanted to copy what they saw in the films.

Marlon Brando and James Dean wore jeans on screen and set the fashion for teenagers. Teenagers wanted to show they were different from their parents and they used jeans to do this.



**1950s** Film stars such as

Jeans turned into such a strong symbol of rebellion that some schools, cinemas and restaurants banned them.

**1960s** Hippies wore jeans to show they were the same as the working classes and also to break racial barriers. Hippies wanted all people to be equal.

**1970s** Better transport routes between countries meant that jeans were manufactured cheaply and prices fell. More people could afford to buy them and jeans became an everyday item of clothing all around the world.



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

- 1 Why were jeans the perfect clothes for difficult working conditions?
- 2 How did Hollywood first help to make jeans popular?
- 3 Why did teenagers copy the style of film stars?
- 4 What did hippies hope to achieve by wearing jeans?
- 5 What happened to the price of jeans when international transport became easier?

**4** **Listen to a teacher and a group of students. What factors influenced who wore jeans?**

**5** **Work with a partner. Do you remember what they said about each of the following areas? Listen again and check your answers.**

- The economy
- Class
- The film industry
- The environment
- The roles of men and women

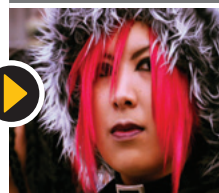
### Your turn

**6** **Work with a partner. Choose an item which you think reflects the 20<sup>th</sup> century and use it to help you talk about social changes. Use the areas in Exercise 5 to help you.**



Learn about young trendsetters.

- What do companies want to know about the two trendsetters, Saeko and Yuko?
- What new product are the girls trying out?
- What do they like about the new product?



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Trendsetters

## Technology Passive houses

1 Work with a partner and answer the questions.

- 1 How do you keep your house warm in the winter?
- 2 Do you use air conditioning in the summer?
- 3 Is your house south or north facing? What difference does this make?

2 Read the article about passive houses. Are they designed for hot climates, cold climates or both?

**Passive homes are special houses which use the sun's heat to heat the building and fresh air to cool it.**

Passive houses usually have very large windows. In fact, in cooler climates whole walls can be made of glass so that lots of sunlight shines into the house and warms it. The windows must be very good quality so that cold air does not enter the house through the windows and warm air does not escape.

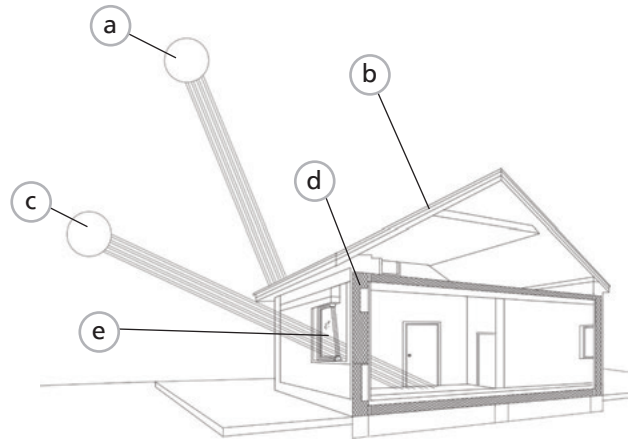
Architects have to design the houses so the air heated by the sun during the day stays inside the house and keeps it warm at night. They are built with thick walls to stop the heat escaping. The direction the building faces is also important. The large windows are usually south facing so that the sunlight can enter all the way into the house and make the house warm.

Houses in climates with hot summers normally have low roofs to stop the strong, summer sun shining directly into the house and making it too hot. This is possible because in the summer the sun is much higher in the sky than in the winter. In the winter the sun is low in the sky, so the low roofs and porches do not prevent the sun from shining into the house. Thick walls work in the opposite way in hot climates and stop the outside heat from entering into the house.



3 Complete the diagram of a passive house with the words in the box.

winter sun   summer sun   low roof  
thick walls   good quality windows



4 Listen to two friends talking about their holidays. Which house sounds more comfortable to stay in?

5 Listen again and copy and complete the table.

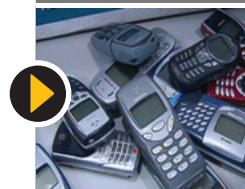
	Passive house	Grandmother's house
Heating	1 ....	central heating
Temperature	always warm	2 ....
Windows	3 ....	small
Light	4 .... and ....	dark
Furniture	little	5 ....

### Your turn

6 Work with a partner. What changes could you make in your own home or school to make it more environmentally friendly?

Learn about what we throw away.

- What is e-waste?
- Where does e-waste normally get dumped?
- Name some good ways to reduce e-waste.



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What a waste!

## Biology Extinction

1 **Work with a partner. Look at the photo and answer the questions.**

- 1 What is the bee doing?
- 2 How is the bee helping the plant reproduce?



2 **Read the article about the honeybee. Why are they dying?**

Honeybees are essential to life on the planet. **Pollination** occurs when pollen is carried from one plant to another, and honeybees are the world's most important **pollinators**. If bees die out, many plants will not get pollinated and that would mean many changes for humans too. Honeybees are in danger of **extinction**, so scientists are trying to find out what is causing so many to die.

One of the main problems for bees is that they do not have enough food. As more land is used for farming, roads and houses, there are fewer natural spaces for flowers to grow. Also, bees sleep all through the winter, and because of global warming many plants have already finished flowering by the time the bees come out of **hibernation**. The bees die because they have less food but the plants also die as they depend on bees to pollinate them.

Disease is another killer for bees. Over the last 20 years, bee populations have been attacked by tiny eight-legged animals called Varroa **mites**. Bees often live in wooden boxes called hives; one **hive** can contain thousands of bees. If Varroa mites get into a hive, all the bees may die.

Chemicals used to stop insects damaging farmers' crops are killing bees too. Farms today are often very big, so these chemicals are used over very large areas and the bees cannot escape. In some parts of the world where farmers use lots of chemicals, there are no bees left and the farmers have to pollinate their plants by hand. The future for the honeybee really doesn't look bright.



3 **Match the highlighted words in the article with the definitions.**

- 1 very small spider-like animals
- 2 the process of a specific animal species stopping existing because they have all died
- 3 a special box where bees live
- 4 the process of moving pollen from one plant to another so that the plants can make seeds
- 5 a period of time when animals sleep in winter
- 6 an insect which moves pollen between plants

4 **Listen to Lisa telling her father about bees. What does Lisa want her father to do?**

5 **Listen to the conversation again. Copy and complete the bee fact file.**

**FACT FILE**

How long a queen bee can live: <sup>1</sup> ....

How many eggs a queen bee can lay in a day: <sup>2</sup> ....

Where bees live: <sup>3</sup> ....

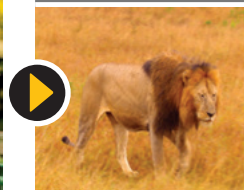
How much honey they make: <sup>4</sup> ....

### Your turn

6 **Work with a partner. Design a poster to inform people about the risk of extinction to bees. Include suggestions about what we might be able to do to help protect them.**

Learn about looking after lions in Kenya.

- How many African lions are there today?
- What are the two reasons the lions are in danger?
- How many cows do the locals receive if a lion kills one of their cows?



## ICT Copyright

### 1 Work with a partner and answer the questions.

- 1 How often do you listen to music or watch films online?
- 2 Do you think CDs, DVDs, books and video games are expensive? Why/Why not?

### 2 Read the facts about copyright. Does copyright mean that a piece of work can never be copied?

- Copyright is the right of creators and owners of a piece of work to control how that work is used and shared. Music, photos, films, novels, artwork and software are all examples of material that is protected by copyright. It is against the law to copy or distribute anything that is protected under copyright law without the permission of the creator or owner.

### 3 Read the facts again. Are these sentences true or false? Correct the false sentences.

- 1 The aim of copyright law is to stop people copying work without the correct permission.
- 2 Only work with the copyright symbol © is protected by the copyright law.
- 3 It is legal to make a copy of a CD or video game and give it to a friend as long as they do not give you any money.
- 4 Someone who makes copies of CDs on their computer may have their computer taken away if they get caught.
- 5 A person who wants to make a comment about a film or a book is allowed to copy a small piece of the film or the book.

### Your turn

### 4 Work with a partner and answer the questions.

- 1 Have you ever seen someone recording a film in the cinema? What would you do if you did?
- 2 How do you think copying and selling CDs affects a band/group?
- 3 What would happen if you copied information from the Internet for your homework? Would you get into trouble with your teacher?

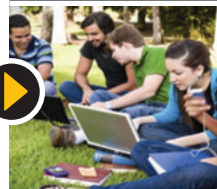


- Copyright is automatic in most countries. In countries such as Spain, the UK and the USA work does not have to be registered to be protected by copyright. © is the international symbol for copyright, but a piece of work without this symbol may still be protected under the copyright law.
- Copyright does not last forever. But laws are different in different countries and for different types of material. For example, in the UK the copyright on a book ends 70 years after the author dies, but for radio broadcasts copyright ends 50 years after the programme was first broadcast. In Australia the copyright on films and recordings runs out after 70 years. Copyright law prevents people from making, giving or selling copies.
- If a piece of work is created by an employee, the copyright normally belongs to the company not the employee. People caught breaking copyright law often have to pay a large amount of money to the owner of the work. They may also lose any equipment they used to make the copies. In very serious cases people who break copyright law can even spend time in prison. In a famous case in the USA, artist Shepard Fairey was fined \$25,000 after he designed a poster using an image from a photo that was not his.
- 'Fair use' allows small sections of a piece of work to be used without the permission of the owner. People who want to give a professional opinion on a piece of work often use the fair use rule.



### Learn about how we get information.

- Who can be an expert today according to the video presenter?
- Who does the presenter say are experts in manipulating images?
- How can we, the people who receive the information, control the messages we receive?





# Project 1

## A brief history of hotels

### A poster

In the 21st century hotels can be found everywhere, even in the most remote corners of the world. Hotels are great places for holiday accommodation, as stopovers for long-distance travellers or even as event or party venues. They offer comfort and make our lives easier.

Yet, hotels as we know them today are very different from what they used to be in the past. When they first appeared in ancient times, hotels were mainly useful to traders. In the Middle Ages, when the popularity of monasteries and abbeys increased, more people took to travelling on pilgrimages to the sacred sites. Hotels were called 'inns' and although they provided a much needed resting place after exhausting journeys in carts, coaches or on horseback, they offered small rooms, usually for share. It was not uncommon to share a bed if the time was particularly busy! As for bathrooms and toilets...better not think of them! There was obviously no room service and the choice of food was also limited to what the wife of the inn-keeper could cook on a particular day.

It wasn't until the 19th century that hotels began to look how they do today, due to the growing number of rich travellers who had higher demands.

One of the oldest hotels in London is the George Inn or simply the 'George', most probably established during the Middle Ages, in the borough of Southwark. The George is the only surviving galleried London inn. There is no longer a hotel today – it has been converted into a restaurant. The ground floor is still in use. While you enjoy a cup of coffee in the Coffee Room, remember you're in great company: Charles Dickens was a regular there, and he even mentioned the George in one of his novels.



## Look

### 1 Read the text and mark the sentences true (T) or false (F).

- 1 Hotels can mainly be found in big cities.
- 2 Hotels today serve other purposes apart from accommodation.
- 3 In ancient times, hotels were mainly visited by pilgrims.
- 4 Inns in the Middle Ages didn't offer individual rooms.
- 5 There was a wide choice of dishes at a medieval inn.
- 6 The 19th century brought an increase in the number of pilgrim travellers.
- 7 The 'George' has galleries.
- 8 The 'George' now looks exactly like it used to.
- 9 Charles Dickens went to the 'George' quite often to drink coffee.



## Prepare

**2** Work in groups of three or four. You are going on a holiday to London this summer, and one of the places you want to see is The George. However, when you get there something happens and two of you are transported back in time to the late 16th century. Luckily, you are eventually reunited with the rest of the group, and you can now share your holiday experiences. Use the information in the text, then do some research using books, travel guides and the Internet to find information about:

- how you moved around Southwark;
- what the buildings looked like;
- your accommodation;
- any interesting food you tried;
- entertainment in or around Southwark and 'The George' (tip: find out what the galleries of the inn were used for in the 16th century);
- famous people you ran into in the area;
- any new friends you may have made on this holiday.



'Priory of St. Mary Overy, 1700', (c1878). St Mary Overie was the ancient priory church which became known as St Saviour's Church, and is now Southwark Cathedral, on the south side of the River Thames near London Bridge.



Southwark Cathedral and the Shard building today

## Present

**3 a** Make a poster named *London Then and Now* and present it to the rest of the class. Use your notes in Exercise 2 to help you. Which poster is the class's favourite?

**b** Role-play: in your groups, one/two of you is/are inhabitants of the 16th century Southwark. You have travelled to the future. You can't recognise the area, so you ask questions. The rest of the group will have to answer, giving explanations about the changes that the area went through. The class will vote for the most convincing performances.

### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the given prompts and pictures
- search for information about the given topic
- search for pictures
- combine the pictures and information in the required project format
- make a poster
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support
- be creative

G – good  
VG – very good  
E – excellent



## Project 2

### A presentation

#### A truly scary story with a happy ending

The word *phobia* comes from Greek and it refers to a great fear of something. As the story goes, in the ancient Greek mythology there were two twin brothers – Phobos, who was the personification of panic, and Deimos, who was the god of terror. We recognise the connection between fear and panic here: when something causes fear, people panic. That is exactly how phobias manifest themselves – fear and panic are as closely connected as twins.

Many people throughout the world suffer from some kind of phobia. One of the most common is arachnophobia, which is the fear of spiders. Some phobias are quite unexpected, like the one referring to clowns, which apparently affects quite a few people, including some celebrities.

According to scientists, phobias are not something people are born with, but they are acquired during their lifetime following certain events that cause their brain to ‘learn’ to panic when confronted with the object of fear. Phobias start a chain of strong emotions in the person affected, and the first indicators of these emotions are their body language and facial expressions. In some cases, living with phobias is a truly difficult thing and the lives of people affected are seriously disrupted.



But there is an example that people with phobias can learn from – Catalan painter Salvador Dalí. Although famous and very successful as an adult, young Salvador was a shy child, constantly bullied by his schoolmates. One of their favourite bullying methods was to throw grasshoppers at him, which caused Dalí to develop an acute fear of insects.

However, as a grown-up, Dalí realised that the best way to cope with his fear was to admit it and speak about it in the best way he could – his art. Some of his paintings show a variety of huge or small insects, and specialists say this was a great way for the painter to take charge of his phobia instead of letting it control him.



#### Look

**1 a** Read the presentation and look at the painting by Salvador Dalí. Work in pairs and try to interpret the message the artist wants to convey. Make notes paying attention to:

- the half-open drawer;
- the lion next to the woman;
- the people fighting in the woman's head.

**b** How could this painting be connected to phobias?



- 2** In pairs, research tell-tale signs of common emotions and behaviours. For example, a false/sincere smile, boredom, fear, distrust, fury, surprise, disgust and lying. Mime each emotion/behaviour for the rest of the class to guess. Then take a class vote to find the most convincing.

## Prepare

- 3 a** Work in groups of three or four. Research on the Internet the medical term for the following types of fear:
- the fear of flying;
  - the fear of heights;
  - the fear of birds;
  - the fear of open spaces;
  - the fear of bees.

Do you know any other phobias that you can add to this list?

**b** Ask around the class and find out what the three most common fears are among your classmates. How do they react when confronted with the object of their fear?

- 4** Choose one of the phobias in Exercise 3. Prepare a display of slides on what this phobia means and how it affects people. Research on the Internet to discover:
- 1 how it manifests.
  - 2 how people usually react when they suffer from this phobia.
  - 3 stories of one or two famous people who suffered or suffer from this phobia.
  - 4 pictures to illustrate your findings.

## Present

- 5** Present your display to the class. Remember, you should give most of the information in your speech. You only need pictures and main points on the slides.

### Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the prompts and pictures given
- search for pictures
- search for information about the given topic
- write a presentation
- combine the pictures and information in the required project format
- show the presentation to the class and test your classmates' ability to recognise specific aspects based on a visual support

G – good  
VG – very good  
E – excellent



## Project 3

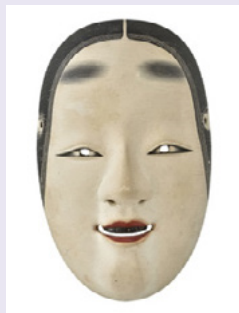
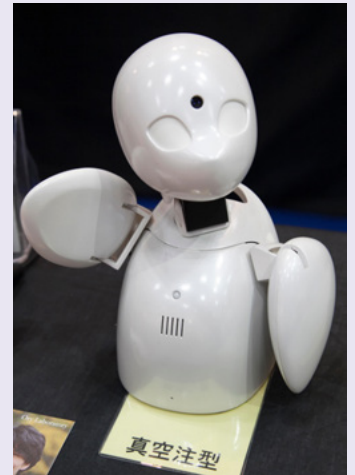
### My ideal school system

### Debating the pros and cons of AI with students

#### Robots in school?

OriHime is a humanoid robot that was created to help sick children to attend classes and to communicate with both their teachers and classmates from home or even from hospital. It works as an avatar of the child who is not present, connecting them with the classroom through a smartphone or a tablet. Even though it was originally used in schools, OriHime can also fight loneliness in several other situations. For example, students who study abroad can take part in family life at a distance thanks to this new robot.

OriHime was completed in 2015 by its Japanese inventor, Kentaro Yoshifuji, co-founder and CEO of Ory Laboratory. “Ori” used to be Yoshifuji’s nickname as a child, because he was very good at *origami*, the Japanese art of paper folding. In his teenage years, Yoshifuji was not able to go to school for a long period of time due to serious health issues. He felt very lonely and depressed, and being isolated from people made him shy and distrustful. He thought about the possibility of having two bodies at the same time, one of which could attend classes, while the other was at home, recovering. Kentaro eventually went back to school, decided to study artificial intelligence (AI) and came up with the idea of developing a special robot, finding motivation in his own painful experience. For him, the most important aspect in developing this robot was supporting human to human connections, rather than creating a bond between humans and robots.



OriHime is approximately 20 centimetres tall and has a torso, head and arms. Although its face shows no expression at all, being inspired by the traditional *Noh* masks used in an ancient form of Japanese theatre, the robot can actually react and exhibit an emotional side by turning sideways or waving. It works both as an avatar of the student, enabling the controller to take part in the classroom activities in real time, and a transmitter of what is happening during lessons, via a speaker and a camera. Hiroshima University Hospital has recently used this system of *technology-driven educational assistance*, in order to allow hospitalised students to take part in classes remotely, without the teachers’ supervision. Doctors were surprised to discover that communicating with the help of this robot cheered patients up and made their recovery easier.

#### Look

##### 1 Read the text carefully and answer the questions.

- 1 How can OriHime work as an avatar?
- 2 What is the robot’s role in fighting loneliness?
- 3 What do you think about using this system for exams, when students are in hospital?
- 4 How can artificial intelligence be used in an ideal school?

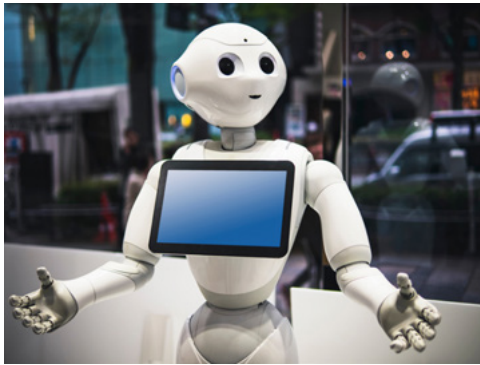
#### Prepare

##### 2 Imagine you are a student in hospital, who is not able to attend classes. Answer the following questions and make notes.

- What would you do if you could use OriHime avatar?
- How would you feel?
- What would you ask your classmates?
- What would you say to your teacher?

##### 3 In groups, role-play an OriHime classroom activity. Use a toy as a robot to communicate with the absent student.

- 4** Think about using robots like OriHime in an ideal school of the future. Now make a list of pros and cons about using robots or other forms of artificial intelligence in education. Do some research on the Internet and add pictures and examples to the list. Display the results on a screen.



## Present

- 5 a** Organise a classroom debate based on the arguments on your list. You can divide the class into two teams: **For and Against**. Add the new arguments that you come up with during the debate. Use the phrases in the Useful language box.

### Useful language

*I agree / I (strongly) disagree with ...*  
*I am in favour of ... I am totally against ...*  
*On the one hand ..., On the other hand ...*  
*It is important to mention that ...*  
*I am most concerned about ...*  
*All in all, I believe that ...*  
*To sum up, it can be said that ...*  
*Weighing the pros and cons, I come to the conclusion that ...*

- b** Write down the conclusions based on the pros and cons identified, and make a poster for your classroom or post them on your classroom blog.

### Skills:

- ability to work in a team
- public speaking skills
- debate skills
- communication skills

### Check your results!

- express advantages and disadvantages
- search for information on artificial intelligence
- give arguments for or against a situation
- express hypothetical situations
- combine pictures and information in the required project format
- draw conclusions based on pros and cons
- be creative

G – good  
VG – very good  
E – excellent



# Project 4

## An information leaflet

# GREEN JEWELLERY

**2** ....

Lego is a company that makes small, plastic building blocks for children. They put the pieces together to make cars, aeroplanes, houses and cities. Well, this necklace was made with plastic Lego pieces. In the past they were used for making Lego houses, boats, planes and castles. Now you can wear them on your body as jewellery like earrings, necklaces and bracelets.

**1** ....

This is a piece of recycled jewellery that your friends won't have. It is called a necklace and you wear it round your neck. It comes in different sizes and colours so you can pick your favourite one.



**3** ....

Jewellery is usually made from metal that is mined from the earth and this damages the environment. However, this jewellery is made with plastic from children's old toys. Plastic has a long life so if you don't reuse it, it will stay on a rubbish dump for the next four hundred years!



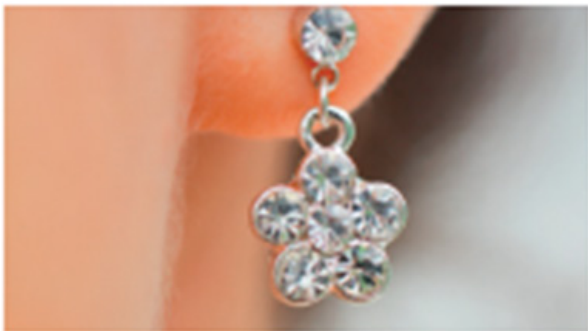
**4** ....

You don't have to spend money to be fashionable. Why not try to make some jewellery at home? Use old toys, household objects and some elastic. Be creative and you can make your own designs for much less money.

### Look

**1** Match the words in the box with the pictures.

bracelet   earring   jewellery   necklace

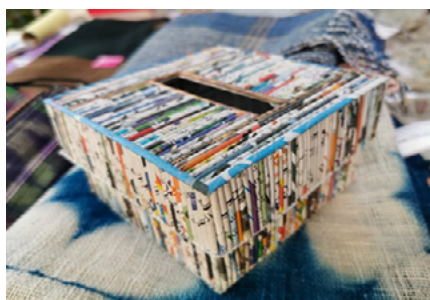


## 2 Read the text. Match the questions with the paragraphs.

- a What can you make?
- b What is it made of?
- c Why is it the best 'green' product?
- d What is it?

## Prepare

- 3 Work in groups of three or four. Use the Internet to find examples of recycled products which have been made from things you can find in your home. Choose your favourite one and make notes about it. Use the questions in Exercise 2 to help you.
- 4 Make an information leaflet on your favourite recycled product. Use photos or draw a picture of the product and the information in Exercise 3. Then think of a title which relates to the product and its use.



## Present

- 5 Display the leaflet on the wall in your classroom. Ask your classmates to read it. Then test their memory using the questions in Exercise 2. Have a class vote to choose the best 'green' product.

### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

### Check your results!

- identify the topic of the project based on the given prompts and pictures
- search for information about the given topic
- search for pictures
- combine the pictures and information in the required project format
- make an information leaflet
- present your leaflet to the class and test your classmates' ability to recognise specific aspects based on a visual support
- be creative

G – good  
VG – very good  
E – excellent



# Project 5

## A survey

### Teens and social media

Think about the oldest member of your family who uses social media. Social media use is not restricted to young people – most generations are attracted to choosing the platform which is most appropriate for their interests and needs.

However, the first people who used such platforms were the Millennials or Generation Y, those born between 1980 and mid-1990s. They were the first to communicate through social media and set up social accounts. They were also the first to become aware of the risks involved in surfing the Internet so they were considered the most responsible users of social platforms. Recent surveys have shown that most Millennials prefer Facebook to Instagram. They are inclined to post more text than pictures, and check their online accounts several times a day.

Those born between 1996 and early 2000s are generally known as Generation Z or Gen Zers. They are often called digital natives, because they have been exposed to technology all their lives. Unlike Millennials, they use social media for more than communication. They look for entertainment and they tend to be less patient with sites that are slow to load. Gen Zers like Snapchat and Instagram, they watch a lot of videos on YouTube and most of them admit they cannot live without their smart phones. It seems that they are more attracted to visual content; which is why Facebook, with its text-based features, is becoming less popular among Gen Zers.

Social media habits differ not only from generation to generation, but also from one person to another. Despite the differences in the use of social platforms, people of different ages may have similar habits, depending on their personality or hobbies. One thing all generations have in common is their belief that sharing photos of your experiences is the fastest way to communicate, and that visual content can reach a larger number of users. However, let's not forget that the best way to share opinions and news about ourselves is still real life interaction.



## Look

### 1 Read the text and then answer the questions.

- 1 According to the text, which age group do you belong to? What about your parents?
- 2 Do your mum and dad use social media?
- 3 Think of your parents' behaviour online. Do they follow the model described in the text? What about you?
- 4 Are you connected to your parents or grandparents on social media?
- 5 Do you and your parents have any common interests online? What do you share with each other?
- 6 Do you find it strange or uncomfortable to meet your parents or grandparents online?

## Prepare

**2** Work in groups of three. You are going to make a survey on the teenagers' use of social media. Decide on the questions to ask and write them down. Think about:

- frequency of using social media;
- favourite platforms;
- reasons for choosing them;
- content uploaded and shared;
- groups;
- proportion of text and image;
- number of online friends;
- difference between real-life friend and online friend;
- social media for school;
- favourite channels/blogs/vlogs.



**3** Choose a template and design an online survey for your class blog. Decide on the number of people that you want to include in your focus group. Ask them to answer your questions and analyse the data you have collected to draw conclusions about the teenagers' use of social media nowadays. Do your findings match the information in the text?

## Present

**4 a** Present the conclusions of the survey to the class. In groups, decide on different ways of presenting the conclusions: power point, poster, blog post. Vote for the best option and choose a spokesperson to present it to the class.

**b** Once all groups have presented their conclusions, generate a class debate to compare your findings.

### Skills:

- ability to work in a team
- communication skills
- presentation skills
- public speaking skills

### Check your results!

- identify the topic of the project based on the prompts and pictures given
- search for information on how to make a survey
- search for information on the given topic
- make a survey, collect data and draw conclusions
- combine pictures and information in the required project format
- present your conclusions to the class and get feedback from classmates
- generate a debate

G – good  
VG – very good  
E – excellent



## Project 6

### An advertisement

**The all-new Strolleradio**



Keep your baby entertained and educated!

With the Strolleradio, your baby will never be bored again!

- ★ Easy to attach to stroller or cot ★
- ★ Music, chat or news channels ★
- ★ Low to high volume settings ★
- ★ Choice of colours ★
- ★ Can be used inside and outside ★
- ★ Optional umbrella available ★

Available only at:  
Crazy Baby Stores, nationwide



### Look

#### 1 Look at the advertisement above and answer the questions.

- 1 What is the product name?
- 2 What does the product do?
- 3 Do you think this is a real product? Why? / Why not?

#### 2 Read the advertisement again and answer the questions.

- 1 How are the benefits of the product described?
- 2 How many features are there?
- 3 How are the features described?
- 4 What other information is included?





## Prepare

### 3 Work with a partner. Advertise an invention.

- Search online for an invention that never became popular.
- Find a picture or photo, or draw your own picture.
- Think of a name for the invention.
- Write two sentences describing its benefits.
- Write 6–8 features in notes, in a list.
- Invent the name of a shop where it can be bought, and a logo for your product.



## Present

### 4 Display your advertisements around the classroom. Read your classmates' advertisements. Make a list of the top three inventions you would like to have.

#### Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

#### Check your results!

- identify the topic of the project based on the given prompts and pictures
- search for information about the given topic
- search for pictures
- combine the pictures and information in the required project format
- make an advertisement
- present your advertisement to the class and test your classmates' ability to recognise specific aspects based on a visual support
- be creative

G – good  
VG – very good  
E – excellent



## Project 7

### A film synopsis

date: 2<sup>nd</sup> August

Dear diary...

Last night I saw an awesome film by Steven Spielberg - 'War Horse'. The story's really touching; the country landscapes and the war scenes are incredible! Actually, the screenplay is based on a children's book from 1982, by Michael Morpurgo.

War Horse is a story about a bay thoroughbred horse, which is bought at an auction in Devon, England, by farmer Ted Narracott. His wife is not happy about it, because the family is in trouble and in danger of losing their farm and so they need a working horse that can plough the field.

Their son Albert names the colt Joey, and teaches him to come when he imitates an owl's call. Albert and Joey become good friends and the boy manages to plough a rocky field with the horse, so that his family can stay on the land and keep the farm. When World War I breaks out, farmer Ted sells Joey to the Army, and that makes Albert very sad. The boy promises to get Joey back one day.

I have a confession to make, dear diary: I fell asleep about mid-way through the film. I had a long day yesterday and I was very tired, but I'm planning to watch the rest of the film at the weekend. I can't wait to find out what happens next and if Albert gets Joey back!!



### Look

- 1 Read the first part of a film synopsis from a teenager's diary. What do you think happens in the second part of the film? Does Albert get Joey back in the end? Work in pairs to write down the events that happen next.

- 2** Do some research on the Internet to find out more information on Steven Spielberg's *War Horse*. Look for film sites and reviews and make notes about the following categories: the cast, awards, music, filming locations, the horses used on the set. In pairs, compare your notes.



## Prepare

- 3** With a partner, make a list of films based on books. How many of these films have you seen? How many of the books have you read? Discuss what you should do first: read the book or watch the film.

- 4 a** Choose a film that you liked most from the list in Exercise 3. Plan a one-page synopsis for your chosen film. Think about:

- genre of the film;
- characters;
- story line;
- actions;
- emotions;
- ending;
- cast;
- production.
- trailer of the film.

**b** Look for information on both the film and the book, production photos and reviews. Give arguments for your choice.

- 5** Write the synopsis of a film, but make sure you do not include its name. Upload the synopsis on the class blog and see how many people can guess what film it refers to.



## Present

- 6** In your groups present your synopsis to the rest of the class and play the trailer of the film. Then ask them questions about what they've seen. Can they remember all the important facts? Give your classmates three reasons why they should see the film you've chosen.

### Skills:

- ability to work in a team
- research skills
- writing skills
- presentation skills

#### Check your results!

- identify the topic of the project based on the given prompts and pictures
- search for information about the given topic
- search for pictures
- combine the pictures and information in the required project format
- write a synopsis
- present your synopsis to the class and test your classmates' ability to recognise specific aspects based on a visual support
- make recommendations
- express your opinion

G – good  
VG – very good  
E – excellent



# Project 8

## A comic strip



### Look

#### 1 Read the comic strip above. Choose the correct words.

- 1 The crime illustrated in the comic strip is online **theft** / piracy.
- 2 The warning is **simple** / difficult to understand.
- 3 This comic strip **will** / won't teach young people about preventing online crime.

#### 2 Choose *do* or *don't* to complete the sentences about writing a comic strip. Compare your answers with a partner.

- 1 **Do** / Don't include more than six boxes.
- 2 **Do** / Don't keep the pictures simple.
- 3 **Do** / Don't try to make some of the pictures funny.
- 4 **Do** / Don't include lots of text.

## Prepare

**3** Work with a partner. Think of a crime that might affect you.

- Plan a comic strip to warn young people about this crime;
- Draw six boxes and a rough sketch of the pictures;
- Add the dialogue;
- Make it funny if you can;
- Show it to another pair to see if they understand the warning;
- Draw it again neatly on A3 paper.



## Present

**4** Display your comic strip in your classroom. Ask your class to read it. Ask them if they understand the warning. Then discuss with the class how to prevent the crimes happening to you.

### Skills:

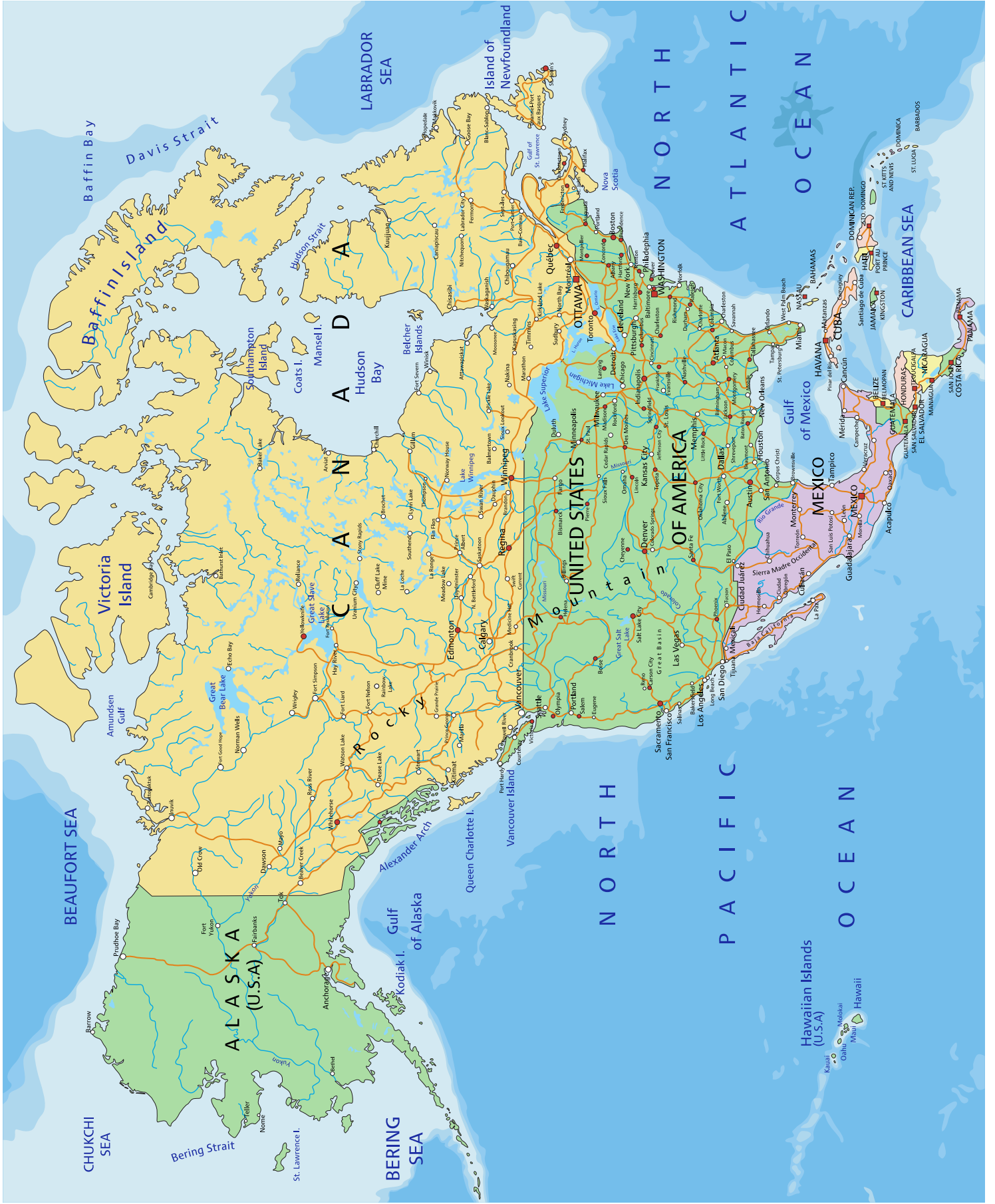
- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

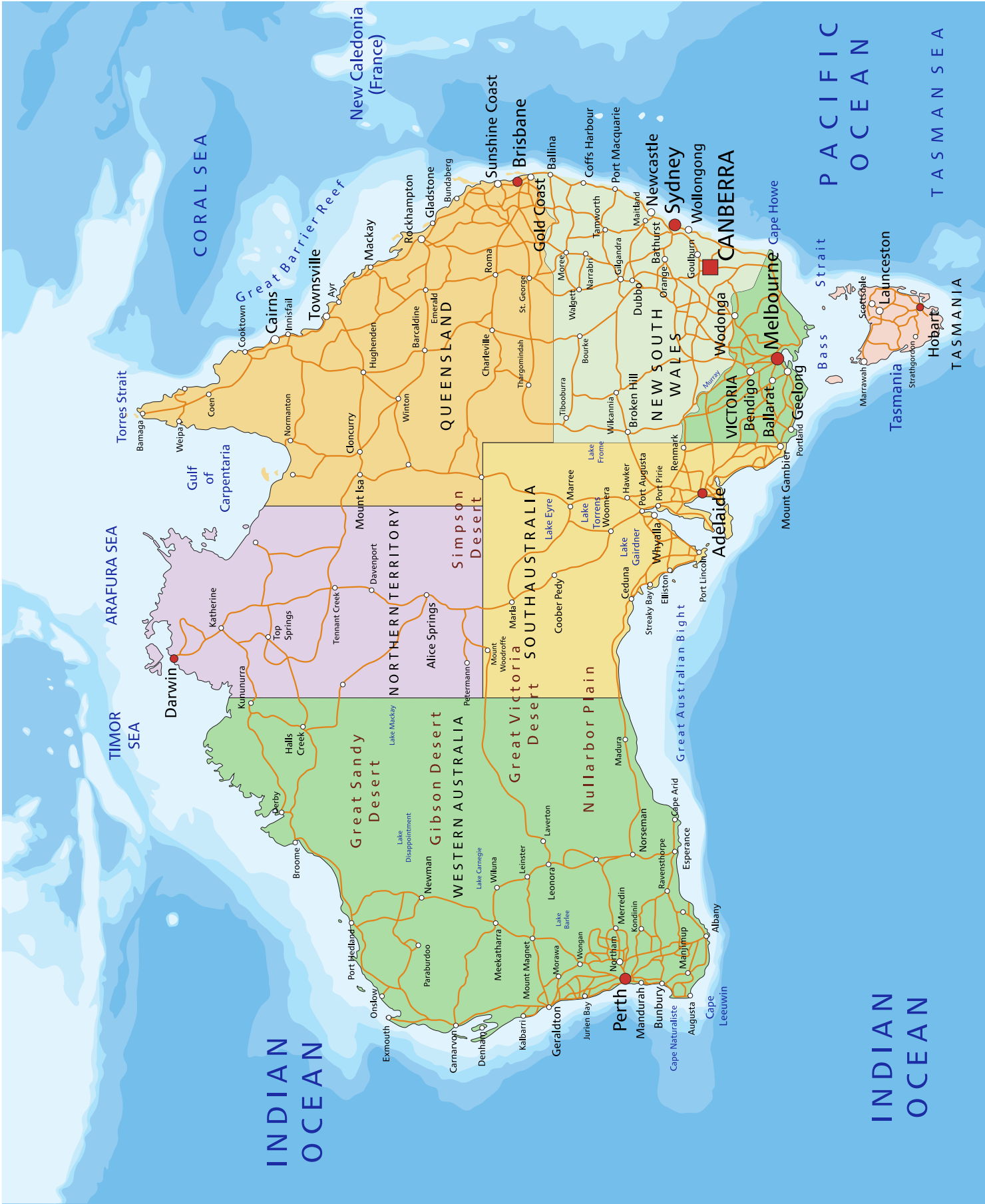
### Check your results!

- identify the topic of the project based on the given prompts and pictures
- search for information about the given topic
- search for or draw pictures
- combine the pictures and information in the required project format
- make a comic strip
- present comic strip to the class and test your classmates' ability to recognise specific aspects based on a visual support
- be creative

G – good  
VG – very good  
E – excellent







INDIAN OCEAN

INDIAN OCEAN

PACIFIC OCEAN

TASMAN SEA

TASMANIA

New Caledonia (France)

TIMOR SEA

ARAFURA SEA

CORAL SEA

Torres Strait

Gulf of Carpentaria

Great Australian Bight

Cape Leeuwin

Mount Gambier

Port Lincoln

Whyalla

Streaky Bay

Elliston

Port Pirie

Port Augusta

Hawker

Lake Frome

Marree

Cooper Pedy

Marla

Mount Westmore

Petermann

Alice Springs

Tennant Creek

Davenport

Mount Isa

Kununurra

Top Springs

Katherine

Darwin

Perth

Northam

Merredin

Kondinin

Ravensthorpe

Esperance

Albany

Manjimup

Augusta

Bunbury

Mandurah

Geraldton

Jurien Bay

Meekatharra

Mount Magnet

Morawa

Wongan

Leonora

Leinster

Wiluna

Lake Carnegie

Newman

Lake Disappointment

Lake Mackay

Halls Creek

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Meekatharra

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Lake Disappointment

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Onslow

Port Hedland

Exmouth



# Irregular verbs

## infinitive

## past simple

## past participle

be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

# Phonemic symbols

## consonants

## vowels

/p/	pencil	/i:/	see
/b/	bag	/ɪ/	sit
/t/	town	/ʊ/	book
/d/	day	/u:/	zoo
/tʃ/	cheese	/e/	pen
/dʒ/	juice	/ə/	teacher
/k/	cake	/ɜ:/	bird
/g/	get	/ɔ:/	boring
/f/	food	/æ/	that
/v/	very	/ʌ/	run
/θ/	Thursday	/ɑ:/	car
/ð/	that	/ɒ/	lost
/s/	speak		
/z/	zebra		
/ʃ/	shoe		
/ʒ/	usually		
/m/	mum		
/n/	name		
/ŋ/	sing		
/h/	house		
/l/	like		
/r/	red		
/w/	water		
/j/	you		

## diphthongs

/eɪ/	say
/ɪə/	hear
/ʊə/	pure
/ɔɪ/	enjoy
/əʊ/	know
/eə/	chair
/aɪ/	buy
/aʊ/	now

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