

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII



Limba modernă 1
Engleză
Clasa a VIII-a

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones
with Irina Spătaru

art Klett

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Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
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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.

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Back to SCHOOL



USING THE TEXTBOOK

The Student's Book has two versions:

Student's Book – printed version

+

Student's Book – digital version

(includes, apart from the information from the printed version, over 100 AMII – multimedia interactive learning activities)

The Student's Book contains:

10 Units + Extras

Each unit has the following structure:

Reading 1 + Speaking + Grammar 1 + Vocabulary 1 + Listening + Grammar 2 + Reading 2 + Vocabulary 2 + Photostory (in odd units) + Functions + Culture (in even units) + Writing + Extras (Literature, Grammar reference, Pronunciation, Get it right!, Student A / Student B, Project time, Wordlist and Irregular verbs).

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

The following icons were used to mark the three types of multimedia interactive learning activities (AMII):

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

The first reading section sets the scene for the unit ...

Pre-reading activities activate students' prior knowledge.

Opportunities for personalisation, for developing students' spoken fluency and for promoting collaboration between students through pair and group work.



Objectives, focusing on skills and language.

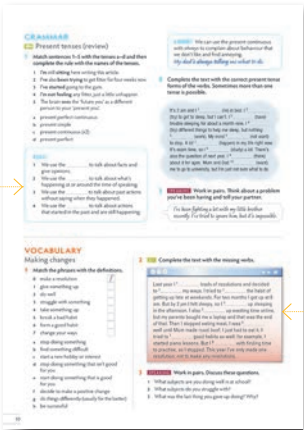
Sequence of exercises that helps students to unlock the text.



Reading texts are about contemporary topics that teens can relate to.

Train to think invites students to consider their broader opinions through reflection on the reading text.

Students discover the rule for themselves, via an inductive approach to learning grammar, with the help of scaffolding.



Lexical sets are presented with clear visuals to support immediate understanding of new vocabulary items.



The listening section follows established procedure: a pre-listening activity, a listen-for-gist task and an activity which tests understanding at a deeper level.

Examples of the target grammar are taken directly from the reading text. Language is introduced in context, making it more meaningful for students.

The second reading section introduces a new language focus.

Students are guided through established reading skills procedure of predicting, reading for gist and reading for detailed understanding.



Values helps students to empathise with the attitudes and opinions of others and consider their values.

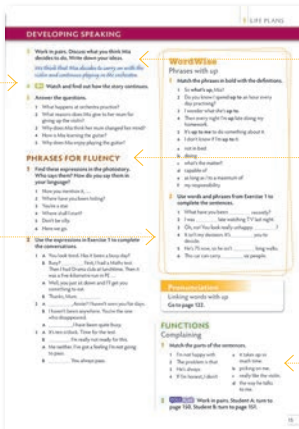
In all odd numbered units you'll find the photostory ...

Each episode of the photostory involves British teens but is a complete story in itself.



See how the story concludes in the video.

WordWise takes a word or phrase which has a number of different meanings in English and provides analysis and practice using them.



Students predict the ending of the story before they watch.

Phrases for fluency focuses on authentic language that students can use in conversation to make them sound more natural and fluent.

Key phrases for a particular speaking function are explored in the Functions section.

... and in all even numbered units, a culture text.

The focus of the Culture section is on getting students to think and talk about life in other countries and how it compares with their own.



Extended writing section, designed to guide students step-by-step through the writing process.

Students are presented with a model text for analysis of task purpose.



The Culture text is primarily exploited for its informative rather than linguistic content. Students are encouraged to respond to the text and relate it to their own experiences and cultures.

LET'S PRACTISE! and TEST YOURSELF consolidate content from each pair of units.

Exercises on this page provide further practice.



The Test Yourself page allows students to check progress and is based on language presented in this and the previous unit.



This text introduces your students to English-Language fiction. Comprehension questions and follow-up discussion questions help students to understand and engage with the text.



Project time section provides five optional projects containing a very clear model to guide students while working on them.

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Train to Think: Following an idea through a paragraph Values: Animal rights	Reading Article: Events that shook the world Article: Family life in 17th-century Britain Culture: Where life is really hard Writing A magazine article about a historical event Listening A class presentation about animals being put on trial	1.3. Show interest in knowing personalities and cultural events 2. Speak in everyday communication situations 2.1. Narrate a happening/personal experiences 2.2. Participate in short conversations in common contexts, on general topics 2.3. Express your suggestion or reaction to a proposal in an informal dialogue
Train to Think: Identifying the main topic of a paragraph Self-esteem: The film of my life	Reading Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening A conversation about watching too much TV	2.4. Show interest in the quality of expression/interaction 3. Receive written messages in everyday communication situations 3.1. Deduce the meaning of unknown words from the context 3.2. Identify the main aspects from short articles on familiar and up to date topics
Train to Think: Thinking about fact and fiction Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Writing A blog entry Listening The things kids believe!	3.3. Identify the global meaning of articles or interviews 3.4. Show interest in understanding different types of texts 4. Write messages in everyday communication situations 4.1. Write a letter/digital message using phrases to address someone, to make a request, to invite and to thank someone
Train to Think: Thinking about what makes you happy and healthy Self-esteem: About health	Reading Article: Article: 8,000 birds to see before you die Article: Miracle operations Photostory: The challenge Listening A presentation on the benefits of exercise	4.2. Write simple and coherent texts on topics of interest 4.3. Show interest in the quality of writing Competențe generale și specifice din programa școlară 1. Receptarea de mesaje orale în situații de comunicare uzuală
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1 LIFE PLANS

OBJECTIVES

FUNCTIONS: talking about the future; complaining; expressing possibility, advice/recommendation


GRAMMAR: present tenses (review); future tenses (review); *should / shouldn't*, *may (not)*, *might (not)* (review)

VOCABULARY: making changes; life plans; phrases with *up*

READING

- 1 What are the people doing in the photos? Do you think these are good or bad habits? Why?
- 2 Tick (✓) the bad habits that you have. Then add two more of your own.
 - not doing enough exercise
 - leaving your homework until the last minute
 - forgetting important dates
 - texting when you shouldn't
 - playing computer games when you should be studying
 - getting up late for school
- 3 **SPEAKING** Work in pairs. What can you do to change some of these habits?

- 4 Read the article quickly. What two things is the writer trying to change about her life?

- 5  Read the article again and listen. Mark the sentences T (true) or F (false).

- 1 The writer has to finish the article by the following day.
- 2 The writer is finding it easy to lead a healthier life.
- 3 We use different parts of our brain depending on who we're thinking about.
- 4 Our brains don't always let us make good choices for our future selves.
- 5 It takes just under two months for our brains to feel happy with changes to our lifestyles.
- 6 The writer has decided that she'll never be able to change her habits.



I miss my bad habits

I don't believe it! It's 11 pm and I'm still sitting here writing this article for the school magazine! I've had two weeks to write it and my teacher wants it tomorrow. She's always complaining that I leave things to the last minute. Maybe she's right. A month ago, I made a resolution to be more efficient this year and to never leave things to the last minute. Well, I've failed. At the moment, I guess kids all over the country are thinking back to the resolutions they made at the beginning of the school year. Some of them have already given up for this year. Others are still doing well. Many, I suspect, like me, are struggling with them. I've also been trying to get fitter for four weeks now. I've started going to the gym, I've taken up karate lessons and I've changed my diet. I've even been going to bed earlier. But I'm not feeling any fitter, just a little unhappier. I miss my bad habits. Why is leading a better life so hard?

I've just read an article on a website and I've discovered that it isn't my fault! In fact, it isn't anyone's fault. It's our brains. They're programmed to make it difficult to break bad habits. There's nothing we can do. For example, you're sitting up late playing

Minecraft. You know you've got an important test tomorrow, so why don't you just turn off the computer and go to bed? As I said, it's your brain's fault. Scientists have done experiments that show we use one part of our brain when we think about ourselves and another when we think about other people. However, when we think about ourselves in the future, we use the same part of the brain that we usually use to think about other people. In other words, the brain sees the 'future you' as a different person to your 'present you'. And that's why we don't always find it easy to make sensible decisions for ourselves in the future.

But that's not all. Scientists have also discovered that it takes around ten weeks to form a good habit. For example, it's going to take another six weeks before going to the gym stops being so difficult and becomes an automatic part of my life. That's because ten weeks is the amount of time the brain needs to



change and accept new behavioural patterns as part of everyday life. The good news is that once you make it to ten weeks, everything becomes a lot easier. The bad news is that ten weeks is a really long time, so it's easy to give up on your good intentions sooner.

So there you are. Maybe we want to change our ways and become better people but our brains won't let us. Or is this just an excuse? Look – I've finished my article on time! Anything is possible!

TRAIN TO THINK

Reading between the lines

Sometimes a writer doesn't tell us everything directly: we need to draw conclusions from the information the writer gives. We call this 'reading between the lines'.

Answer the questions and give reasons for your answers.

- Who is the writer? (paragraph 1)
She's a schoolgirl – she's writing for the school magazine and mentions her teacher.
- Does the writer feel guilty that she hasn't finished the article? (paragraph 1)
- Does she enjoy exercise? (paragraph 1)

SPEAKING

Work in pairs. Discuss these questions.

- What resolutions are you going to make for this school year?
- What do you think is the secret of changing your life for the better?

Careful planning.

Do work first, play later.

Listen to your parents.

GRAMMAR

Present tenses (review)

1 Match sentences 1–5 with the tenses a–d and then complete the rule with the names of the tenses.

- 1 I'm still **sitting** here writing this article.
 - 2 I've also **been trying** to get fitter for four weeks now.
 - 3 I've **started** going to the gym.
 - 4 I'm **not feeling** any fitter, just a little unhappier.
 - 5 The brain **sees** the 'future you' as a different person to your 'present you'.
- a present perfect continuous
 - b present simple
 - c present continuous (x2)
 - d present perfect

RULE:

- 1 We use the _____ to talk about facts and give opinions.
- 2 We use the _____ to talk about what's happening at or around the time of speaking.
- 3 We use the _____ to talk about past actions without saying when they happened.
- 4 We use the _____ to talk about actions that started in the past and are still happening.

LOOK! We can use the present continuous with *always* to complain about behaviour that we don't like and find annoying.

My dad's always telling me what to do.

2 Complete the text with the correct present tense forms of the verbs. Sometimes more than one tense is possible.

It's 2 am and I ¹ _____ (lie) in bed. I ² _____ (try) to get to sleep, but I can't. I ³ _____ (have) trouble sleeping for about a month now. I ⁴ _____ (try) different things to help me sleep, but nothing ⁵ _____ (work). My mind ⁶ _____ (not want) to stop. A lot ⁷ _____ (happen) in my life right now. It's exam time, so I ⁸ _____ (study) a lot. There's also the question of next year. I ⁹ _____ (think) about it for ages. Mum and Dad ¹⁰ _____ (want) me to go to university, but I'm just not sure what to do.

3 **SPEAKING** Work in pairs. Think about a problem you've been having and tell your partner.

I've been fighting a lot with my little brother recently. I've tried to ignore him, but it's impossible.

VOCABULARY

Making changes

1 Match the phrases with the definitions.

- | | |
|---------------------------|--------------------------|
| 0 make a resolution | <input type="checkbox"/> |
| 1 give something up | <input type="checkbox"/> |
| 2 do well | <input type="checkbox"/> |
| 3 struggle with something | <input type="checkbox"/> |
| 4 take something up | <input type="checkbox"/> |
| 5 break a bad habit | <input type="checkbox"/> |
| 6 form a good habit | <input type="checkbox"/> |
| 7 change your ways | <input type="checkbox"/> |
- a stop doing something
 - b find something difficult
 - c start a new hobby or interest
 - d stop doing something that isn't good for you
 - e start doing something that is good for you
 - f decide to make a positive change
 - g do things differently (usually for the better)
 - h be successful

2 **Complete the text with the missing verbs.**

Last year I ¹ _____ loads of resolutions and decided to ² _____ my ways. I tried to ³ _____ the habit of getting up late at weekends. For two months I got up at 8 am. But by 2 pm I felt sleepy, so I ⁴ _____ up sleeping in the afternoon. I also ⁵ _____ up wasting time online, but my parents bought me a laptop and that was the end of that. Then I stopped eating meat. I was ⁶ _____ well until Mum made roast beef. I just had to eat it. I tried to ⁷ _____ good habits as well: for example, I started piano lessons. But I ⁸ _____ with finding time to practise, so I stopped. This year I've only made one resolution: not to make any resolutions.

3 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What subjects are you doing well in at school?
- 2 What subjects do you struggle with?
- 3 What was the last thing you gave up doing? Why?

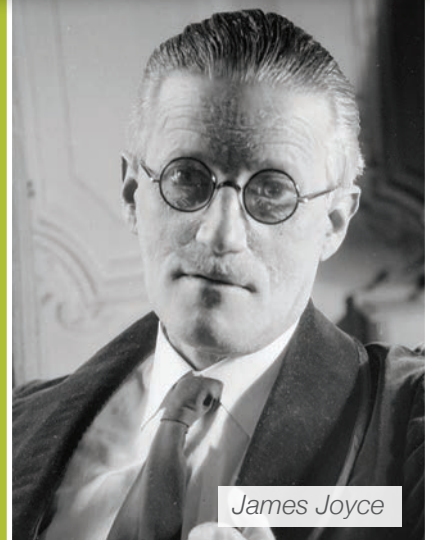
LISTENING



J.K. Rowling



Sylvester Stallone



James Joyce

1 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you know about these people?
- 2 Can you match the information with each person?
 - A _____ was a famous Irish writer.
 - B _____ played the character Rocky Balboa in *Rocky*.
 - C _____ wrote the Harry Potter series.

2 **▶▶** Listen and check.

3 **▶▶** Read the questions carefully. Listen again and make notes.

- 1 What's Annie's problem?
- 2 What does Ben want to do with his life?
- 3 How was James Joyce earning a living when he was 30?
- 4 How are the examples of Joyce, Stallone and Rowling different from Annie's situation?
- 5 Why does Ben tell Annie not to worry?

4 **SPEAKING** Work in pairs. Compare your answers to Exercise 3.

GRAMMAR

▶▶ Future tenses (review)

1 Look at the sentences from the listening. Complete them with the correct future forms of the verbs. Then complete the rule with *present continuous, going to and will*.

- 1 I _____ (meet) the careers advisor this afternoon.
- 2 I _____ (study) medicine at university.
- 3 I'm sure you _____ (do) well whatever you do.

RULE:

- To talk about future arrangements, we often use the ¹_____.
- To make predictions, we often use ²_____.
- To talk about intentions, we often use ³_____.

2 **○** Circle the best tense.

- 1 *We'll go / We're going* to the beach this Friday. Do you want to come?
- 2 I don't think *I'll finish / I'm finishing* this homework.
- 3 *I won't go / I'm not going* to university this year. I want to take a year off.
- 4 I've got an appointment with the dentist tomorrow. *I'm seeing / I'll see* her at 10 am.
- 5 Daisy's learning to fly. *She'll be / She's going to be* a pilot.
- 6 I'm not *eating / going to eat* chocolate. That's my resolution for next year.
- 7 Argentina *will win / are winning* the next World Cup. That's what I think.
- 8 *We're flying / We will fly* on Friday. I'm so excited.

3 **Write down:**

- 1 two arrangements you've got for this week.
- 2 two intentions you've got for this year.
- 3 two predictions for your life.

READING

1 **SPEAKING** Tick (✓) the statements you agree with. Then discuss them in pairs.

A good friend ...

- always tells you what they're thinking.
- never criticises you.
- agrees with everything you say.
- always listens when you have a problem.

2 Read the article and match the titles with the paragraphs.

- No one is happy all the time
- Stop expecting everybody to like you
- 1 Don't expect people always to agree with you
- Stop expecting people to know what you're thinking
- Don't expect people to change

3 Read the article again. Which paragraphs should these people read and think about? There may be more than one possible answer.

- 1 'Billy's so unfriendly to me. I don't know what I've done wrong.'
- 2 'Can't they see I don't really feel like talking? I just want them to leave me alone.'
- 3 'Katie's always got a smile on her face. I wish my life was as perfect as hers.'
- 4 'I think Jenny would be a brilliant drummer for our band. I don't know what your problem is.'
- 5 'I wish Dylan wasn't so untidy. He always makes such a mess.'

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Which piece of advice do you think is the best? Why?
- 2 What other advice would you add?

For a better life ...

Life can be hard, and when our plans don't work out, it's often easy to blame others. Sometimes we expect too much from friends and family, and when they don't act as we think they should, we feel disappointed. Maybe it would be easier if we stopped expecting so much from other people. No one is perfect, and that includes you.

1 _____

So you want to travel the world before you do a degree, but your parents don't think it's a good idea. Of course, it's great if other people can support you in your decisions, but you can't keep everyone happy all of the time. It's your life and you need to make the decisions to make you happy.

2 _____

Don't worry if there are people who aren't very nice to you, because there are plenty of people who are. They're called your friends. Spend time with them and avoid the others. And when it comes to finding that special person and settling down, remember: there's somebody for everyone.

3 _____

You've been practising football all summer. You think you're good enough to be in the school team, but the teacher doesn't seem to agree. Maybe he just hasn't thought about it at all. He isn't a mind reader, so tell him. Then at least he knows what you're thinking. He might even choose you.

4 _____

People can change, but they don't usually do it because someone else wants them to. You can try and tell them what you're not so happy about, so at least they know, but don't be too disappointed if they carry on doing exactly the same things. You have a choice: accept them or walk away.

5 _____

From their Facebook updates, you'd believe that all your friends are happy all the time and leading exciting lives. Of course, they aren't, just like you know that your life isn't always perfect. We all go through hard times and we often try to hide it. Be kind to people. Maybe they are having a bad day and your smile could make a big difference.

VOCABULARY

Life plans

1 Match the phrases with the pictures. Write 1–8 in the boxes.

- | | |
|--------------------|------------------|
| 1 retire | 5 start a family |
| 2 travel the world | 6 settle down |
| 3 start a career | 7 get promoted |
| 4 get a degree | 8 leave school |

2 Complete the text with phrases from Exercise 1. Use the correct forms of the verbs.

My uncle has always done things differently. He 1 left school when he was 16 because he wanted to see other places. He spent the next twenty years 2 _____, working in restaurants and hotels in many different countries. When he was in his early forties, he decided to return to the UK. He went to university and 3 _____. He did really well, and when he finished, he 4 _____ as a translator. Because he was good at his job, he 5 _____ quite quickly and he was soon Head Translator. When he was 48, he met the love of his life and they decided to 6 _____ and 7 _____. Now he's 55, with three young children. He says he wants 8 _____ soon. He wants to stop working and take the whole family around the world with him. I wouldn't be surprised if he does.



GRAMMAR

should / shouldn't, may (not) / might (not) (review)

Complete the sentences using *should / shouldn't* or *may / might*. Then complete the rule with the correct modal verbs.

- You can speak several foreign languages, so you should definitely work as a translator.
- He's a very good football player and he trains a lot but he _____ give up because of his health issues.
- Kate had no sleep last night. She _____ be tired.

- You _____ walk away from people you can trust.
- He _____ want to start a family if he likes travelling so much.
- I'm travelling the world, so I _____ join you on New Year's Eve.
- You look terrible! You _____ see a doctor as soon as possible.

RULE:

- To express possibility, we often use 1 _____ and 2 _____.
- We use 3 _____ to give advice.

WRITING

An email about resolutions


Write an email to an English-speaking friend in another country. Describe your resolutions for the coming school year. Write about:

- bad habits you're changing
- new classes you're taking
- activities you plan to take up
- why you're doing all of this

What's up with Mia?

1 Look at the photos and answer the questions.

What do you think the problem is?
What does Mia want to give up?

2  Now read and listen to the photostory.
Check your answers.



1

FLORA Hi, Leo. Hi, Jeff.
LEO Hi, Flora.
FLORA Hey, has either of you seen Mia lately?
JEFF No. I haven't seen her for ages, actually.
LEO Now you mention it, neither have I.
FLORA It's strange, isn't it? She hasn't been to the café for a long time. I wonder what she's up to.
LEO Hey, look who it is. Hi, Mia! We were just talking about you. Where have you been hiding?



2

MIA Don't even joke about it. I never have time to do anything any more.
FLORA Come and sit down. I'll get you something to drink.
MIA You're a star. That's just what I need.
JEFF So what's up, Mia? Why are you so busy?
MIA Where shall I start? Mondays, I have extra French lessons. Tuesdays, it's tennis lessons. Wednesdays, violin lessons. Thursdays, it's orchestra. Then every night I'm up late doing my homework.
LEO It's Thursday today.
MIA I know. I'm only here because orchestra was cancelled this week. Thank goodness.

THE FOLLOWING WEEK ...



3

CHLOE Hi, Mia.
MIA Hi, Chloë.
CHLOE What's up with you? You don't sound very happy.
MIA It's nothing.
CHLOE Really?
MIA Well, to be honest, I don't really feel like orchestra today.
CHLOE Why not?
MIA I haven't had any time to practise. And I'm tired. I don't know if I'm up to it.
CHLOE Don't be silly. I'm sure it'll be fine. Look, Mr Wales wants to start. Come on, Mia.
MIA Here we go. I am *not* looking forward to this.

LEO Don't you like playing the violin?
MIA Not really. I mean, I like playing an instrument. I just don't think I want to continue with the violin. Do you know I spend up to an hour every day practising?
FLORA So why do you do it?
MIA To keep my mum happy, I suppose.
JEFF You should talk to her, tell her you want to give it up.
MIA Yeah, maybe. But it's not always so easy to talk to her.
FLORA Well, you need to do something. You don't have any time for yourself. I mean, we never get to see you any more.
MIA Yeah, I guess you're right. It's up to me to do something about it.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what you think Mia decides to do. Write down your ideas.

We think that Mia decides to carry on with the violin and continues playing in the orchestra.

- 4  Watch and find out how the story continues.

- 5 Answer the questions.

- 1 What happens at orchestra practice?
- 2 What reasons does Mia give to her mum for giving up the violin?
- 3 Why does Mia think her mum changed her mind?
- 4 How is Mia learning the guitar?
- 5 Why does Mia enjoy playing the guitar?

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?

- 1 Now you mention it, ...
- 2 Where have you been hiding?
- 3 You're a star.
- 4 Where shall I start?
- 5 Don't be silly.
- 6 Here we go.

- 2 Use the expressions in Exercise 1 to complete the conversations.

- 1 A You look tired. Has it been a busy day?
B Busy? _____ First, I had a Maths test. Then I had Drama club at lunchtime. Then it was a five-kilometre run in PE ...
A Well, you just sit down and I'll get you something to eat.
B Thanks, Mum. _____
- 2 A _____, Annie? I haven't seen you for days.
B I haven't been anywhere. You're the one who disappeared.
A _____, I have been quite busy.
- 3 A It's ten o'clock. Time for the test.
B _____ I'm really not ready for this.
A Me neither. I've got a feeling I'm not going to pass.
B _____ You always pass.

WordWise

Phrases with up

- 1 Match the phrases in bold with the definitions.

- 1 So **what's up**, Mia?
 - 2 Do you know I spend **up to** an hour every day practising?
 - 3 I wonder what she's **up to**.
 - 4 Then every night I'm **up** late doing my homework.
 - 5 It's **up to me** to do something about it.
 - 6 I don't know if I'm **up to** it.
- a not in bed
b doing
c what's the matter?
d capable of
e as long as / to a maximum of
f my responsibility

- 2 Use words and phrases from Exercise 1 to complete the sentences.

- 1 What have you been _____ recently?
- 2 I was _____ late watching TV last night.
- 3 Oh, no! You look really unhappy. _____?
- 4 It isn't my decision. It's _____ you to decide.
- 5 He's 75 now, so he isn't _____ long walks.
- 6 This car can carry _____ six people.

Pronunciation

Linking words with up

Go to page 122.

FUNCTIONS

Complaining

- 1 Match the parts of the sentences.

- | | |
|--------------------------|-----------------------------|
| 1 I'm not happy with | a it takes up so much time. |
| 2 The problem is that | b picking on me. |
| 3 He's always | c really like the violin. |
| 4 If I'm honest, I don't | d the way he talks to me. |

- 2 **ROLE PLAY** Work in pairs. Student A: turn to page 150. Student B: turn to page 151.

2 HARD TIMES

OBJECTIVES

FUNCTIONS: talking about the past
GRAMMAR: narrative tenses: past simple, past continuous, past perfect simple; *would* and *used to*; future in the past
VOCABULARY: descriptive verbs




READING

1 Look at the pictures and answer the questions.

- 1 What do the pictures illustrate?
- 2 How was life in the past harder than it is today?

2 Read the article quickly. Make notes on these questions about the Great Fire of London.

- 1 In what year did it happen?
- 2 How did it start?
- 3 How long did it last?
- 4 How did people get away?
- 5 How was the fire stopped?
- 6 What damage did it do?

3  Read the article again and listen. Add details to your notes from Exercise 2.

TRAIN TO THINK

Following an idea through a paragraph

It can be difficult to follow what a writer is trying to say in a longer paragraph. We need to read carefully to understand fully what the writer is saying.

Answer the questions.

The end of Paragraph 2 says: 'The situation provided the perfect conditions for flames to spread quickly.'

- 1 Look back at the paragraph. How many things are needed to start a big fire? List them.
- 2 What were those things in London in 1666?

The beginning of Paragraph 3 says: 'The fire spread quickly but it was also extremely difficult to fight.'

- 3 Look back at the paragraph. Why was the fire difficult to fight?

The Great Fire of London

The event that changed the face of 17th-century London forever

It was 1 am on Sunday 2 September, 1666. London was sleeping. In a small bakery in Pudding Lane, Thomas Farriner and his workers were busily making bread for the coming day when, suddenly, a fire broke out. Just four days later, thousands of houses had been destroyed and countless people were homeless. How did this happen, and why was the damage so serious?

For a fire to start, three things are needed: a spark, fuel and oxygen. In the bakery in Pudding Lane, a maid didn't tend to the ovens properly. They got too hot and sparks began to fly. The weather that year had been extremely hot. It hadn't rained for months. But people knew winter was coming, so they'd stocked their cupboards with food and oil. *Warehouses were full of wood, coal and other winter *supplies. A strong wind was blowing from the east. The situation provided the perfect conditions for flames to spread quickly. What followed was one of the biggest disasters of the 17th-century world.

The fire spread quickly, but it was also extremely difficult to fight. It started in a poor area of the city, where houses were built very close to one another. Tens of thousands of people were living in very small spaces. A simple house was often home to many families as well as *lodgers. As the catastrophe struck, people panicked. Some had to smash their doors to get out of their homes. The streets were blocked with people and with material that had fallen from houses. Many people had grabbed their most important possessions and were trying to escape from the flames with them. They screamed in terror and suffered from the heat and the smoke. Some ran away from the city on boats. Others simply dived into the river to save themselves.

The fire was so strong that the Duke of York put a plan into action. His soldiers demolished a large warehouse full of paper. This robbed the fire of more fuel and created a 'fire break' that the flames could not jump over. At about this time, the wind also changed direction, driving the fire back into itself. At last, the flames became less strong enough to be controlled. The fire was finished.

Although surprisingly few people lost their lives, at least 13,000 houses – 80 per cent of the city's buildings – had burned to the ground. Thousands of people had become homeless and had lost everything they owned. Gradually, people rebuilt the houses in ruins, but this took several years. Many Londoners moved away from their city and never returned.

*warehouse – a large building for storing things

*supply – food or other things necessary for living

*lodger – someone who pays for a place to sleep, and usually for meals, in someone else's house



SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the *Events that shook the world* series? Why?
- 2 If you had to leave your home in a hurry and had the time to save three things, what would you choose?

GRAMMAR

Narrative tenses: past simple, past continuous, past perfect simple

1 Match the sentences from the article on page 17 with the tenses. Then complete the rule.

- 1 London **was sleeping**.
 - 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
 - 3 His soldiers **demolished** a large warehouse.
- a past simple
b past continuous (two sentences)

RULE:

We use ...

- 1 _____ to talk about finished actions in the past.
- 2 _____ to talk about longer actions in the past interrupted by shorter actions.
- 3 _____ to set the scene.

2 Complete the sentences with the past simple or past continuous form of the verbs.

- 0 While people were running towards the river, a warehouse exploded. (run / explode)
- 1 When they _____ how serious the situation was, they _____ their possessions and _____ to get away. (notice / take / try)
- 2 A man _____ for his family when he _____ a baby in the street. (look / find)
- 3 While they _____ how to stop the fire, it _____ clear that little could be done. (wonder / become)
- 4 While the people in the bakery _____ bread, a small fire _____. (make / start)


3 Read the example sentence and complete the rule.

Some people **had** already **escaped** from the city on boats when the Duke of York put a plan into action.

RULE: We use past perfect to talk about actions before a certain time in the past or before another action in the past.



Form the past perfect with *had* (or *'d*) + the _____ of the verb.

4  Complete the sentences with the past simple or past perfect form of the verbs.

- 0 We had no house anymore because the fire had destroyed it. (have/destroy)
- 1 A helicopter _____ the people before the boat _____. (rescue/explode)

- 2 The firefighters _____ the building until they _____ the fire _____. (not enter/put out)
- 3 The fire alarm _____ them _____ when the firefighters _____. (wake up/ arrive)

VOCABULARY

Descriptive verbs

1 Certain verbs make narratives sound more dramatic. Find these words in a dictionary and write down:

- 1 what they mean.
 - 2 their past simple and past participle forms.
- smash | rage | dive | flee | strike
demolish | grab | scream

2 Replace the underlined words with words from Exercise 1. Change the form if necessary.

- 0 He picked up a stone and broke the windscreen of the car. smashed



- 1 The thief stole a motorbike and ran away. _____
- 2 When I got there, I heard somebody shouting with fear. _____
- 3 They knocked down the houses to make space for new shops. _____
- 4 The man took my wallet from me quickly and ran away. _____
- 5 The car lost control and hit another vehicle. _____
- 6 He took off his clothes and jumped into the water. _____

Pronunciation

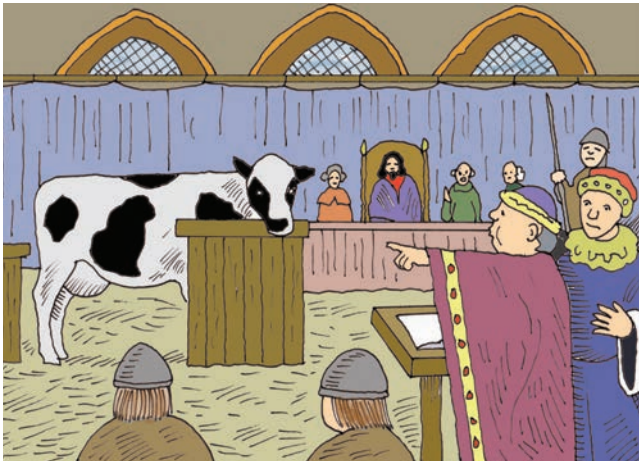
Initial consonant clusters with /s/

Go to page 122.

LISTENING

1 Look at the picture. Why do you think the cow was in court? Choose the best option.

- A It was accused of killing a human.
- B It was interrupting a court meeting.
- C A man was accused of hurting the cow.



2 Listen to Ryan's talk. Then answer the questions.

- 1 When were animals taken to court?
- 2 In which parts of the world did this happen?

3 Listen again. For questions 1–5, choose A, B or C.

- 1 What were the French rats accused of?
 - A entering restaurants
 - B taking people's food
 - C hunting cats
- 2 According to the man, why didn't the rats accept their order to appear in court?
 - A They hadn't received it.
 - B They couldn't read it.
 - C They'd never accept an invitation from humans.
- 3 Why did he say the rats would never go to court?
 - A No one would understand them.
 - B They might not be safe.
 - C They couldn't be friends with humans.
- 4 How did the other people react to the man?
 - A They thought he was crazy.
 - B They laughed at him.
 - C They couldn't argue against him.
- 5 What happened to the rats?
 - A They were hunted and killed.
 - B They were found 'not guilty'.
 - C They were ordered to leave the village.

VALUES

Animal rights

1 Read the scenarios. Match them with statements 1–6. There are two statements for each scenario.

Scenario A: /

Work on a huge multi-million-pound shopping centre has been stopped because nests of an extremely rare frog have been found in the area. It is one of only five places where this frog breeds. The property developers are putting pressure on the local government, saying it will be a disaster for the economy if they aren't allowed to finish the job.

Scenario B: /

An elderly lady lives on her own. She has family, but they all live far away. A relative has suggested buying her a parrot for her 80th birthday. Other family members are against the idea of keeping an animal in a cage.

Scenario C: /

There is a hotel that's very popular with tourists because it's close to a beautiful forest. The forest is home to a species of large spider. Although it's harmless, people working in the hotel have been given strict orders to kill any spiders that get into the guest rooms.

- 1 A bird in a cage can be a great companion for a person who lives alone, so it's the right present.
- 2 Creating places where people can relax is more important than worrying about a few animals.
- 3 We can't afford to lose any species of animal.
- 4 Places where endangered animals have their natural habitat belong to the animals, and not to people.
- 5 Spiders are ugly and disgusting, and many people are scared of them. Of course they should be killed.
- 6 Birds need to fly, and they need space to be able to do that. Cages should be forbidden.

2 **SPEAKING** Which of the statements 1–6 do you agree and disagree with? Why? Make notes of your answers. Then compare your ideas in pairs or small groups.

READING

- 1 Work in pairs. Look at the pictures, the main title and the paragraph titles. What information do you think each paragraph might contain?
- 2 Read the article and check your answers.

Family life in 17th-century Britain

By the 17th century, life in Europe had started to become more comfortable for those who had money. Trade had become more important, and the number of people who could read and write was starting to grow. But while the rich were enjoying good food, poetry and the theatre, life for the poor hadn't changed much at all. Here are a few examples of what ordinary family life was like in the olden days.

A typical household

Women used to have seven or eight children, but one in every three children died before reaching one year of age. Many children had



to leave home when they were as young as seven years old to work as shepherds or helpers on farms. There weren't many elderly people in the families because people died much younger than they usually do today. Few people expected to live beyond 40. In fact, children frequently grew up without parents at all.

A crowded life

Ordinary people used to live in one-room houses, together with chickens, goats or even cows. Only richer families had mattresses. On cold nights, everyone in the family would crowd together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. Lice infestations were very common, and if one person suffered from an illness, everybody else would get it



too. Taking a bath was such a rare event that everybody smelled bad.

Childcare

Life didn't allow people to spend a lot of time with their children. Parents used to leave even very young children on their own for most of the day. Records from that time report many stories of children who got too close to the fire and burned to death. But even when parents were with their children, they didn't care for them in the ways we're used to parents doing today. Children were often simply considered workers. Parents didn't use to sing songs to their children or play with them. It used to be normal to call a child 'it' rather than 'he' or 'she'.

It's often easy to fantasise about the past and think how wonderfully simple life was compared to all the pressure we face in our day-to-day lives. But was it really so great? For most people, it probably wasn't.

- 3 Read the article again. Mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Life in the 17th century was difficult for everybody, no matter how much money they had.
- 2 Grandparents often used to live with the families and look after the young children.
- 3 There wasn't a lot of space in most people's homes and they often shared it with their animals.
- 4 Children sometimes died because their parents weren't very concerned about their safety.
- 5 Parents these days spend more time with their children than they did in the olden days.

- 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Compare family life in the 17th century with family life now. What are the most striking differences?
- 2 What do you think life will be like 100 years from now? Will it be easier? If so, how?

GRAMMAR

would and used to

1 Complete these sentences from the article on page 20. Then complete the rule with *used to* / *didn't use to* and *would(n't)*.

- Women _____ have seven or eight children.
- On cold nights, everyone in the family _____ crowd together to sleep, to warm each other up.
- Parents _____ sing songs to their children or play with them.
- It _____ be normal to call a child 'it' rather than 'he' or 'she'.

RULE: To talk about habits and repeated actions in the past, we can use *used to* / *didn't use to* or *would(n't)*.

- We use ¹ _____ with both action and stative verbs.
- We only use ² _____ with action verbs.

2 **Circle** the correct words. Sometimes both options are possible.

- When I was a child, I *would* / *used to* play a lot with my sister.
- We *would* / *used to* have a cat, Tubby.
- We *would* / *used to* like her a lot and play with her all the time.
- It's funny, but I *would* / *used to* think I'd never learn to read.
- We *would* / *used to* share a bedroom.
- My sister and I *would* / *used to* be such good friends!

3 Complete the sentences and conversations with the correct form of *used to*.

- A _____ you _____ have a pet when you were a child?
B Yes, I _____ have a cat.
- We _____ have a car. We used to walk everywhere.
- A _____ you _____ watch a lot of TV when you were younger?
B Yes, I _____ watch it every day when I got home from school.
- I _____ like vegetables, but I love them now.
- A _____ your dad _____ read you stories before you went to bed?
B No, he didn't, but my mum _____.
- I _____ like having birthday parties. I was a really shy child.

Future in the past

1 Read the example sentences and complete the rule. They thought the children **would be** late for school. I knew my parents **would help** me.

RULE: We use future in the past to talk about future events, seen from a moment in the past.

- When we express future events, seen from the past, we use ¹ _____ + the short infinitive form of the ² _____.

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

- I hoped my father *would understand* (understand) why I made that choice.
- I thought the children _____ (organise) a secret birthday party for Jim but they didn't.
- I realised the city _____ never _____ (look) the same after the hurricane.
- I expected he _____ (apologise) for lying to his sister.
- The people in the city were sure the Duke's plan _____ (work).
- They hadn't imagined the storm _____ (destroy) the bridge.

FUNCTIONS

Talking about the past

1 Look at phrases 1–6 and match them with categories a–c.

- a the present
b the recent past
c a long, long time ago in history
- from 1995 until 2004
 - in the Middle Ages
 - these days
 - not so long ago
 - a decade ago
 - nowadays

2 Work in pairs. Choose a topic for your partner and a period in the past. Your partner makes a comparison between the present and that time period. Take turns.

school | food | technology
games | home | travel

games in the 1930s

Well, children would play with teddy bears or dolls. These days, many children have electronic games.



Culture

1 Look at the photos and answer the questions.

- 1 In what part of the world were these photos taken?
- 2 Why might life be difficult there? How many reasons can you think of?

2 Watch the video to check your answers.



Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold, with temperatures of around -45° Celsius, and the freezing wind makes the situation difficult for them to **bear**.

These men are hunters, and the survival of the people they've **left behind** in the villages depends on how successful their hunt is.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays **overnight** in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp which provides light. Together, they help to create a temperature of around 12° Celsius.

Right now, Akycha is several kilometres away from his igloo. He's riding his snowmobile along the coast, far out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. If he's lucky and his hunt goes well, the meat he brings home should **last** his family for several weeks.

Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle. The Arctic Circle is a huge land area that belongs to a number of northern countries: Russia, the USA, Canada, Greenland, Norway, Sweden, Finland and Iceland. The northern environment is an exceptional habitat. Temperatures are low during most of the year and summers are short, which means that plants can only grow for a few weeks every year. If the reindeer eat the **moss** that grows in a certain area, it can take up to 30 years for the plants to grow back. This is why Inuits who make a living from keeping and **breeding** reindeer have to be constantly **on the move** with their **herds**.

For most of us, life is less hard than it is for the Inuit people. But maybe we can learn something from them. Their traditional way of life is a model of living in partnership with nature, rather than exploiting and destroying it.



3 Read the article again. Answer the questions.

- 1 What are winters like inside the Arctic Circle?
- 2 How does Akycha survive when he's out hunting?
- 3 What does he hunt and how does he do this?
- 4 Why can't the Inuit who keep reindeer stay in one place for a long time?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 In what other areas of the world do people live under extreme conditions?
- 2 What is the coldest or hottest place you've ever been in? What was the experience like for you?
- 3 Would you find it easier to live in an area where it's very cold or very hot?

5 VOCABULARY There are eight highlighted words or phrases in the article. Match them with these definitions.

- 1 continue to be enough
- 2 not taken with them
- 3 from one evening, through to the next morning
- 4 not staying in one place for very long
- 5 tolerate, put up with
- 6 large groups of animals
- 7 a type of plant
- 8 raising (animals)

WRITING

A magazine article about a historical event

1 Read the article. What happened in Berlin in these years?

- 1 1961 2 1989 3 1990

2 Find examples in the article of:

- 1 a sentence containing the past simple and the past continuous.
- 2 the past perfect.
- 3 descriptive verbs.
- 4 expressions referring back to the past.

3 The article has three paragraphs. Which of them:

- 1 sets the scene for the main events?
- 2 describes the main action?
- 3 describes the historical background?

4 Think of an event that shook the world.

- Do some Internet research to find out more about it.
- Choose the most important and interesting details.
- Organise the information into paragraphs.
- Think about the language you'll need to describe the event.

5 Write an article for a school magazine about an event that shook the world (100–120 words).

The fall of the Berlin Wall

For 28 years, Berlin was a divided city. Ever since its construction in 1961, a huge wall had stopped citizens from East Germany visiting their neighbours in the west. Many people had tried. Some were successful, but many more died, shot as they attempted to get to the other side.

In 1989, there were a number of radical political demonstrations across Eastern Europe, as the people of countries such as Poland and Hungary protested against their governments and managed to change them. On 9 November, the East German government announced that their people were free to visit the western side of the city.

That evening, thousands of East Berliners rushed to the wall and asked the guards to open the gates. The border guards didn't know what to do. While the crowds were singing, the guards phoned their bosses for orders. It soon became clear that they had no choice but to let the people pass. On the other side, West Berliners greeted the crowds with flowers and champagne. People climbed up onto the top of the wall and began dancing on it to celebrate their new freedom. People started smashing down the wall. Many grabbed bricks as souvenirs. A little later, the government sent in bulldozers to demolish the wall. The wall was soon gone and, 339 days later, the two nations of East and West Germany also became one.



LET'S PRACTISE!

READING AND USE OF ENGLISH

Multiple-choice cloze

1 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A stopped B finished C ended D not

Do you ever stop and think about how easy the Internet has made our lives? I know there are times when it's slow or has (0) ___ working altogether, times when maybe you feel like (1) ___ your computer screen into tiny pieces. But just think of all those things you use it for. You want to buy the new One Direction CD – you can (2) ___ online and buy it. You need to (3) ___ some research for your homework – you can find it all there on the web. You feel like a (4) ___ with your best friend, so you Skype them. You just want a (5) ___ from your homework, so you start up Minecraft or whatever game it is you prefer and start playing. These (6) ___ everything we need is just a click of a button away.

Of course, it wasn't always like this. Only a few decades (7) ___, people had to do things like go to the shops if they wanted to buy something and often those shops were closed! They had to look in very large, heavy books called encyclopedias to find information. They had to (8) ___ up the telephone if they wanted to talk and if their best friend wasn't at home, they simply couldn't talk to them. That's how tough life was. And these poor people who had to suffer such hardships were ... our parents! Makes you feel sorry for them, doesn't it?



- | | | | |
|-----------------|------------|------------|------------|
| 1 A demolishing | B striking | C smashing | D grabbing |
| 2 A come | B enter | C click | D go |
| 3 A do | B make | C find | D ask |
| 4 A talking | B chat | C question | D speak |
| 5 A break | B stop | C end | D fix |
| 6 A times | B ages | C years | D days |
| 7 A after | B since | C ago | D past |
| 8 A take | B pick | C grab | D hold |

SPEAKING

Interview

2 In pairs, ask and answer the questions.

- 1 Who do you spend the most time with at the weekends, and what do you do with them?
- 2 What kind of films do you like best? What do you like about them?
- 3 Where did you go for your last holiday? What was it like?
- 4 What's your favourite sport to play? What do you like about it?
- 5 What things do you enjoy doing the most with your parents?
- 6 What is your favourite room in your home and why do you like it?
- 7 What things do you like to do at home on a rainy day?
- 8 Who is your best friend and what do you like the most about him/her?

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

break | change | do | form | give up | grab | make
scream | retire | settle | smash | strike | struggle | travel

- It would be wonderful to _____ around the world one day.
- It's a really bad habit – I need to _____ it soon.
- He would always arrive late, and no one could make him _____ his ways.
- Good luck with the test – I'm sure you'll _____ really well.
- Every 31st December, I _____ a resolution to do something, but I usually break it!
- I saw a man _____ that woman's purse and run away.
- On her 65th birthday, she decided to _____ and travel the world.
- I need more time to study for my exams, so I'm going to _____ my judo classes for a while.
- I think he's going to break the record – in fact, he's going to _____ it!
- They were so excited by the concert that they started to _____ really loudly.

/10

GRAMMAR

2 Complete the sentences with the phrases in the list. There are two extra phrases.

was looking | would look | 'm seeing | are going to | go to | used to love | see | 'd love

- I _____ my aunt and uncle once a month.
- Four or five of us _____ eat pizza tonight.
- I was sure you _____ the concert.
- When I was a kid, I _____ going to the river to swim.
- I'm not very well, so I _____ the doctor tomorrow.
- When I saw her, she _____ in a shop window.

3 Find and correct the mistake in each sentence.

- When he was young, my dad used to reading books about nature.
- When I got to the house, there was no one there. The party finished!
- I am running in the park every morning before school.
- We're really excited because we will go on holiday next week.
- He was tired because he has run two kilometres.
- While I was cycling in the park, I was falling off my bicycle.

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- A I'm angry with Jack. He's *always* / *often* picking on me.

B I know. He's horrible. *I don't like* / *I'm not liking* him at all.
- A You know, in the *present* / *past*, people didn't have the Internet.

B I know! But *these days* / *not so long ago* we can get information so quickly!
- A Gina and I *have* / *are having* lunch tomorrow. Why don't you come too?

B Great – thank you! *I see* / *I'll see* you at the restaurant!
- A No one *uses* / *is using* typewriters any more.

B Not *today* / *so long ago*, no!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

3 THAT'S ENTERTAINMENT

OBJECTIVES

FUNCTIONS: comparing actions; making invitations; obligation and necessity

GRAMMAR: expressing possibility, obligation, permission, and prohibition; necessity: *didn't need to / needn't have*

VOCABULARY: types of films; types of TV programmes; expressions with *get*

READING

1 Look at the photos and match them with the following forms of entertainment.

- 1 video game | 2 concert | 3 film
4 play | 5 sports event | 6 TV programme

2 **SPEAKING** Work in pairs. Discuss the questions.

- Which of these kinds of entertainment do you like? Why?
- Why do you think people like or don't like them? Use the words in the list to help you.

relaxing | interesting | fun | expensive
crowds | friends | enjoyable

I think people enjoy watching a film because it is relaxing.

3 Now look at the pictures and the title of the article on page 27. What do you think the article is about? Then read and check.

- the high price of horror films
- the salaries of famous film actors
- a film that was made very cheaply

4  Read again and listen to the article. Find:

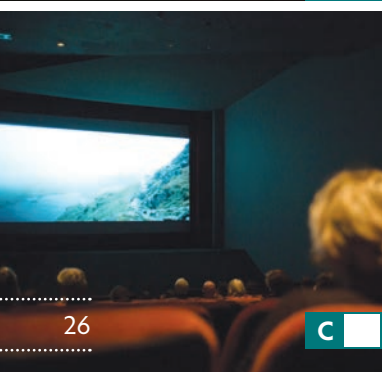
- two examples of very expensive films.
- two reasons why it is possible to say that *Monsters* was successful.
- four reasons why *Monsters* wasn't expensive to make.
- the amount of time Gareth Edwards worked on the film after filming.



A



B



C



D



E



F



Big movies

on a small budget



Do you need millions of dollars to make a movie? No. Do you need millions of dollars to make a *successful* movie? Most people would answer 'Yes' to that question. But would they be right?

¹We're used to hearing about really expensive Hollywood films. The 1997 Oscar-winner *Titanic* cost \$200 million to make, and more recently, *Avengers: Endgame*, one of the most successful films of 2019 and one of the most expensive films ever made, had a budget of more than \$350 million.

²To be successful, however, a film doesn't need to be as expensive as the big Hollywood blockbusters. An example of this is the 2010 movie *Monsters*, which cost less than half a million dollars to make. *Monsters* is set in Mexico and is the story of two people trying to escape from aliens and get back to the USA. The film won several awards and got very good reviews from many film critics – for example, the website *Moviefone* put *Monsters* at number 3 in its list of the best sci-fi films for 2010.

³How did they make the film so cheaply? First of all, it only took three weeks to film, and the film crew



was just seven people in a van. Secondly, the man who made the film, Gareth Edwards, decided to film it with digital video, which is cheaper than the usual 35mm film. (The film equipment cost only \$15,000 altogether.) There is also the fact that they used real locations, not a studio. They were allowed to film in different places. And the cast of the film were Edwards himself and two friends of his – we mustn't forget to mention that all the extras in the film were people who were just there, and they weren't paid.

⁴Most importantly, Edwards did most of the production work himself. He spent eight months editing *Monsters* and then five

months creating the special effects. He didn't let other people interfere in the production of special effects. And he did it all at home on his computer, using non-professional software. The amazing thing is that the final film looks nearly as professional as big, fancy Hollywood productions.

⁵Not everybody liked *Monsters*, of course. One person said: 'That's 90 minutes of my life that I'll never get back.' The film may be considered boring by some, but overall, it was very well received. And at least it wasn't expensive to make and everybody should appreciate the effort made by the entire team in this regard.

TRAIN TO THINK

Identifying the main topic of a paragraph

Writers start a new paragraph when they want to change the topic. The opening line of a paragraph usually gives you a clue about its topic.

Look at paragraphs 2 and 3. What is the topic of each paragraph? Tick (✓) two options.

- A Hollywood films are expensive to make
- B you can make successful films with little money
- C some special effects are really bad
- D how to make a low-budget film

SPEAKING

Work in pairs. Discuss these questions.

- 1 Do you know any other Hollywood film that cost a lot of money to make?
- 2 Does a film need expensive special effects to be successful? Give examples.

GRAMMAR

Expressing possibility, obligation, permission and prohibition

1 Complete the sentences from the text on page 27. Then complete the rule with *let*, *may*, *must*, *should*, *need to* and *not be allowed to*.

- The film _____ be considered boring by some, but it was very well received.
- A film _____ be as expensive as the big Hollywood blockbusters.
- Everybody _____ appreciate the effort made by the entire team.
- He didn't _____ other people interfere in the production of special effects.
- We _____ forget to mention that all the extras in the film were people who were just there.

RULE: To express obligation or necessity, we can use *have to* or ¹_____ (as in sentence 5). To say something is (or isn't) a good idea, we can use ²_____ (as in sentence 3). To express no obligation or necessity, we can use *don't have to* or *don't* ³_____ (as in sentence 2). To express permission, we can use ⁴_____ (as in sentence 4). To say that something is not permitted we use ⁵_____.

LOOK:

had better = something is a good idea and is often used as a warning. The form is always *had better* + base form of verb, even when talking about the present.

be supposed to = there's an obligation to do something but in reality people don't always do it. It is always used in the passive form (like *be allowed to*)

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given. You must use between two and five words including the word given.

- Their daughter can't go out after 8 pm. (allowed)
Their daughter _____ go out after 8 pm.
- Our teacher expects us to put up our hand if we want to ask a question. (supposed)
We _____ put up our hand if we want to ask a question.
- Their young son isn't allowed to watch TV all day. (let)
They _____ their young son watch TV all day.
- You should really turn off the TV if you don't want to get a headache. (better)
You _____ off the TV if you don't want to get a headache.

VOCABULARY

Types of films

1 Write the types of films in the list under the pictures.

action film | animated film | documentary
comedy | horror film | romantic comedy (rom com)
science fiction (sci-fi) | thriller

2 **SPEAKING** Can you think of an example of each kind of film? Are there any films which are more than one kind?

Madagascar is an animated film and it's a comedy, too.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

LISTENING

1 **SPEAKING** Mark the statements with 1 (agree), 2 (depends) or 3 (disagree). Then compare your findings in class.

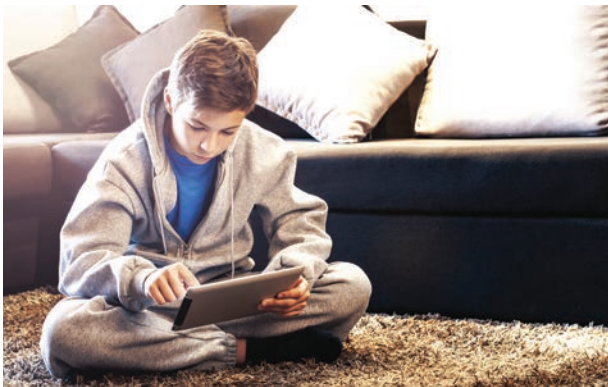
Watching TV ...

- 1 can damage your brain.
- 2 is bad for your education.
- 3 is addictive.
- 4 is expensive.
- 5 is not as satisfying as spending time with friends.

2 **▶▶** Listen to the conversation. Which of the statements in Exercise 1 does Sheena mention?

3 **▶▶** Listen again. Complete the sentences.

- 1 Sheena wants to know why Aaron missed _____ on Saturday.
- 2 Aaron's been spending a lot of time _____ on his tablet recently.
- 3 Aaron asks Sheena if she thinks he's becoming a _____.
- 4 Aaron's been staying up until _____ recently.
- 5 Sheena warns Aaron about hidden advertising or _____ placement in films.
- 6 Aaron wants to invite Sheena to an outdoor _____ on Sunday.



GRAMMAR

📺 Necessity: *didn't need to / needn't have*

1 Look at the examples from the listening and answer the questions. Then complete the rule with *didn't need to do / needn't have done*.

I didn't need to go to the cinema [to the stadium] because I was able to watch the film at home.

You needn't have [bought two tickets] because I did ...

- 1 Did the speaker go to the cinema stadium?
- 2 Did you buy two tickets?

RULE: When we use ¹_____, it means that someone did something but in fact it wasn't necessary.

When we use ²_____, it often means that someone didn't do something because it wasn't necessary.

2 Choose a or b to follow each of the sentences 1–6. You must use all of the sentences.

- 1 Mum cooked a big meal for us but we'd already eaten.
- 2 Mum came and ate with us at the restaurant.
 - a She needn't have cooked.
 - b She didn't need to cook.
- 3 I spent ages doing my homework last night and now Mr Peters isn't here to take it in.
- 4 Mr Peters told us we had a choice to do the homework or not.
 - a I didn't need to do it.
 - b I needn't have done it.
- 5 She took her umbrella but it was a really sunny day.
- 6 The forecast said that it was going to be a lovely sunny day. So she left her umbrella at home.
 - a She didn't need to take it.
 - b She needn't have taken it.



SELF-ESTEEM

The film of my life

1 Write some ideas for a film script based on your life. Think about these things as you write.

- 1 How old are you at the beginning of the film?
- 2 Which other people will be in the film with you?
- 3 What will be the funniest scene in the film?
- 4 How will you end the film?

2 **SPEAKING** Work in pairs. Talk about your films.

READING

1 Read the TV listings. Write the type of programme on each channel.

CHANNEL 1	CHANNEL 2	CHANNEL 3	CHANNEL 4	CHANNEL 5
<p>8.00 pm Down Our Street</p> <p>Your favourite soap continues with Jim and Amanda having an argument, while Alex still can't find a job. Tom has asked Joanna to marry him but she's got some doubts, and then her friend Tracey tells her a few things about Tom that she didn't know!</p> <p><i>soap opera</i></p>	<p>8.00 pm Double Your Money</p> <p>Jason Oates is the host of the popular game show where the contestants can win £10,000 – and then double it! There are questions on all kinds of topics to test everyone's general knowledge. Which of tonight's players will get the chance to double their money?</p>	<p>8.00 pm 19th-century House</p> <p>Our reality show continues, now with only eight of the twelve contestants, all living in a house from 200 years ago. It isn't easy living with no electricity, no heating and no 21st-century technology at all. And it's even more difficult with cameras on you 24 hours a day. (Don't forget to have your phone ready to vote.)</p>	<p>8.00 pm The News</p> <p>All the news and sport from around the world. With Michael Webster.</p>	<p>8.00 pm The Jordan Baker Show</p> <p>Jordan Baker presents her completely new chat show. She talks to great celebrity guests and asks them the questions that everyone wants to know the answers to. Tonight, athletics star Sally Malone.</p>

2 Read the programme descriptions again. Answer the questions.

- Which two programmes have contestants?
- Which three programmes have presenters?
- Which programme has actors in it?
- Which programme asks viewers to participate?

3 Read these tweets. Match the tweets with the programmes.

Adam Windsor @adamgwindsor 4m

 They were really bad this week. I answered all the questions easily. I did better than them! All that money and nobody won it! #DYM

Jenny Kool @kooljenny 15m

 Ha ha She needs to think carefully before she says Yes. More carefully than her sister before she got married. Reckon she should say No! lol #joannathinkaboutit

Paul @earlybird2015 17m

 Can't understand what Gavin says when he speaks. He should speak more clearly. Going to vote him off. Hope Jackie wins lol! #gojackiego

4 **SPEAKING** Work in groups. Choose one of the programmes to watch tonight. Tell the others why you chose it.

I'm going to watch Double Your Money because I really like quiz shows. You can learn things, and it's fun to watch the contestants – especially when they get the answers wrong!

GRAMMAR

📺 Adverbs and comparative adverbs

1 Look at the sentences from the TV listings. Complete them with the words in the list.

popular | easy | easily | carefully

- It isn't _____ living without electricity.
- I answered the questions _____.
- She needs to think _____.
- He's the host of a _____ game show.

2 **Circle** the adverbs in the previous exercise. Then complete the rules with *adjective* and *adverb*.

RULES:

• Use an _____ to talk about a noun:
*He's a **slow** runner.*

• Use an _____ to talk about a verb:
*He **runs slowly**.*

We usually form an _____ by adding *-ly* (or *-ily*) to the _____, but some adverbs are irregular: *fast* → *fast*, *good* → *well*.

3 Write the adverbs.

- | | | | |
|-----------|----------------|--------|-------|
| 0 quick | <u>quickly</u> | 4 good | _____ |
| 1 careful | _____ | 5 bad | _____ |
| 2 clever | _____ | 6 easy | _____ |
| 3 clear | _____ | 7 fast | _____ |

4 Look at the examples of comparative adverbs from the tweets on page 30. Then complete the rules.

- 1 She should think **more carefully** than her sister did.
- 2 He should speak **more clearly**.
- 3 I answered the questions **better** than them.

RULE: To form the comparative of most regular adverbs, add the word _____ before the adverb.

If an adverb has one syllable, make the comparative by adding *-er*: *soon* → *sooner*, *hard* → *harder*, *fast* → *faster*.

- There are some irregular comparative adverbs: *badly* → *worse*, *well* → *better*.
- Notice that the comparative of *early* is written *earlier*.

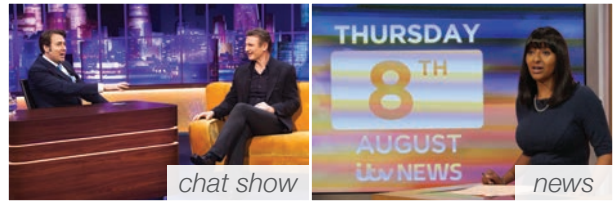
5 Complete the sentences. Use the comparative adverb forms of the words in brackets.

- 0 Sue runs faster (fast) than me.
- 1 Graham writes _____ (clear) than me.
- 2 You need to do your homework _____ (careful) if you want to get good marks.
- 3 Sorry, I don't understand. Can you speak _____ (slow), please?
- 4 The party starts at ten o'clock, but you can come _____ (early) if you want to.
- 5 I only got 22% in the test, but you did even _____ (bad) than me!
- 6 Sandra always works _____ (hard) than the other kids.
- 7 Martina speaks English _____ (good) than I do.

VOCABULARY

Types of TV programmes

1 Look at the different types of TV programmes. Can you think of an example for each one?



chat show

news



drama series

cartoon



game show

reality show



sitcom

soap (opera)



sports programme

talent show

2 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 What kind(s) of programmes do you really like?
- 2 What kind(s) of programmes do you really NOT like?
- 3 What programme on TV now do you always watch? Why?
- 4 What programme on TV now do you never watch? Why?
- 5 How do you watch TV programmes – on TV, on your phone, on a tablet ...?

WRITING

A paragraph


Write a paragraph about your TV habits.

- Use your answers to the questions in Vocabulary Exercise 2 to help you.
- Try to use grammar and vocabulary from the unit (comparative adverbs, adverbs, words for TV programmes, etc.)

Extras

1 Look at the photos and answer the questions.

Why does Megan want to be an extra in the film?
Why is Megan unhappy in the last photo?

2  Now read and listen to the photostory.
Check your answers.



1

LUKE Guys, guys! Guess what!
OLIVIA They're going to make a film here.
LUKE Oh. Right. You've heard then?
RYAN We have. They're going to do some filming in the park. For a new sci-fi movie. And Megan's really excited.
MEGAN I really am. Gregory Harris is in the film. He's so cool. In fact, I think he's my favourite actor of all time!



2

LUKE Don't get too excited, Megan. You're not going to meet him. Or even see him, probably.
RYAN Don't be so sure, Luke. The thing is, they want extras for the film.
LUKE Extras?
MEGAN You know - the people who stand around and do things but don't say anything.
LUKE Oh, come on, Megan. Everybody knows what extras are.



3

MEGAN Oh, sorry. Anyway, they're going to choose people to be extras today. One o'clock at the Sports Centre in town. I'm definitely going. Imagine - me, in a film with Gregory Harris!
OLIVIA Ryan's going, and so am I. How about you, Luke?
LUKE OK, why not? One o'clock at the Sports Centre? Let's all meet there then.



4

RYAN That's odd. There's no one here.
OLIVIA Have a look at this, guys. The time was eleven o'clock, not one o'clock.
MEGAN Oh, no! I read it wrong. I saw eleven and thought it was one! Oh, how could I be so stupid?
LUKE Looks like you're not going to meet Gregory Harris after all, Megan.
MEGAN Oh, leave me alone, Luke!

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Ryan goes to see the film director to try to help Megan.

- 4  Watch to find out how the story continues.

- 5 Mark the sentences T (true) or F (false).

- Tony Gorman is from Britain. ____
- He is the director of the film. ____
- He buys a coffee for Megan. ____
- Megan listens to Tony's phone call. ____
- Megan recognises the second man who comes into the coffee shop. ____
- She comes back to the park with an autographed photo of Gregory Harris. ____

PHRASES FOR FLUENCY

- 1 Find the expressions 1–6 in the story. Who says them? How do you say them in your language?

- | | |
|----------------|-------------------------|
| 1 Guess what? | 4 Have a look [at this] |
| 2 In fact, ... | 5 Looks like ... |
| 3 Come on, ... | 6 ... after all. |

- 2 Complete the conversation. Use the expressions in Exercise 1.

JIM Hi guys. ¹_____? I'm in the football team!
 MIKE You're joking!
 JIM No, I'm not. ²_____ at this. It's the team list.
 MIKE But you're not a good player, Jim. ³_____, you're terrible!
 ALICE Oh, ⁴_____, Mike! He's not so bad.
 SUSIE That's right. And the school has picked him to play, so ⁵_____ you're wrong, Mike.
 MIKE Well, I guess so.
 JIM Yes. I'm good enough for the school team ⁶_____!

WordWise

Expressions with get

- 1 Look at the sentences from the unit so far. Choose the correct meaning of get in each one.

- They're trying to **get** back to the USA.
 - Can I **get** you another drink?
 - Who will **get** the chance to double their money?
 - Don't **get** too excited, Megan.
- | | |
|-----------|--------------|
| a become | c go, arrive |
| b receive | d bring, buy |

- 2 Use a phrase from the list to complete each sentence.

get home | got bored | got there
 get a drink | get angry | got better

- The film was terrible – after 20 minutes, I _____ and fell asleep.
- I was really late for school – when I _____, it was already ten o'clock!
- There's still a long way to go. We won't _____ before midnight, I think.
- He was ill for about a week, but then he _____, I'm happy to say.
- It was just a joke. Please don't _____ with me!
- If you want, we can _____ in that café in the town centre.

- 3 Match the questions and answers.

- | | |
|--------------------------------------|--------------------------|
| 1 Let's go and get a drink. | <input type="checkbox"/> |
| 2 When do you get angry with people? | <input type="checkbox"/> |
| 3 Do you ever get bored watching TV? | <input type="checkbox"/> |
| 4 What time do you get to school? | <input type="checkbox"/> |
| 5 Do you ever get a cold? | <input type="checkbox"/> |
- a When they say things I don't like.
 b Usually about eight o'clock.
 c OK. The shop over there sells water.
 d Sometimes – in winter, usually.
 e Only when it's a programme I don't like.

- 4 Now write *your* answers to questions 2–5 in Exercise 3.

FUNCTIONS

Invitations

- 1 Complete the sentences with the words in the list.

about | would | count | don't | fancy | love | course

- Why _____ you come along?
- How _____ bringing some friends along with you?
- Do you _____ coming along?
- That _____ be fantastic. I'd _____ to.
- Yes, of _____. It's a great idea.
- You'll have to _____ me out.

- 2 **ROLE PLAY** Work in pairs. Student A: turn to page 150. Student B: turn to page 151.

Pronunciation

Intonation – inviting, accepting and refusing invitations

Go to page 122.

4 SCIENCE COUNTS

OBJECTIVES

FUNCTIONS: talking about past habits; talking about imaginary situations; talking about scientific discoveries

GRAMMAR: phrasal verbs; expressions with *make*; *make vs. do*; second conditional; *I wish*

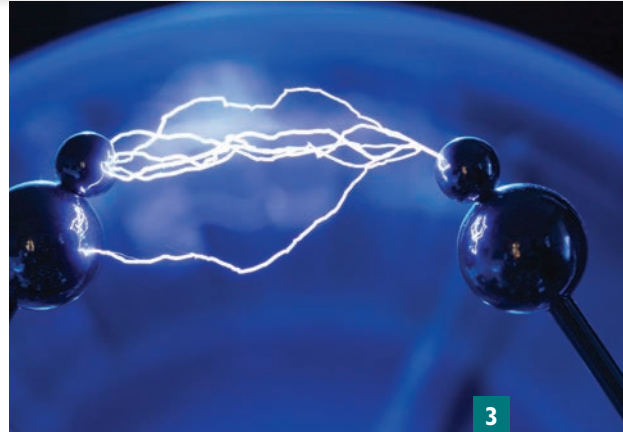
VOCABULARY: direction and movement; science



1



2



3



4



5



6

READING

1 Look at the photos and answer the questions.

- 1 What does each photo show?
- 2 What do you think life was like for people before they had these things? Do you think life with them is easier today? Why (not)?
- 3 Do you think science helps people? In what way?

2 **SPEAKING** Work in pairs or small groups. Discuss the questions.

- 1 Electricity and fire are *discoveries*. The other things are *inventions*. What's the difference?
- 2 Which of the six things above do you think is the most important? Why?
- 3 Can you think of other discoveries or inventions that changed how people live?

3 Now look at the pictures on page 35. Who are they and why are their scientific discoveries important? Guess what the blog is about. Then read and check.

4 Read again and listen to the blog. Answer the questions.

- 1 What did Newton think about when he saw the apple fall to the ground?
- 2 What did Archimedes see when he got out of the bath?
- 3 Why did he shout 'Eureka'?
- 4 Why are these discoveries not complete accidents?

MIKE HORNBY'S VERY INTERESTING BLOG PAGE

Why aren't people more interested in science?

Welcome to my blog, where I write about the things that really interest me! This week I want to talk a bit about science, scientists and science stories.

Let's start with Newton. We all know the story, don't we? Back in about 1666, Isaac Newton was visiting his mother one day and was walking around in her garden. He sat down under an apple tree and started thinking. (Newton was always thinking about something, that's what scientists do.) So, he was sitting and thinking when an apple ¹fell out of the tree and hit the ground beside him. (Some people say the apple fell on his head, but who knows?) And Newton thought about why things ²fall down and not up or sideways. And he got the idea of gravity.



Nice story, isn't it? Only it's probably not true. Or, at least, we've got no way of knowing if it's true. It's a bit like Archimedes and the bath. You don't know that one?



OK, so a Greek mathematician was sitting in his bath one day, more than two thousand years ago, and while he was getting out, he noticed that the water ³went down in the bath. So he got back in, and the water ⁴went up. 'Now I understand!' shouted Archimedes – actually, he shouted 'Eureka!' because he was Greek, not English. He saw that the level of the water in the bath was directly related to exactly how much of his body was in the water, that this relationship was constant – it never changed! Some people say that he was so happy about his discovery that he ran out into the street without putting his clothes on. No, that probably didn't happen either, but he had a good reason to be happy. This was a very important moment in our understanding of maths and physics.

The stories are hard to believe. But the important thing is that Archimedes and Newton really did exist, and they really did ⁵come up with those important ideas. Newton worked out that if the Earth's gravity has an effect on the movement of an apple, then it probably has an effect on the movement of the moon, too – and all kinds of new ideas and discoveries ⁶came from that.

And you might say that these discoveries were accidents, and in a way they were – but not complete accidents. They needed people like Newton and Archimedes to do the thinking. Scientists and mathematicians do a lot of thinking and because of that, our world is the way it is.

TRAIN TO THINK

Thinking about fact and fiction

Sometimes we explain scientific facts through anecdotes (short, often amusing stories about something that happened). Facts are always true, while fiction is pure imagination.

Read the text again and find the following:

- 1 sentences which say the story is not true
- 2 rhetorical questions
- 3 ways to address the reader directly.

SPEAKING

Work in pairs. Discuss these questions.

- 1 Do you know any other discoveries that were made by accident? What is their story?
- 2 Name a scientist that you admire. Why do you think his/her work can help people?

GRAMMAR

Phrasal verbs

1 Look at the underlined phrasal verbs in the blog on page 35. Match them with the definitions. Then complete the rules.

- 1 move down to a lower level or place
- 2 move upwards, rise
- 3 drop from a place where it was attached or contained
- 4 think of an idea or plan
- 5 happen as the result of doing something
- 6 fall to the ground

RULE:

- Phrasal verbs usually have two parts: a main ¹... and a ².... Phrasal verbs that include a preposition are known as prepositional verbs. They have three parts: a verb, a particle and a preposition.
- The most common particles used to form phrasal verbs are *around, at, away, down, in, off, on, out, over, round, up*. Together, they have a particular meaning which is often quite ³*similar / different* from the meaning of the verb alone.

2 Underline the phrasal verbs in the sentences.

- 1 I can't come tonight – I have to look after my little brother at home.
- 2 Do you know what time the plane takes off tomorrow?
- 3 I had fun last night – my friends came round and we watched a film.
- 4 She likes to hang out with her friends at the shopping centre.
- 5 I started learning Russian, but it was very difficult, so I gave it up after six months.

3 Complete the sentences with phrasal verbs from Exercises 1 and 2. Use the correct form of the verbs.

- 1 Newton was sitting under an apple tree when an apple _____ of the tree and _____ the ground.
- 2 While Archimedes was getting out of the bath, he saw that the water _____.
- 3 When we go on holiday, my friend _____ my pet rabbit.
- 4 A few pages _____ of the book.
- 5 They _____ with a plan to make this machine work better.
- 6 Would you like to _____ to my house at the weekend?
- 7 The balloon _____ in the air slowly. We could see it from our window.
- 8 We can just _____ and have a good time.

VOCABULARY

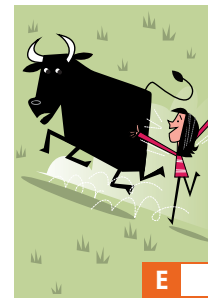
Direction and movement

1 Complete the sentence.

Newton thought about why things fall ¹ _____ and not ² _____.

2 Match the phrases with the pictures.

- 1 It's coming **towards** her.
- 2 It's running **away from** her.
- 3 They're running **around** the tree.
- 4 She's leaning **backwards**.
- 5 She's leaning **forwards**.
- 6 He's walking **up and down** the room.



LOOK! *Forwards* and *backwards* are the only words here that are never followed by an object.

The words *towards* and *away from* always have an object after them.

3 Which way(s) can these things move?


- | | |
|-----------|--------------------|
| 1 a car | 3 a helicopter |
| 2 a plane | 4 a lion in a cage |

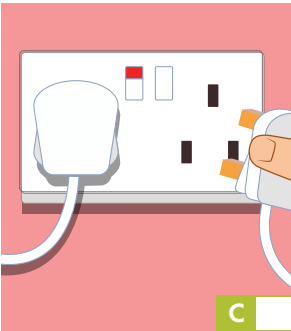


LISTENING

1 Look at the pictures. In which picture can you see ...:

- 1 apple seeds? 3 a plug in a socket?
2 the moon? 4 a hose?

2  Listen to a class discussion. You will hear four stories about things children didn't understand. Number the pictures in the order you hear the stories.



3  Listen again. Answer the questions.

- When the teacher was a girl, why did she think she might get ill during the night?
- Why did Sarah use to look at the moon for hours?
- Why did Sarah laugh at the moon?
- Why didn't Alex's grandfather use to step on wires?
- Why did Martin's family eat lots of apples?
- Why was Martin afraid to eat apple seeds?

GRAMMAR

Expressions with *make*; *make* vs *do*

1 Complete the sentences with the words.

fun | friends | noise | up | sure | difference

- The press made _____ this story about the flying penguins.
- She didn't like you making _____ of her.
- Our neighbours made a lot of _____ last night while fixing the car.
- We made _____ nobody would find out the secret of his invention.
- Their discovery made a _____ in the way people study.
- Meghan made _____ with Bear Grylls during a show.

2 Complete the sentences with *make* and the missing words.

- When you go out, _____ that the door's locked, OK?
- Doing a lot of exercise _____ a _____ to your health.
- When he moved to his new school it was really difficult for him to _____ with his new classmates.
- It isn't very nice to _____ of other people.
- Is that story really true? Or did you _____ it _____?
- They _____ too much _____ so I couldn't hear the conversation.

3 Write the words in the correct columns.

an experiment | the dishes | sense | a favour
time | money | well | housework

make	do

4 Complete the sentences with the correct form of *make* or *do*.

- I really need to *do* well in this test. I'm going to study hard tonight.
- We _____ the laundry yesterday.
- It's a really good exhibition. You should _____ time to see it.
- Sorry I can't meet you at the station, but I'm sure you can _____ your own way to my house.
- Don't go in there. They're _____ a dangerous experiment.
- The film is very long, so it _____ sense to have something to eat first.
- He _____ a lot of money in banking and retired when he was 50.

Pronunciation

The /ju:/ sound

Turn to page 122.

VALUES

How science helps people

1 Think about what science has given us. Make notes.

- Name four things that science has given us.
- Do you know who invented them?
- How do these things help us every day?

2 Write a short paragraph then read it out to the class. Vote for the best short presentation.

READING

- 1 **SPEAKING** Think of something that doesn't exist yet but that you would like to have or to see. Compare your ideas with a partner.

I'd like to have a motorbike that can also fly.

I'd like to see a machine that can take you anywhere in the world in seconds.

- 2 A web forum asked readers to do the same task as Exercise 1. Look at the pictures. What things do you think the forum readers suggested?
- 3 Read the forum. Check your answers to Exercise 2.
- 4 Read the forum again. Then write the names of the people described in these statements.
- 0 This person thinks about our planet. *Charlie*
 - 1 This person might be a bit lazy. _____
 - 2 This person worries about sick people. _____
 - 3 This person wants more time. _____
 - 4 This person wants to go back in time. _____

TRAIN TO THINK

Using criteria

Before you start brainstorming ideas about a certain topic, create a list of criteria. These can be any type of requirements that are important in choosing your best arguments.

- 1 Here are the five ideas from the forum. Put them in order 1–5: 1 = the most useful, 5 = the least useful.

- a a fuel that doesn't pollute
- b a time machine
- c a cure for malaria
- d a machine to do homework
- e a pill to sleep less

- 2 **SPEAKING** Compare your ideas with a partner.
- 3 You put the five things in order following a criterion – how useful is the idea? Here are two more criteria. Can you think of others?
- How *possible* is it?
 - How *important* is it?
 - How _____ is it?
 - How _____ is it?
- 4 Choose one of the criteria in Exercise 3 and order the things in Exercise 1 again. Then compare your ideas with other students.



We asked you, our readers:
'What scientific advance or discovery would you like to see in the near future?'
Here are some of your answers.

- 1 It would be great if there was some kind of petrol we could use in cars that didn't produce any pollution. I guess there are scientists right now trying to do that, and I hope they succeed, because the world would be a much cleaner place, wouldn't it? **Charlie**
- 2 If I could choose anything, I'd go for a time machine so that I could go back and do some things differently. Of course that's impossible – but wouldn't it be great if it was possible? I wish I could go back in time to when I was a kid and not say some of the things that I really did say! **Hannah**
- 3 Well, of course, the best things are cures for really bad diseases. Everyone thinks about cancer, and of course it's terrible, but a lot of scientists are also working very hard to stop malaria – another terrible disease that affects millions of people all over the world. So if they found a cure for malaria, or a way of completely preventing it, life would be easier in so many places. **Bruna**
- 4 I wish there was a machine that did homework! Wouldn't that be fantastic? But I guess teachers wouldn't be very happy. **Georgina**
- 5 I think it would be great if they invented a pill or something so that you only had to sleep for one or two hours every day. Then we'd all have much more time to do things and to enjoy ourselves. Life would be better, I think, and everyone would do a lot more with their lives. **Morris**



GRAMMAR

Second conditional

1 Complete these sentences with the phrases in the list. Are the sentences about real or imagined situations? Find more examples of the second conditional in the web forum and underline them.

would be | would go for | wouldn't it be
was | found | could

- If they _____ a cure for malaria, life _____ easier in so many places.
- If I _____ choose anything, I _____ a time machine.
- _____ great if it _____ possible?

2 Now complete the rule.

RULE: We use the second conditional to talk about the consequences of an unreal present action or ¹ a probable / an improbable future action.

- Condition clause: *if* + ² _____ simple.
- Result clause: ³ _____ / *wouldn't* (*would not*) + verb.

The condition clause can come before or after the result clause.

3 Circle the correct words.

- If I had / *would have* a bit more time, I went / would go and see my friends tonight.
- They *would learn* / learned more if they *would listen* / listened more carefully.
- If my school *would be* / was a long way from home, I *would have* / had to take a bus.
- He lent / *would lend* you his tablet if you *asked* / would ask him nicely.
- If he *was* / would be really ill, he *stay* / would stay in bed.
- I gave / *would give* you her address if I *knew* / would know it myself.

4 Complete the sentences with the correct form of the verbs.

- I think it 'd be (be) a great party if the food was (be) better.
- Who _____ you _____ (talk) to if you _____ (have) a really serious problem?
- She _____ (like) you if you _____ (be) nicer to her.
- If his father _____ (not make) him tidy his room, he _____ (not do) it.
- If you _____ (can) have any present you want, what _____ you _____ (choose)?

I wish

5 Read the sentences. How are they alike?

- I wish I could go back to when I was a kid.
- I wish there was a machine that did homework.

6 Complete the sentences with the correct verb form.

- The bus isn't here. I wish the bus was here.
- We aren't a good team. I wish we _____ a better team.
- I can't go home. I wish I _____ go home.
- It's raining. I wish it _____ raining.
- They are making so much noise! I wish they _____ so much noise!

7 **SPEAKING** Work in pairs. Which person in the pictures is thinking which thing from Exercise 6? (More than one answer is possible.)



VOCABULARY

Science

1 Match the words with the definitions.


- | | |
|------------------|--|
| 1 a cure | a to study something |
| 2 to discover | b someone who works in an area of science |
| 3 an experiment | c a room for scientific work |
| 4 to invent | d something that makes a sick person well again |
| 5 a laboratory | e to find something new |
| 6 a machine | f a test to see if something works or is true |
| 7 to do research | g to make something new |
| 8 a scientist | h a piece of equipment that does a specific kind of work |

2 **SPEAKING** Look back at Reading Exercise 1 on page 38.

- What do you think are the three best ideas?
- Write them again, using either *I wish ...* or the second conditional.

3 **SPEAKING** In class, compare everyone's ideas, and vote for the best ones.

Culture

- 1 Look at the photos. What things can you see in each one?
- 2  Read the article about five scientists and watch the video. Number the photos 1–5.



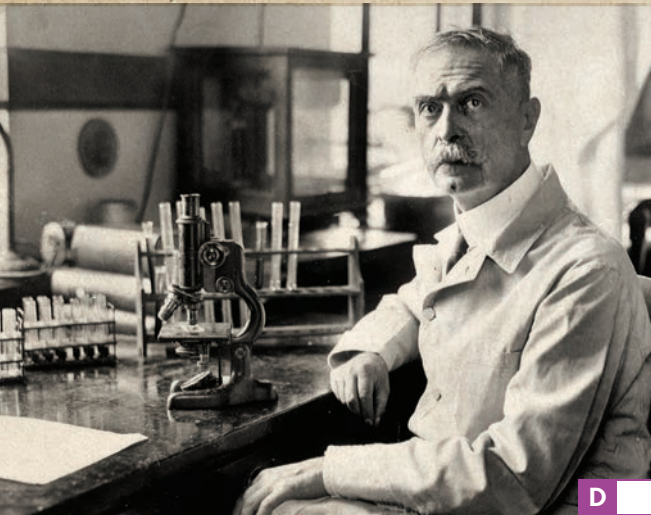
A



B



C



D



E

Great scientists

1 Galileo (Italy, 1564–1642)

Galileo – his full name was Galileo Galilei – is sometimes called ‘the father of modern science’. He was a scientist, mathematician and astronomer (someone who looks at the stars and planets). When he was alive, telescopes were still quite **basic**, and he made many improvements to them.

His best-known **achievement** was to show that the Earth moves around the sun, and not the sun around the Earth (although he was not the first man to have the idea).

2 Louis Pasteur (France, 1822–1895)

Louis Pasteur was one of the people who started the area of science that we now call microbiology. He did many things during his life, but he is remembered mostly because of the work that he did with milk. When milk is about two days old, it starts to get bacteria (very small things that carry disease), and this makes it dangerous to drink – people can get diseases. Pasteur developed a way to **prevent** this happening. The process is called ‘pasteurisation’.

3 Karl Landsteiner (Austria, 1868–1943)

Landsteiner worked in Vienna on many scientific things. Together with a man called Erwin Popper, he helped to **identify** the virus that causes a disease called polio.

But even more importantly, in 1901 he discovered the three main blood groups – A, B and O – and showed that it is possible to transfer blood from one person to another person. This led to the first ever blood transfusion in 1907, in New York.

4 Francis Crick (Britain, 1916–2004) and James Watson (USA, born 1928)

In 1953, in Cambridge, UK, Crick and Watson told the world that they had found ‘the secret of life’. The secret is the **structure** of DNA, the material that makes genes, the things we get from our parents that control how we grow. Their discovery meant that we now know much, much more about the human body. And with that knowledge, there have been **enormous** improvements in medicine and medical research, as well as in historical research and solving crimes.

5 Jane Goodall (Britain, born 1934)

Jane Goodall is a scientist who has studied primates, especially chimpanzees, her whole life. She has studied their family groups, their use of **tools** and their emotions. Her work has made it clear that chimpanzees and other primates (gorillas, for example) are not as different from people as we used to think. Goodall has shown the world that we need to **treat** the animals around us with respect and protect them.

3 Read the article again and write the names of the scientists.

Which scientist (or scientists) ...

- 1 ... is/are still alive?
- 2 ... worked with animals?
- 3 ... did work that helped medicine?
- 4 ... started a new science?
- 5 ... invented something to stop diseases?
- 6 ... improved a piece of equipment?
- 7 ... did work that helped historians and detectives?

4 **SPEAKING** Discuss the questions.

- a Which of the scientists do you think is the most important? Why? Share your ideas with the class.
- b There is only one woman here. Why do you think this is?

5 **SPEAKING** Match the words in bold in the article with their meanings. Write the words.

- 0 the way that the parts of something are organised structure
- 1 say who or what someone or something is _____
- 2 very, very big or important _____
- 3 simple, not complicated _____
- 4 something very good and difficult that you do _____
- 5 stop, not allow _____
- 6 to behave towards people or things in a certain way _____
- 7 things you use with your hands to do jobs _____

WRITING

A blog entry

1 Ellen wrote a blog entry with the title, 'A world without science'. Read what she wrote and answer the questions.

- a What did people do before they had penicillin?
- b What does Ellen think life would be like without scientific progress?

2 Look at Ellen's blog entry again.

- 1 In which paragraph does Ellen express personal opinion?
- 2 In which paragraph does she draw a conclusion?

3 Match the paragraphs with these headings:

- a Introduction b Main Body c Conclusion

4 You are going to write a blog entry like Ellen's. Choose one of these examples of scientific progress.

- mobile phones
- the Internet
- penicillin
- vaccination

5 Make notes for your blog entry. Use the linking words/connectors to introduce your points and arguments.

- Paragraph 1: Introducing the topic
- Paragraph 2: The importance of science in our everyday life – Introducing your points and arguments: *In my opinion, To my mind, As far as I'm concerned, I think, I believe, I agree/disagree, For example, etc.*
- Paragraph 3: Conclusion

6 Write your blog entry (about 100–120 words altogether).

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Ellen's blog

A world without science

[1] It isn't easy to imagine life without scientific progress. One area of science that has really benefited is medicine. We could not imagine our life today without things like penicillin, X-rays, vaccination, ambulances or antibiotics.

[2] I believe that the discovery of penicillin is one of the most important moments in the history of medical science. Since 1928, it has been saving lives, because it can be used against diseases and infections. Even if it was discovered by chance, penicillin was a gift for people's health. Sir Alexander Fleming, a Scottish researcher, found some mould on a dish in his lab and discovered that the mould stopped the spreading of other bacteria. In my opinion, our life wouldn't be the same without this medicine. For example, some forms of pneumonia could kill us if we didn't have a treatment based on penicillin.


[3] To sum up, I could say that science can save lives, because doctors would not be able to treat patients if they didn't have the right medicines. So, the work of scientists and researchers contributes not only to the development of science, but also to the protection of our health.

LET'S PRACTISE!

READING

Three-option multiple choice

1 Look at the text in each question. What does it say? Choose the correct letter A, B or C.

<p>0</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>RED BUTTON STOPS THE ESCALATOR.</p>  <p>ONLY USE IN CASE OF EMERGENCY</p> </div>	<p>A Press the red button if you want to get on the escalator.</p> <p>B Don't press the red button unless there is a serious problem.</p> <p>C Only shop staff can press the red button.</p>	<p>3</p> <div style="border: 1px solid red; padding: 5px; text-align: center;"> <p>The recent rain has made the school fields very wet and we might need to move the school sports day from Saturday to Sunday. Please see this notice board for further information.</p> </div>	<p>A The sports day will now take place on Sunday.</p> <p>B The weather will be bad this weekend.</p> <p>C There is a chance the sports day will still take place on Saturday.</p>
<p>1</p> <p>Subject: _____</p> <hr/> <p>Hi Claudia - I want to start French lessons. You said John Gray teaches French. Have you got his phone number? best Anna</p>	<p>Anna</p> <p>A wants Claudia to pass on a message to John Gray.</p> <p>B wants to talk to John Gray.</p> <p>C wishes she could start French lessons.</p>	<p>4</p> <div style="border: 1px solid yellow; padding: 5px; text-align: center;"> <p><i>Jemma - would it be OK if you didn't use any of the eggs? I need them to make a cake when I get back from work. Thanks Jim PS Help yourself to the soup - it's delicious.</i></p> </div>	<p>Jemma can</p> <p>A eat the soup but not the eggs.</p> <p>B eat the soup and some of the eggs.</p> <p>C have some cake when Jim gets back from work.</p>
<p>2</p> <div style="border: 1px solid black; padding: 5px;"> <p>PHOTOGRAPHY FOR BEGINNERS</p> <p>5-week course starts Tuesday 5th Oct. There are still a few places. BOOK WITH STEVE</p> </div>	<p>A The photography course is already full.</p> <p>B Talk to Steve if you are interested in learning how to take photographs.</p> <p>C The photography course finishes at the end of October.</p>	<p>5</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>Really sorry to miss your party. Hope it's fun. Work is no fun at all!</p> </div>	<p>Fin</p> <p>A wishes he could go to Ashley's party.</p> <p>B is going to be late for the party.</p> <p>C thinks that work is as fun as the party.</p>

WRITING

Sentence transformations

2 Here are some sentences about science. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 0 My dad's worked as a scientist for 20 years.
My dad started working as a scientist 20 years ago.
- 1 I really don't understand physics. I would like to understand it.
I wish _____ physics.
- 2 I'm quite sure he doesn't like science.
He really doesn't like science, _____?
- 3 Before Mr O'Brian was our teacher, I didn't like science much.
I _____ like science before Mr O'Brian became our teacher.
- 4 I always fail biology tests because I don't understand things.
If I understood things, I _____ biology tests.
- 5 I don't enjoy science fiction, and Jim doesn't enjoy science fiction.
I don't enjoy science fiction, and _____ Jim.

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

invent | comedy | thriller | experiment | research | discovery | news
documentary | up and down | cure | towards | science fiction

- I got scared when the dog started running _____ me.
- There was a _____ on TV last night – the funniest programme I've ever watched!
- I'm going to do an _____ to see if my idea works.
- There was an interesting programme last night – a _____ about the history of my country.
- She's got a serious disease, and the doctor says there's no _____ for it.
- My father always watches the _____ on TV to see what's happening in the world.
- I'm going to do some _____ on the Internet before I write my essay.
- She was very late! I got a bit nervous and started walking _____ outside the cinema.
- Alien II* is one of the best _____ films ever made.
- The _____ of oil brought many benefits to the town.

/10

GRAMMAR

2 Complete the sentences with the words in the list. There are two extra words / phrases.

fall out | fell down | best | better | needn't have | carefully | didn't need to | wasn't allowed to

- My mum _____ go out with friends until she was 16.
- Dave had already asked Dad about the trip, so I _____ ask him.
- She needs to drive _____ on the icy roads.
- Our apple tree _____ in the storm.
- She plays the guitar _____ than me.
- You _____ brought a dictionary. I have lots of dictionaries here.

3 Find and correct the mistake in each sentence.

- He's a bit angry – I think you better apologise to him.
- I'm making my homework now, so I'll talk to you later.
- If you would work harder, you would do better at school.
- You never do time for your friends.
- He runs more quick than me.
- It's late. We'd better to go home now.

/8

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- A We're going camping this weekend. Why don't you come *along* / *on*?

B I'd love to. How *for* / *about* asking Mike to come too?
- A We're going swimming. Does anyone *feel* / *fancy* coming along?

B You can *call* / *count* me out. I hate swimming.
- A I *must* / *need* go home now. I still have homework to finish for tomorrow.

B No, don't be silly! You *mustn't* / *don't need to* do it for tomorrow – it's a holiday.
- A Do your parents *let* / *allow* you stay out as late as you want?

B Yes, but only at the weekends and I *have* / *must* to tell them what time I'll be home.

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

5 KEEP HEALTHY

OBJECTIVES

FUNCTIONS: talking about your health; issuing and accepting a challenge

GRAMMAR: past perfect simple (review); past perfect continuous; past perfect simple vs. past perfect continuous; past perfect continuous vs. past continuous

VOCABULARY: time linkers; illness: collocations



READING

1 SPEAKING Look at the photos. With a partner, name the free-time activities. What others can you think of?

2 SPEAKING Think about the activities in Exercise 1. How might the various free-time activities be good for someone's health? Talk about your choices in pairs.

Cooking your own food can be good for your health. You can choose fresh ingredients, so the food is better for you.

3 Read the article quickly and answer the questions.

- 1 What effect did birdwatching have on the woman's health?
- 2 What record did she set during her trip to Mexico?

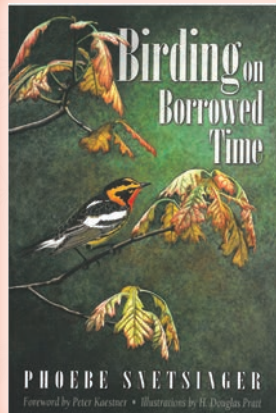
4 Look at the statements below about someone who likes birdwatching. Read and listen to the article and decide if each statement is correct or incorrect. If it is correct, mark it A. If it's incorrect, mark it B.

- 1 Phoebe Snetsinger learned about her illness after she came back from Alaska.
- 2 When she got the bad news, she took some time to recover and then started travelling.
- 3 After travelling for about ten years, she had won the fight against her illness forever.
- 4 Only 12 other people were as successful with their bird spotting as Phoebe.
- 5 Phoebe liked breaking records, but she didn't care a lot about the environment.
- 6 When Phoebe finally died of cancer, she was on holiday doing what she loved most.
- 7 Just before she went on her last trip, she published her famous book *Birding on Borrowed Time*.
- 8 The book is both about birdwatching and the heroic way Phoebe got on with her life.

5 **SPEAKING** With a partner, correct the statements marked B.

8,000 Birds to See Before You Die

Phoebe Snetsinger had just returned from a trip to Alaska when her doctors told her that she had cancer. She had less than a year to live. Phoebe was 50. As soon as she heard the news, she decided to spend the rest of her life doing what she loved most – watching birds.



She immediately went off to some of the world's most amazing natural paradises. Her trips were extremely hard. But Phoebe surprised her doctors and her family as she carried on travelling. A year came and went, and she was still alive. She was doing something that she loved and that helped her to be healthy for another ten years.

The cancer came back, but even then Phoebe Snetsinger decided not to stop. As she continued with her trips, the cancer went away again. By now she was becoming internationally famous in the birdwatching world. At the age of 61, when she had seen 7,530 species, she was named 'the world's leading bird spotter' by the Guinness Book of Records.

Four years later, during a trip to Mexico, she set a new record when she spotted species number 8,000: the very rare Rufous-necked Wood-Rail. Snetsinger had become a legend. Nobody had spotted so many different bird species before. In fact, at that time only 12 people around the world had seen more than 7,000 species of birds!

Phoebe's interest in birdwatching started in Minneapolis. Then she moved to Missouri with her

family. There, she joined a group of people who were interested in birds, insects and plants around the Mississippi River. She became very worried about pollution and its impact on the environment. 'We have to protect nature,' she said. 'If we don't, future generations won't be able to enjoy watching these beautiful birds.'

Sadly, when Phoebe was 68, she died in a car accident on the island of Madagascar off the East African coast. She was there enjoying the hobby that had probably saved her life. She had been there for two weeks, and had added another five to her list of over 8,400 species. Four years after she died, the American Birding Association published her memoirs, *Birding on Borrowed Time*. Many people have enjoyed reading this moving book. It isn't just a story about a bird spotter's travels, but a touching human document of how her hobby helped her to live much longer than expected.

TRAIN TO THINK

Thinking about what makes you happy and healthy

If you understand what makes you happy and what you are good at, you can find a healthy balance in your life. Even if you are busy with other things, you should always do what you love most.

Tick (✓) the sentences that show what you think you can learn from this story.

- Being passionate about things you like is extremely important.
- A hobby you really like can have a positive effect on your health.
- It's important to have friends you can trust at all times.
- You should always think positively and never give up hope!
- It's very important to eat healthy food and take enough exercise.

SPEAKING

Work in pairs. Discuss these questions.

- 1 What is the importance of hobbies in a person's life? Do you have a hobby?
- 2 How can a hobby improve your health? Is there a connection between doing what you love and your general well-being?



The Rufous-necked Wood Rail

GRAMMAR

Past perfect simple (review)

- 1 Read the example sentences and answer the questions. Then circle the correct word to complete the rule.

Phoebe Snetsinger **had just returned** from a trip to Alaska when her doctors **told** her that she had cancer.

- Which of the two actions came first: her returning from a trip or what the doctors told her?
Four years later she **set** a new record. Nobody **had spotted** so many different bird species.
- Which action came first?

RULE: When we tell a story, we often use the past perfect to talk about one event that happened before another event in the past.

She died in a car accident on Madagascar. She had been there for two weeks.

(She was there for two weeks before she died.)

When we speak about a sequence of past events, we put them in chronological order using the past simple. If we want to refer to an event which happened ¹before / after the last event in the sequence, we use the past perfect.

- 2 Complete the sentences. Use the past perfect form of the verbs.

- When I tried to phone them, nobody answered. They _____ all _____ (go) swimming.
- He _____ (change) so much that I almost didn't know who he was when I saw him last night.
- She couldn't phone me because she _____ (lose) her mobile.
- Somebody _____ (steal) John's car, so he was very angry.
- Claire had no idea I was coming to see her. Her mum _____ (forget) to tell her.
- You arrived too late. They _____ already _____ (leave).
- Her mother _____ (not give) her any money, so she couldn't buy the tickets.
- _____ they already _____ (return) from their holiday when you got to their house?

- 3 Think about times in the past when you experienced a strong emotion. Then complete these sentences with your own words. Use the past perfect.

- I was really sad because ...
- I was absolutely delighted when I found out that ...
- I was angry when I was told that ...
- I was very tired after ...

VOCABULARY

Time linkers

- 1  Read the story. Complete it with the words in the list.

when | as soon as | then | until | while



When I was a child, I was never really very interested in nature. ¹_____ one day my aunt gave me a book for my birthday. It was called *Birding on Borrowed Time* by a woman called Phoebe Snetsinger. ²_____ she gave it to me I was a little disappointed. It didn't seem very interesting, and I wanted a new game for my phone. My aunt made me promise to read it. So I did, and I loved it. It was so interesting. ³_____ I was reading the book, I completely forgot about time. In fact, I didn't do anything else. ⁴_____ I'd finished it – no TV, no gaming, nothing. ⁵_____ I had finished the book, I went out and bought myself a pair of binoculars. And that's how my interest in birdwatching started.

- 2 Match the parts of the sentence.

- | | |
|---|--------------------------|
| 1 I never really liked Annie <i>until</i> | <input type="checkbox"/> |
| 2 <i>As soon as</i> I saw John's face | <input type="checkbox"/> |
| 3 <i>When</i> we got home after school | <input type="checkbox"/> |
| 4 <i>While</i> I was riding my bike | <input type="checkbox"/> |
| 5 I read the whole letter. <i>Then</i> | <input type="checkbox"/> |
- a we did our homework immediately.
b I saw it wasn't for me.
c I realised we have a lot in common.
d I noticed something was wrong with it.
e I knew he was really worried.

- 3 How many sentences can you make that are meaningful for you?

- While I was walking to school this morning ...
- The first thing I did when I arrived at home yesterday ...
- I had never eaten any ... until...
- As soon as I learnt how to (swim / play the guitar / write my name...), ...
- I heard my favourite singer for the first time in Then ...

LISTENING



1 Listen to 14-year-old Sam giving a talk at school. Which of these is she talking about?

- 1 Four things we all know about regular exercise.
- 2 Four things we might not know about regular exercise.
- 3 The advantages and disadvantages of regular exercise.

2 Listen again. A student in Sam's class is taking notes, but she hasn't managed to write everything down. Complete her notes.

Sam's talk:

What everybody knows: exercise is good for:

- strengthening muscles
- controlling ¹

4 things not everyone might know about exercise:

1. helps with mental health
reason: there's a link between lack of ² and depression.
2. strengthens your immune ³
⁴ helps you fight colds and other
3. is good for your ⁵
4. reduces the risk of dying from a ⁶ attack.

3 **SPEAKING** Compare your notes with a partner's. Which of the points from Sam's talk did you already know? Which were new for you?

SELF-ESTEEM

About health

1 Complete the sentences from Sam's talk with *therefore* and *you should*. Then decide in which of the sentences the speaker makes a suggestion and in which the speaker draws a conclusion?

- a Exercise gives you a healthy heart, so _____ exercise regularly. You reduce the risk of dying from a heart attack by almost a half.
- b There is a clear link between lack of movement and depression. _____ regular exercise helps you to become a happy person.

LOOK! A conclusion is only valid if it follows logically from the information given. If we need to make assumptions about facts that are not part of the information, then the conclusion is invalid.

2 **SPEAKING** Which of these conclusions are valid? Which are invalid? Give reasons.

A Most kinds of sports are good for your health. Car racing is a sport. Therefore, car racing is good for your health.
valid invalid

B Spending time outdoors in the fresh air is good for your health. Birdwatching is done outdoors in the fresh air. Therefore, birdwatching is a healthy free-time activity.
valid invalid

C Vitamins are good for the immune system. Fruit has got vitamins in it. Therefore, eating fruit is good for the immune system.
valid invalid

D Positive thinking can be good for your health. John is a positive thinker. John will never fall ill.
valid invalid

The conclusion in A is invalid. It's true that most kinds of sports are good for your health. It's also true that car racing is a sport. But it's not true that all sports are good for your health. The first sentence talks about most kinds of sports, not all sports.

READING

- 1 **SPEAKING** Work in pairs. Student A reads story A; student B reads story B. Tell your partner about the story you have read.

Miracle operations

A

Jack McNaughton's parents were so happy yesterday when their 4-year-old son walked through the gates of his school in Almondbank near Perth, Scotland, together with his friends.

Jack had been suffering from a serious illness since he was born and was not able to walk. A few months ago, his parents heard about a new miracle operation that doctors in a clinic in the US can perform. With help from friends and the local community, Jack's parents managed to get together the \$40,000 for the operation. A team of doctors from a special clinic in Missouri operated on the young boy. After an operation of several hours the doctors said: 'We're optimistic that your son will be able to walk!' For his parents, a dream had come true. They had been waiting for this moment for years.

They are now hoping that Jack will never need to use a wheelchair again.



B

Doctors at the Emergency Clinic in Linz, Austria, were cautiously optimistic last night after they had operated on a boy's foot for ten hours. The boy, Jan S., had lost his foot in a skiing accident, but doctors attached the boy's foot back onto his ankle. Dr Huber and Dr Thewanger, the operating doctors, told the boy's parents there was great hope that he would be able to walk and lead a normal life again.

The 9-year-old had been taking part in a skiing race. He had been skiing on his own during the break and had not stayed with the other children. He went down a very steep slope, suddenly lost control and hit a tree. His foot was completely cut off below the ankle. Some people who had seen the accident gave first aid, and a helicopter took the boy to hospital. A few teenagers were so shocked by what they had seen that they had to get medical treatment as well.

- 2 Read both stories. Mark the sentences A (story A) or B (story B).

- 1 He had suffered for a very long time.
- 2 People who saw what happened were really shocked.
- 3 His parents had been waiting for this moment all the boy's life.
- 4 His parents worked hard to get the money for the operation together.
- 5 His parents heard that there was hope he would be able to do sport again.
- 6 He was doing sport and had an accident.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
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<input type="checkbox"/>

GRAMMAR

Past perfect continuous

1 Complete these examples from the stories on page 48. Circle the correct words to complete the rules.

- They _____ for this moment for years.
- The 9-year-old _____ on his own during a break and had not stayed with the other children.
- Jack _____ from a serious illness since he was born.

RULE: The past perfect continuous is used for actions happening over a period of time. We can use it

- to talk about things that started in the ¹present / past and continued until another time in the past.
- to talk about things that have stopped and had a result in the ²present / past.
- to focus on ³how long / how often an activity had been happening.

2 Choose the correct verb for each sentence and write it in the past perfect continuous.

walk | climb | wait | not pay | try

- I arrived late. They _____ for 2 hours.
- They _____ for half an hour before they realised they'd left the picnic at the hotel.
- Our teacher got very impatient with Thomas because he _____ attention at all that day.
- We _____ to get tickets all afternoon, but the match was sold out by noon.
- They looked exhausted when I saw them at the top. How long _____ they _____?

Past perfect simple vs. past perfect continuous

3 Complete the sentences with the past perfect simple or continuous form of the verbs.

- I got to my friends' house at 3 pm. They _____ already _____ football for hours. (play)
- Before the match started, it _____ for a long time. (rain)
- I looked at my laptop and saw that somebody _____ it. (break)
- She _____ Spanish for years when she went to university. (study)
- My dad got home late. He told me that there _____ an accident on the motorway. (be)

Pronunciation

/tʃ/ and /ʃ/ consonant sounds

Go to page 122.

Past perfect continuous vs. past continuous

1 Match 1–4 with a–d. Then circle the correct words to complete the rule.

- He had been studying for two hours when I arrived.
 - He was studying when I called him.
 - He had been studying all night so he was tired.
 - He was studying at 8 pm yesterday.
- an action that had continued up to a moment in the past; duration is emphasised
 - an action continuing up to a moment in the past; its effects/results are shown
 - an action in progress at a moment in the past, interrupted by another action
 - an action in progress at a time in the past

RULE: If we *are / are not* interested in how long an activity went on, we can use the past continuous instead of the past perfect continuous.

2 Complete the sentences. Use the correct form of the verbs in brackets.

- The boy _____ (ski) for five years when the accident happened.
- He _____ (walk) for two hours so his face was red.
- The women _____ (do) exercise in the gym when there was a power cut.
- When I walked in the garden, she _____ (watch) birds.

VOCABULARY

Illness: collocations


1 Match the sentence halves. Then underline the illness collocation in each sentence.

- My dad hasn't taken any d
 - Our neighbour is in hospital. He had an
 - Her doctor gave her medication and she got
 - If you have a problem with your eyes, make an
 - Are you sure it's a cold? Maybe you should see
- better immediately.
 - a doctor.
 - appointment with a specialist soon!
 - exercise for years now. He's not very healthy.
 - operation two days ago.

2 Complete the sentences with illness collocations.

- Her knee hurts badly, and the medication she takes doesn't help. The doctors say she needs to _____.
- 'Hello, this is Jake Miller. Can I _____ with Dr Thacker, please?'
- I've got an earache, but I don't think it's too serious. If it's not gone in a few days I'll _____.

The challenge

- 1 Look at the photos. The four friends have issued each other a challenge involving their phones. What could it be?
- 2  Now read and listen to the photostory. Check your ideas.

EMMA It's been such a busy week.
LIAM Too right. So many things to do.
NICOLE Same here. And all of these projects for school. It's been fun, though. Hasn't it, Justin?
JUSTIN Sorry?
EMMA Oh, come on, Justin. You're not listening to us at all.
NICOLE Always on your phone doing something or other.
JUSTIN Sorry. I know it's a bad habit, but whenever someone texts me I've just got to reply right away.
NICOLE Seems like we're not important to you any more. You're constantly on the phone. Oh, sorry. Oh, hi, Julia. Yeah ... sure I'm going ... yes, we're all going ... No idea ... Hang on a sec. Let me ask ... Guys? When's the Chilly Balloons concert? Is it next week?
JUSTIN On the 7th, nine o'clock.
NICOLE Julia? On the 7th at nine o'clock ... I'll be at home, I guess. Sure ... OK. Well, I have to be off now, but give me a shout over the weekend when you have time. OK, bye! ... Right. Where were we?
JUSTIN Seems like we're not important to you any more. You're constantly on the phone.
NICOLE Hang on – it was Julia and it was important. I was only helping her.
EMMA Did you hear that the cheapest tickets to the concert are £42?
LIAM What? That can't be right. Let me check. Here we are. Chilly Balloons ... Saturday 7th ... tickets from £25.00 to £100.00.
EMMA Oh, that doesn't sound too bad. Thanks, Liam.
NICOLE You know what? We're telling Justin off for being on his phone too much, but we're all just as bad.
JUSTIN Ha! True! Hey, I challenge us all *not* to use our phones for the whole weekend. Not once. I bet you can't.
NICOLE Ridiculous. Of course we can. Why wouldn't we be able to?
EMMA Oh, come on. Three days without a phone? No problem!
JUSTIN OK. Let's try it, shall we? You'll never survive the weekend without your phones. You'll see. Anyone who uses their phone has to treat the others to coffee or whatever they want at the café. OK?
EMMA OK. I'm in.
JUSTIN No phones, right up to Monday morning, starting now. Deal?
OTHERS Deal!



DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think that two of them succeed and two of them don't.

- 4  Watch to find out how the story continues.

- 5 Answer the questions.

- 1 Why does Nicole's dad think she doesn't answer her phone?
- 2 What did Emma do that meant she lost the challenge?
- 3 What did Liam do or not do about the challenge?
- 4 How long did Justin manage to not use his phone for?
- 5 What did Nicole do that meant she didn't win the challenge?

PHRASES FOR FLUENCY

- 1 Find these expressions in the story. Who says them? How do you say them in your language?

- 1 Same here.
- 2 something or other
- 3 Give me a shout
- 4 Where (were we)?
- 5 You know what?
- 6 (It's a) deal!

- 2 Use the expressions in Exercise 1 to complete the dialogues.

- 1 A I was really busy over the weekend. No time to relax! I always had _____ to do.
B _____! I didn't stop for a moment.
- 2 A Listen, if you find the homework difficult, _____ and I can try to help you. Then maybe you can make us a snack later.
B _____! Thanks a lot, Georgia.
- 3 A This exercise is exhausting.
B You're right. _____? We should have a break.
- 4 A So, I think we should do that.
B Hang on, let me answer this phone call. ... Sorry about that. Right, _____?

WordWise

Expressions with *right*

- 1 Look at these sentences from the unit so far. Complete them with phrases from the list.

right? | right away | Too right
right up to | All right! | Right ...

- 1 I just feel like I've got to reply _____.
- 2 A It's been such a busy week.
B _____ . So many things to do.
- 3 No mobiles, _____ Monday morning. Deal?
- 4 You know my friends Emma, Justin and Liam, _____
- 5 OK, bye! _____, where were we?
- 6 A I told you. No technology all weekend.
B _____

- 2 Complete the sentences with a phrase using *right*.

- 1 You're the new girl at school, _____?
- 2 The party was great. I stayed _____ the end.
- 3 There's a problem at home. I need to leave _____.
- 4 _____, everyone. I want you all to listen ...
- 5 A That film was terrible.
B _____ . I hated it as well.
- 6 A Can you give me a hand with my homework?
B _____ . I'll be with you in a minute.

FUNCTIONS

Issuing and accepting a challenge

- 1 Read the phrases. Which ones are used to issue a challenge? Which ones are used to accept or turn down a challenge?

- | | |
|------------------------------------|------------------------------|
| 1 I bet you can't ... | 5 I challenge you to ... |
| 2 I think you're (probably) right. | 6 No problem. |
| 3 I bet (you) I can ... | 7 You'll never manage to ... |
| 4 That's too easy. | 8 Of course I can. |

- 2 **WRITING** Work in pairs. Write short dialogues between two people, where one challenges the other. Use these ideas and one of your own.

- eat a doughnut without licking your lips
- stay awake for twenty-four hours
- walk twenty kilometres in four hours
- finish this exercise before me
- speak only in English during break times and lunchtimes for a whole week

6 RULES

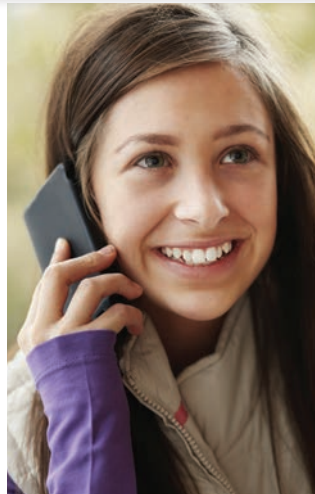
IN MY COMMUNITY

OBJECTIVES

FUNCTIONS: talking about permission; following and giving simple instructions

GRAMMAR: present and past passive; third conditional;

VOCABULARY: discipline; consequences and reasons



READING


1 Look at this list. Put a tick (✓) if it's something you can do. Put a cross (X) if it's something you can't do.

- stay up late at weekends
- invite friends to your house
- watch any TV programme you want
- wear any clothes you want at home
- wear any clothes you want to school
- use your mobile phone at school
- listen to music in your bedroom
- hang out with your friends in town

2 What other things can you think of that you can or can't do at home or at school?

3 **SPEAKING** Work with a partner. Who has stricter rules in their life?

4 Look at the pictures with the article on page 53. In what way did these children have a hard life?

5  Read and listen to the article. Under each picture on page 53 write Greek, Aztec or both.

6 Read the article again and complete the sentences. Use between one and three words.

- 1 Ancient Greek parents had _____ to decide if they wanted to keep their babies.
- 2 Unwanted babies were often _____ to die.
- 3 Unlike Greek girls, Greek boys _____.
- 4 At military school Greek boys didn't often have _____ to eat.
- 5 _____ awaited Aztec children who broke the rules.
- 6 Ancient Aztecs thought education _____.
- 7 Aztec boys and girls _____ to the same school.
- 8 Calmecac schools were for children from _____.

TRAIN TO THINK

Thinking about the importance of rules

Sometimes teenagers find it difficult to accept strict rules in the relationship with their parents. Read the text again and compare the rules of today with the ones in ancient Greece.

Answer the questions:

- 1 Were the rules different for boys and girls in ancient Greece? Are there any different rules for girls nowadays?
- 2 What did the Aztecs learn in the home? What do you think about homeschooling today? How do you think learning at home would change rules in your family?
- 3 Name some of the rules that you think are necessary for a happy family life.

Hard times to be a kid

'I'm not allowed to stay out late.'

'Why do I have to do my homework before I can watch TV?'

'My parents never let me go to parties.'

Do these complaints sound familiar? They are made by teenagers all around the world! If you think your life is hard, you might like to think about kids in ancient times. For some of them, life was really hard.

If you were born in ancient Greece, you weren't even thought to be a real person until you'd been alive for five days. That's right – for five days after you were born, your parents were allowed to get rid of you. If they decided they didn't want you, they'd just leave you outside somewhere to die. However, if your parents decided that they wanted you as part of the family, you were welcomed with a special ceremony.

Only the boys were allowed to go to school. Greek girls stayed at home, where their mothers taught them skills like cooking and weaving – things that would help them find a husband.

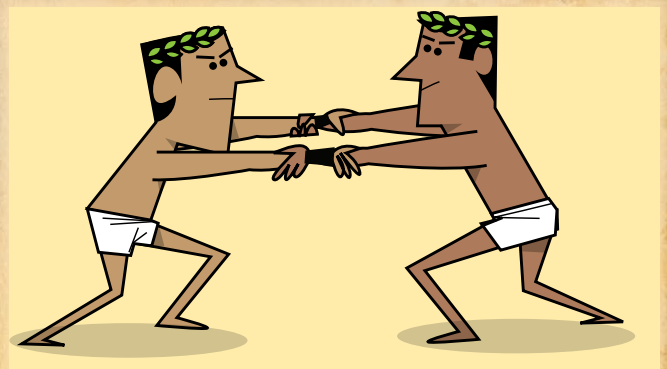
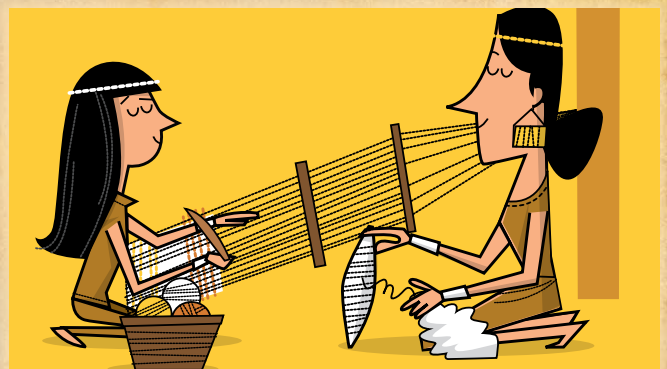
At the age of seven, some boys were sent away to very strict military schools, where they were taught how to become soldiers. The teachers didn't let them have much food – for a reason. They wanted the boys to learn how to survive for themselves by stealing food. But if they got caught, they were punished.

Aztec children in Central America also had a difficult life in ancient times. If they broke rules, they could expect some pretty nasty punishments.

On the good side, Aztecs really believed in the importance of schooling. In the home, children learned practical skills: dads taught their sons how to fish and farm while mothers taught their daughters home-making skills. Girls and boys also went to school, but to separate schools.

Kids went to schools called *telpochcalli*. They had lessons about history, religion and music. The boys also had lessons in how to fight. If the children were from a more important family, they went to a *calmecac* where they learned how to read and write, too.

At both schools children had to be on their best behaviour. They knew all about the punishments for behaving badly, and life was hard enough anyway.



SPEAKING

Work in pairs. Discuss these questions.

- 1 Think of more rules (at least one each) for the four areas: *personal, family, school, society*. Make notes and compare them to a partner's.
- 2 What is the punishment for breaking your rules?

GRAMMAR


The passive: present simple and past simple

1 Complete the sentences from the article on 53. Then choose the correct options to complete the rules about the passive.

- I _____ allowed to stay out late.
- These complaints _____ by teenagers all around the world!
- But if they got caught, they _____.
- You _____ with a special ceremony.
- At the age of seven, some boys _____ away to very strict military schools.
- They _____ how to become soldiers.

RULE: Form the passive with the verb ¹to be / to have + the past participle of the main verb. We use the passive when

- it ²is / isn't important who does or did the action.
- we ³want / don't want to focus on the action and not the person doing it.
- we ⁴know / don't know who does or did the action.

2  Complete the sentences with the present simple passive or past simple passive form of the verbs.

- Japanese students that go to public schools are taught (teach) traditional arts like Shodo.
- Every year new rules _____ (introduce) to avoid bullying in schools.
- Why _____ permission _____ (not give) for the party?
- Ten classmates _____ (invite) to her birthday party last year.
- Pets are _____ (allow) in schools. We can't bring them here.
- This novel _____ (write) a hundred years ago.
- In Finland both Swedish and Finnish _____ (teach) in schools as mandatory languages.
- Several unwanted babies _____ (abandon) last year.

3 How many passive sentences can you make? (Your sentences can be positive or negative.)

Millions of pizzas	build	fifty years ago
The World Cup	buy	every day
How many emails	eat	last night
Our house	discover	every day
America	make	in 1492
This email	play	in China
My computer	send	to me by mistake
How many songs	use	every four years
This book	write	two years ago

VOCABULARY

Discipline

1 Match the phrases 1–6 with the definitions a–f.

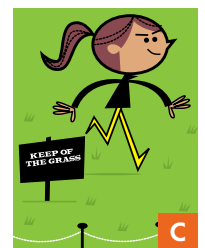
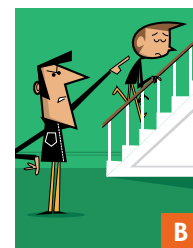
- to do what you're told
- to behave well
- to get punished
- to break the rules
- to get into trouble
- to get told off

- to be good by acting in the correct way
- to do something you shouldn't do
- to have problems because you did something wrong
- to follow the rules that others make
- to be told that what you did was wrong
- to be made to do something you don't want to do because you did something wrong

2 Complete the sentences with phrases from Exercise 1, above. Sometimes there is more than one possible answer.

- My sister Claire breaks all the school rules, so she always gets _____.
- Kenny always _____ in class. The teacher thinks he's perfect.
- His Mum and Dad would be a lot happier if sometimes he _____.
- My little brother Stan is really naughty. He's always getting _____.
- Julia's a rebel. She likes _____.
- If I don't behave well, I usually get _____.


3 Which of the children in Exercise 2 do you think these pictures show?



4 **SPEAKING** Which sentences are true for you? Compare with your partner.

- I always do what I'm told.
- I often get told off by my parents and teachers.
- I'm always getting into trouble.
- I never break the rules. I think rules are important!
- I think people should get punished for bad behaviour.
- If you behave well all the time, it's boring!

LISTENING

- 1  Listen to Sam talking about a game called *rock, paper, scissors*. Which object or animal does each of these hand positions show?

The modern game



1 _____



2 _____



3 _____

The ancient game
of mushi-ken



4 _____



5 _____



6 _____

- 2  Listen again and answer the questions.

- Which object beats the rock in the modern game and why?
- Which object is beaten by the rock in the modern game and why?
- How old is the earliest version of this game?
- Where was Mushi-ken played?
- How do the animals defeat each other in Mushi-ken?
- How often do the world championships of the modern game take place?

FUNCTIONS

Following and giving simple instructions

- 1 Think of a simple game you like to play that needs two or more people. Answer the questions and make notes.

- What do you need to play? Dice? Cards?



- How many players are needed to play the game?
- How do the players know when it is their turn to play?
- Do the players score points? If yes, how?
- What are the players *not* allowed to do?

- 2 **SPEAKING** Work in pairs. Describe to each other how to play the game.

Before you start, ...
So how do you play?
First, ...

Then, ...
Finally, ...
The first player to ...

VALUES

Play *rock, paper, scissors*

- 1 What do you think these hand positions could represent?

I think number one could be water.

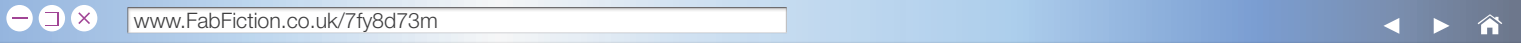


- 2 Follow the instructions and make a new version of *rock, paper, scissors*.

- Think of three things to do battle, e.g. water, fire and air.
- Think about how the objects defeat each other.
 - Water defeats fire because it puts it out.
 - Fire defeats air because it consumes it.
 - Air defeats water because it dries it.
- Think of a hand position for each of the things.
- Explain your game to your partner and play it.

READING

1 Read the results of a contest carried out by a fiction writing website. Match the pictures with the stories.



Small is beautiful. So every week we invite our readers to send us their (very) short stories. Each story must be exactly 50 words, not a word more, not a word less – just like this introduction. (Words like ‘didn’t’ count as one word.) And then we publish all our favourites!

Here are the best from last week’s theme: **Breaking the Rules**

1 The sign clearly said ‘Don’t feed the seagulls’. Maybe if the seagull had been able to read, it wouldn’t have flown down and stolen my sandwich. Unfortunately, it couldn’t read. It flew down and it stole my lunch. And that’s why I’m still hungry. Can I have a cheese sandwich, please? Please?

2 ‘If we had run, we wouldn’t have missed the train,’ she said angrily.

‘I don’t like following your orders,’ he replied, as the 10 pm train was leaving the station. ‘We’ll get the next train.’

‘That’s no problem,’ said the guard standing nearby. ‘It leaves at eight o’clock tomorrow morning. Good night.’

3 ‘Never, ever go into the abandoned old house at the end of the road.’ That’s what all the parents told their children. One day Jack decided to find out what the mystery was all about and went into the house. Now there’s a new mystery in town: what exactly happened to Jack?

4 The big sign at the park gates said: ‘No ball games. No cycling. No skateboarding. No picnics.’ We stood and looked at it for a long time. ‘Let’s go in anyway,’ I said. My friend replied: ‘No way! No fun!’ I smiled. ‘No problem!’ I said, and then took down the sign.

5 If I had listened to my mother, I wouldn’t have got into trouble. ‘Always tell the truth,’ she said. So when Miss Green asked me why I was yawning, I told her the truth – I thought the lesson was really, really boring. Now I’ve got to explain all this to the headmaster.



2 Match the stories (1–5) to the titles. Write the numbers. There is one title you won’t need.

- a Where can we play?
- b A long wait
- c A question with no answer
- d A game with no rules
- e Birds don't read
- f Trouble at school

3 Each of the stories actually has 52 words. Find two words that you can take out in each one. (There are always more than two possibilities!)

4 Which of the stories are these people talking about? Do you agree with them?

- a ‘Sometimes it’s a good idea not to tell the truth.’
- b ‘I would never go into a place like that.’
- c ‘It’s his own fault that he had to wait.’
- d ‘We need to find a way to keep birds away from people.’
- e ‘It’s crazy for public places to have so many rules.’

5 **WRITING** Choose one of the rules below and use it as a topic for your own 50-word short story.

- No running in the school corridors.
- Please pay for your food before you eat it.
- No swimming in the lake.
- If you’re the last person to leave the room, please turn off the lights.
- No talking during the examination.
- Please don’t come in unless you are properly dressed.

GRAMMAR

Third conditional

- 1 Read the example sentences and answer the questions. Then complete the rules.

If we had run, we wouldn't have missed the train.

- 1 Did they run? Did they miss the train?

If I had listened to my mother, I wouldn't have got into trouble.

- 2 Did he listen to his mother? Did he get into trouble?

RULE: To talk about unreal situations in the past and their imagined results, we use the third conditional.

- Condition clause: *If* + ¹ _____ .
- Result clause: *would (not) have* + ² _____ participle.

The condition clause can come before or after the result clause.

- 2 Match the parts of the sentences.

- If I had studied harder, _____
 - If I hadn't studied so much, _____
 - Would she have been late for school _____
 - If she hadn't got up when her alarm rang, _____
 - If we hadn't spent all our money, _____
 - We wouldn't have had enough money to go to the cinema _____
- a I wouldn't have passed the test.
b if she had got up when her alarm rang?
c we would have bought him a present.
d the test would have been a lot easier for me.
e if we had spent it all on food.
f she wouldn't have had time for breakfast.

- 3 Put the verbs into the correct form to make third conditional sentences.

- 0 If she hadn't been (not be) so rude, I would have helped (help) her.
- If Paul _____ (not invite) me to his party, I _____ (be) really upset.
 - If she _____ (enter) the competition, I'm sure she _____ (win) it.
 - They _____ (go) in the sea if they _____ (not forget) their swimsuits.
 - We _____ (not win) the game if he _____ (not score) that goal.

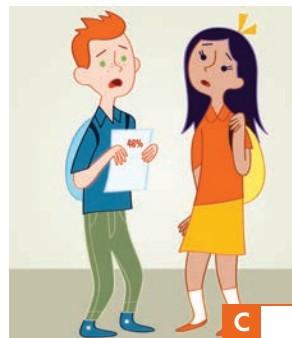
- 4 Read the statement. Imagine a different past and write as many third conditional sentences as you can. Compare your ideas with a partner.

My grandparents met each other.

VOCABULARY

Talking about consequences and reasons

- 1 Match the conversations with the pictures. Write the numbers 1–4.



- A Why did you stop playing?
B Because it started raining, Mum!
- A So your parents are angry with you again?
B Yes. It's because of my bad grades at school.
- A I was really hungry when I got home from school.
B That explains why there aren't any biscuits left in the cupboard.
- A I forgot to invite Jim to my party.
B So that's the reason he looks so upset.

- 2 Complete the sentences with your own ideas.


- A My football team lost again yesterday.
B That explains why ...
- A I've just come back from a two-week holiday in the US.
B That's why ...
- A It's my best friend's birthday today.
B So that's the reason ...
- A Is this your favourite computer game?
B That's right. It's because of ...

Pronunciation

Silent consonants

Go to page 123.

Culture

- 1 Look at the photos. What do you think these men escaped from? How do you think they did it?
- 2  Read and listen to the article. Check your answers.

THE GREAT ESCAPE

After many tragedies, there are always stories of people who have shown an amazing ability to survive. Here are two stories which remind us that **miracles** can happen.

On 5 August, 2010, the San José copper and gold mine in the Atacama Desert in Chile collapsed and 33 miners were trapped underground. The mine had a poor **safety record**, and there were fears that the missing men wouldn't come out alive. A rescue team immediately began drilling into the ground where it was thought the men might be. On Day 17, when the **drill** was brought out of the ground, there was a note taped to it. In bright red letters it read: 'We are alive and well in the shelter, all 33 of us.' It was the news the whole country had been waiting for and the Chilean government promised to bring them out alive. For the next seven weeks, rescue teams from all over the world worked together to drill a hole big enough to bring out the men, who were waiting 700 metres below the ground. It was a long, difficult and dangerous job, but on 13 October, more than a billion people around the world watched live on TV as the first of the miners was finally brought above ground. Twenty-four hours later, the last miner, number 33, was reunited with his family and friends.



In June 2013, a rescue diver was swimming through the **wreck** of the tugboat *Jascon-4* when he got an enormous shock: a hand reached out and grabbed his leg. The ship had **sunk** two and a half days earlier and was now lying 30 metres below the surface of the water. The diver, who was part of a team looking for the bodies of the 13 crew members, hadn't expected to find anyone alive. But one man had managed to survive. Twenty-nine-year-old Harrison Okene from Nigeria was the ship's cook. When the ship got into **trouble** in rough seas and started turning over, Okene found an **air pocket** and put his head in it. As the ship sank towards the sea floor, he expected the pocket to fill with water, but it didn't. That explains why he didn't die immediately. Despite the freezing water and having nothing to eat or drink, Okene had enough air to breathe. There was nothing he could do except wait. Sixty hours after the ship went down, Okene heard knocking and knew that rescue teams had entered the ship. He still wasn't safe, and a complicated plan was needed to bring him slowly to the surface. Unfortunately, none of the other crew members survived. But for one man, the **tragedy** had ended with a miracle.

- 3 Read the article again. What do these numbers refer to?

0 7 *The number of weeks the miners were trapped underground.*

1 13 3 29 5 33
2 17 4 30 6 60

- 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you think these people did while they were waiting to be rescued?
- 2 These people had accidents at work. Do you think people should be rescued when they are doing dangerous things for pleasure, for example, climbing mountains? Why? / Why not?

5 VOCABULARY There are seven highlighted words or phrases in the article. Match them with these definitions.

- 1 a space where water doesn't get in
- 2 the history of accidents at a place
- 3 gone down in the water
- 4 a terrible event that often kills many people
- 5 an amazing event that almost seems impossible
- 6 an instrument that makes a hole in the ground
- 7 what's left of a car, ship, plane, etc. after a crash

WRITING

A story about a rescue

1 Read the story. Answer the questions.

- 1 Why did the boy and his friends walk across open land?
- 2 How long did the rescue take?
- 3 Why did he need to go to hospital?
- 4 How did his mother feel about the rescue?

2 Complete the story with the words.

later | and | after | but | which | where | because

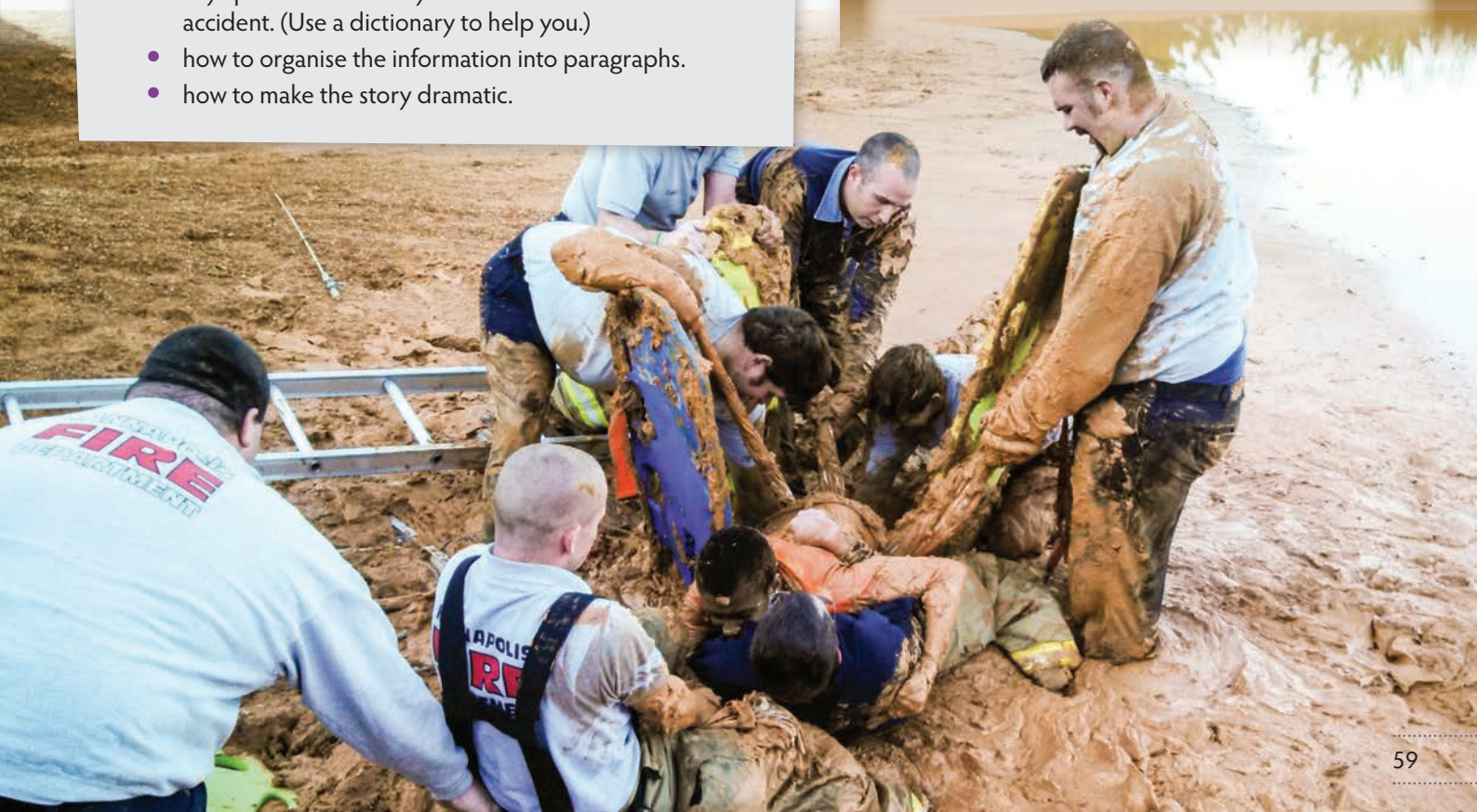
3 The story has four paragraphs. Which of them:

- a gives details about how the accident happened?
- b gives people's reactions to the accident?
- c gives a summary of the whole event?
- d describes how the accident was dealt with?

4 Think of a rescue that you know about or invent one. Write a story (about 120 words). Think about:

- who was involved in the accident and the rescue.
- any special words that you will need to talk about the accident. (Use a dictionary to help you.)
- how to organise the information into paragraphs.
- how to make the story dramatic.

- 1** In March 2014, 14-year-old Za'Quan Clyburn from North Carolina, USA, was rescued ¹_____ he got trapped in mud.
- 2** Za'Quan was walking home with some friends. To save time, they walked across some open land ²_____ was being prepared for building. Za'Quan walked down a hill towards a large pool of water. He thought the ground was solid ³_____ that he could walk across it, but it was mud. He sank into it and couldn't get out. The mud went up to his chest and then almost to his chin.
- 3** One of his friends called 911. Fire fighters arrived and started to work to get Za'Quan out. It took 24 people about half an hour to free him. Za'Quan was extremely cold and in shock, and his legs were very painful ⁴_____ of the pressure of the mud. An ambulance took him to hospital, ⁵_____ he was kept for two days.
- 4** One of the fire fighters said, 'The outcome could have been much worse, ⁶_____ fortunately he came through it OK.' The boy's mother said ⁷_____ that she was really grateful to the people who had worked so hard and risked their lives to save her son.



LET'S PRACTISE!

READING


Three-option multiple choice

- 1 Look at the text in each question. What does it say?
Choose the correct letter A, B or C.

1	Park opening hours 9 am – sunset Dogs must be on a lead No ball games	A You can play tennis here. B Dogs are not allowed here. C The park closes before it gets dark.
2	<i>Hi James, Dave called and asked if you wanted to meet up with him at the weekend. Please call him back when you can. Thanks, Mary</i>	Mary tells James A to phone Dave. B to talk to Dave urgently. C to meet Dave at the weekend.
3	Warning: <i>This medicine may make you feel sleepy. Do not take before driving a car or using machines.</i>	A This medicine is to help you sleep. B It can be dangerous to take this medicine before doing some activities. C Take this medicine if you feel tired at work.
4	<i>Sorry you weren't there when we called. If you'd been in, we'd have left the parcel. Please collect it from the post office or arrange redelivery on our website.</i>	A You have to go to the post office to get your parcel. B The postman has left your parcel with your neighbour. C You can go online to find a new delivery date.
5	Free to a good home. We have six gorgeous Labrador puppies ready for collection in two weeks. Interested in one or two? – Phone Jane on 0203023	The puppies A can be taken home now. B don't cost anything. C can all go to the same person.

LISTENING

Multiple choice

- 2  You will hear a girl called Lucy talking on a TV breakfast show. For each question, choose the correct answer A, B or C.

- To enter the competition, Lucy had to
 - make a video of herself and then phone someone.
 - write a letter and practise reading the weather forecast.
 - explain why she wanted to win in a letter and send it with a video of herself.
- What time did Lucy do her weather forecast?
 - three o'clock
 - four o'clock
 - five o'clock
- How did Lucy feel when she did the forecast?
 - very excited
 - excited and a little bit worried
 - very nervous
- What was the weather like in the forecast Lucy gave?
 - There was a variety of types of weather.
 - It was mainly good for most of the country.
 - It was cold and snowy.
- What job does Lucy want to do one day?
 - She'd like to be on TV.
 - She'd like to read the weather.
 - She wants to be a teacher.

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

as soon as | until | break | medication | explains | trouble
 behave | take | while | because of | make | told

- If you aren't sleeping very well, perhaps you should _____ more exercise.
- I have a terrible stomach ache and the _____ I take doesn't help at all.
- I came home late and I got _____ off by my parents.
- You shouldn't _____ the school rules, you'll get punished.
- He has lots of problems at school, and he's always getting into _____.
- They always _____ well when their aunt comes to visit.
- Oh, you missed the bus. That _____ why you were late.
- I'm going to keep trying _____ I find the answer!
- I don't feel well. I'm going to phone the doctor and _____ an appointment.
- I called Tom _____ I got home.

/10

GRAMMAR

2 Complete the sentences with the words in the list. There are two extra words / phrases.

ate | is invited | would have gone | had been waiting | was built | hadn't eaten | was watching | waited

- Dad wasn't happy that I arrived late. He _____ for me for ages.
- Our school _____ in 1965.
- While she _____ the birds, she heard some footsteps.
- You would have been OK if you _____ a second hamburger.
- Every year, my sister _____ to talk at a conference, and she always says 'Yes.'
- I _____ to the concert if I'd had a ticket.

3 Find and correct the mistake in each sentence.

- Millions of hamburgers eat every day.
- When we got to London, we had being travelling for a long time.
- Hundreds of houses have damaged by the hurricane.
- The baby was very ill, so they were taken her to hospital.
- Last week, I hurt in a car accident.
- When she left school, she was a student there for eight years.

/12

FUNCTIONAL LANGUAGE

4 Complete the sentences with the words in the list.

- A My leg *feels / hurts* really badly.

B Oh, really? Perhaps you should go and see / *make an appointment* a doctor.
- A If I *hadn't left / didn't leave* my mobile phone at home, I *would call / would have called* you.

B Oh. So that's *right / why* you didn't phone me.
- A I'm *betting / bet* you can't say 'Good morning' in five different languages.

B Well, you're right – of course I *can / can't*.
- A You *can / will* never manage to stay off the Internet for two days.

B Mm, I think you're right, but I *challenge / can challenge* you to stop using your email for a week!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

7 WHAT A STORY!

OBJECTIVES

FUNCTIONS: telling a story; expressing frustration

GRAMMAR: relative pronouns; defining and non-defining relative clauses; relative clauses with *which*

VOCABULARY: types of story; elements of a story




READING

1 Think of an example of each of these things.

- a story or a favourite fairy tale from your childhood
- a favourite film
- a thriller (either a book or a film) that really grabbed you
- an anecdote or a joke you've heard recently

2 **SPEAKING** Work in pairs. Share one or two of your ideas from Exercise 1.

3 **SPEAKING** Why do you think people like stories so much? With a partner, discuss as many reasons as you can think of. Then compare your ideas with the rest of the class.

4  Read and listen to the article. Were your ideas the same as the writer's?

5 Read the article again. Answer the questions using evidence from the text.

- 1 What examples does the writer give to show that storytelling is popular in the modern world?
- 2 What point is the writer making in paragraph 2?
- 3 What did the Neanderthal man *not* want to do when telling the story?
- 4 How have storytellers contributed to society in different cultures?
- 5 How did storytellers manage to keep people interested in their stories over the years?
- 6 Why can stories be very important for a country and its culture?



TRAIN TO THINK

Thinking about different writing styles

Writers use different techniques to bring their texts alive.

1 Answer the questions.

- 1 What technique does the writer use in the title of the article?
- 2 How many times does he use this technique in the article?
- 3 Why do you think he does this?

2 Choose the correct option.

- 1 When people ask a rhetorical question, they ...
A expect an answer.
B don't really expect an answer.
- 2 They ask a rhetorical question to ...
A introduce a subject they want to talk about.
B find out what you're thinking.

3 Paragraphs 4 and 5 don't contain any rhetorical questions. Think of a rhetorical question that you could add to each paragraph.

Everybody loves stories – but why?

What's the first image that comes to mind when you hear the word 'storytelling'? A parent who's reading a fairy tale to their little child – that's what most of us think of immediately. But there's more to stories, of course. What about our favourite movies, the thriller we're reading right now, and that friend who's so brilliant at telling jokes and anecdotes that everyone loves listening to? The movies, the thrillers, the anecdotes and the jokes: they all have something in common with fairy tales. They're all based on the same activity, which is one of the most exciting things humans can do: telling stories!

But why do we tell stories? Just for fun? Well, here's a story for you. Imagine the world hundreds of thousands of years ago. A group of Neanderthals are sitting around the fire in a cave, where they've just finished eating a big meal together. One of them has an idea. He wants to get some berries, which he wants to share with everybody.

His friend decides to join him. Off they go, out of the cave, down to the place where the best berries grow. Well, they don't come back for a long while, and finally, the only one of them to return is the friend, who's covered in blood and has a sad story to share. He tells the others that as soon as they went round the bend, not far from the cave, a sabre-toothed tiger attacked them and killed his friend. The others are shocked, of course, but they're also warned.

Are you getting the idea? Stories aren't just about entertainment. Good stories engage us emotionally, and they do that by giving us something to think about. They contain messages which might be useful for us in the future, like the Neanderthal man's story,

which certainly wasn't intended to entertain his friends!

We admire people whose magical storytelling skills capture our attention and our imagination. Everybody has always respected storytellers, who have been important members of many societies. In the past, storytellers often travelled a lot. When they went to places far away, their stories travelled with them. When they returned home, they had new stories to share. People were eager to listen, which was fun but also gave them a chance to learn about those remote places.

In cultures all over the world, important stories have been passed down from generation to generation. These stories come from previous generations, whose wisdom and knowledge they contain. They're

often about disasters, dramatic events such as fires, storms, thunder, lightning and floods.

Every country and culture has its own stories. Our stories have become part of our tradition. Our stories reflect who we are.



SPEAKING

Work in pairs. Discuss these questions.

- 1 What kind of stories do you enjoy most? Give an example.
- 2 Have you ever told someone a story that your parents or grandparents told you? Where did they hear the story?

GRAMMAR

Relative pronouns

1 Complete these sentences from the article on page 63. Then complete the rule.

- 1 A group of Neanderthals are sitting around the fire in a cave, _____ they've just finished eating a big meal together.
- 2 He wants to get some berries, _____ he wants to share with everybody.
- 3 Everybody has always respected storytellers, _____ have been important members of many societies.
- 4 These stories come from previous generations, _____ wisdom and knowledge they contain.

RULE: We use relative clauses to give extra information. We use ...

- 1 _____ to refer to **people**.
- 2 _____ to refer to **things**.
- 3 _____ to refer to **possessions**.
- 4 _____ to refer to **places**.

2 Combine the sentences by replacing the underlined words with relative pronouns from Exercise 1.



- 1 One of the world's greatest storytellers is Stephen King. He has sold more than 400 million books.
- 2 Many people love his horror stories. The horror stories are often quite shocking.
- 3 The best storyteller I know is my uncle. He lived in India for several years.
- 4 We love listening to our English teacher. Her stories are fascinating.
- 5 At our school we have a great library. We like to relax and read there.

Defining and non-defining relative clauses

3 Complete these sentences from the article on page 63. Then read the rule.

- 1 What's the first image _____ comes to mind when you hear the word 'storytelling'?
- 2 A parent _____'s reading a fairy tale to a little child – that's what most of us think of immediately.
- 3 Off they go, out of the cave, down to the place _____ the best berries grow.
- 4 The only one of them to return is the friend, _____'s covered in blood.
- 5 We admire people _____ magical storytelling skills capture our attention and our imagination.

RULE: We use a **defining relative clause** to identify an object, a person, a place or a possession. Without this information, it's hard to know who or what we're talking about.

The man was angry. (Which man?)

The man whose bag had been stolen was angry.

We use a **non-defining relative clause** to add extra information. We don't need this information to understand the sentence. We put commas around it.

Stephen King is a famous writer.

Stephen King, who is American, is a famous writer.

(Extra information: he's American.)

4 Complete these defining relative clauses with *who*, *where*, *whose* or *that*.


- 1 The house _____ I grew up is next to a school.
- 2 A book _____ has lots of short chapters is perfect for the bus ride to school.
- 3 A person _____ knows a lot of jokes is usually a good public speaker.
- 4 We went to hear a lecture by a writer _____ books are always on the best-seller list.
- 5 The author _____ wrote the famous teen novel *The Outsiders* was only sixteen.

5 Tick (✓) the sentences which contain non-defining relative clauses and add commas.

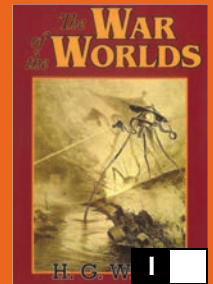
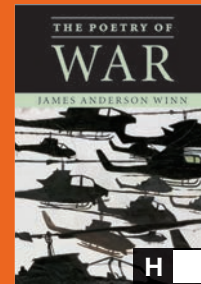
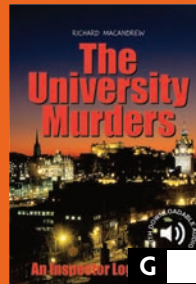
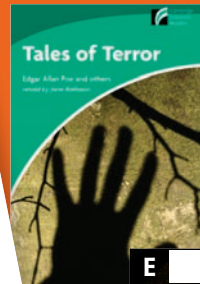
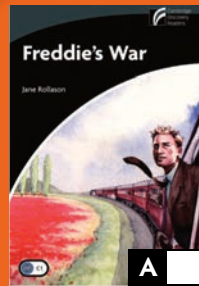
- 1 My brother is someone who just doesn't like listening to jokes.
- 2 Fairy tales which were written for children are now being adapted for the cinema.
- 3 The Brothers Grimm whose stories have fascinated millions of children lived in the 19th century.
- 4 It's difficult to read in places where people are talking on mobile phones.

VOCABULARY

Types of story

- 1  Match the types of story with the book covers. Write numbers 1–9 in the boxes. Then listen and check.

- 1 crime novel
- 2 science fiction novel
- 3 historical novel
- 4 horror story
- 5 (auto)biography
- 6 short stories
- 7 romantic novel
- 8 travel literature
- 9 poetry



- 2 Which are non-fiction?

- 3 **SPEAKING** Which types of story do you like reading most?

SPEAKING

- 1 Work in pairs. If you had to choose one of the books in the previous exercise, which would it be and why?

I'd choose ... because the cover looks / the title sounds (exciting / funny / interesting / ...).

- 2 Prepare a one-minute talk about reading. Think about the following points and take notes.

- if you prefer articles, short stories, novels, etc.
- where and when you like reading


- 3 Take turns giving your talks in small groups.

LISTENING

- 1 Find out how much your class knows about Stephen King. Then read the biographical data.

Stephen King: fact file

- King was born in 1947 in Portland, Maine.
- He wanted to be a teacher, but couldn't get a job. He worked in a laundry and did various other jobs while continuing to write stories.
- He published his first book, *Carrie*, in 1974. It became a huge success.
- He's written about 50 novels and over 200 horror, fantasy and science fiction short stories. Many of them have become successful films.

- 2  Listen to two teenagers talking about a short story by Stephen King called *Word Processor of the Gods*. What's the last word displayed on the computer screen?

- 3  Listen again and make notes to answer the questions.

- 1 What has the man always wanted to have? Why?
- 2 What kind of relationship does he have with his son and his nephew?
- 3 What event makes the man very unhappy?
- 4 What happens when he goes to his garden shed the next day?
- 5 Why does he get angry? What does he do next?
- 6 What happens at the end?

- 4 **SPEAKING** Compare your answers in pairs.

SELF-ESTEEM

A better world

- SPEAKING** Think about these questions. Make notes. Then compare your ideas in class.

- 1 Imagine you had a machine like the one in the story. If you could eliminate one problem in the world, what would it be? Why?
- 2 If you could use the machine to create something to make the world a better place, what sentence would you type in?

READING

- 1 Look at the photos. Do you recognise these fairy tales? Do you know their names in English?
- 2 Read the article quickly. Who are the Brothers Grimm?

Hollywood fairy tales



Little Red Riding Hood used to be just a story that parents would read to their children at bedtime, but not any more. Now *Red Riding Hood* is a Hollywood blockbuster directed by Catherine Hardwicke. Hardwicke directed *Twilight*, which made her the obvious choice for another film so clearly aimed at the teenage market.

Red Riding Hood isn't the only film to go back to the classic fairy tales and update them for today's teenagers. *Hansel and Gretel: Witch Hunters*, *Jack the Giant Slayer* and *Snow White and the Huntsman* are also hoping they can persuade young people to revisit the stories of their childhood. And then there's *Brothers Grimm*, starring Matt Damon and Heath Ledger, which sees the original authors of many of these fairy tales come face to face with some of their characters. Hollywood, it seems, has realised that fairy tales have the potential to make money, and lots of it.

Teenagers are one of Hollywood's most important markets and after the success of series like *Harry Potter*, *Twilight* and *The Hunger Games*, film studios are looking for more inspiration for stories to keep young people returning to the

cinema. Fairy tales might just be the answer. Many are already quite dark, which makes them ideal for adolescents, who are often fascinated by that side of life. Of course, you might not recognise much of the original story, as extra horror, and romance for the heroes and heroines, have been added to the plots. But with modern-day special effects to bring it all to life, does it really matter?



3 Read the article again and connect the sentences.

- | | | |
|---------------------------------------|----------------------------------|-----------------------------------|
| 1 Catherine Hardwicke has made | famous writers meet the heroes | stories they enjoyed as children. |
| 2 Several films have been produced | turned out to be extremely | you will notice big differences. |
| 3 <i>Brothers Grimm</i> shows how the | the stories they are based on, | of films for a teen audience. |
| 4 Films based on fairy tales have | in characters that are evil, | successful commercially. |
| 5 Teenagers are often interested | a name for herself as a director | and villains of their stories. |
| 6 When you compare the films to | that remind young people of the | angry or unhappy. |

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What fairy tales are popular in your country?
- 2 Do you agree that many teenagers are interested in the 'dark' side of life? Why? / Why not?

WRITING A fairy tale

Think of a fairy tale and write the story (120–150 words). Think about:

- the ordering of the story.
- how to use a good selection of past tenses.
- how to bring the story alive with adjectives and adverbs.

Don't forget: fairy tales start with *Once upon a time, ...*

GRAMMAR

Relative clauses with *which*

1 Complete these sentences from the article on page 66. Add commas where necessary. What does *which* refer to in each of the sentences? Complete the rule.

- 1 Hardwicke directed *Twilight* _____ made her the obvious choice for another film so clearly aimed at the teenage market.
- 2 Many [fairy tales] are already quite dark _____ makes them ideal for adolescents.

RULE: The pronoun ¹ _____ normally refers to a noun, but it can sometimes refer to the whole of the previous clause. We cannot use ² _____ or *that* in the same way.

She was late, which made her nervous.

NOT *She was late, what / that made her nervous.*

2 Join the pairs of sentences using *which*.

- 0 I often play the drums on Sunday mornings. This annoys the neighbours.
I often play the drums on Sunday mornings, which annoys the neighbours.
- 1 She's lost all her money. This means she'll be in trouble.
She's lost _____ in trouble.
- 2 Nobody in class learned the new words. It was frustrating for our teacher.
Nobody in class _____ for our teacher.
- 3 Fairy tales have been turned into successful teen films. This has surprised many people.
Fairy tales _____ many people.
- 4 It's quite amazing that Stephen King manages to write several books per year.
Stephen King _____ quite amazing.
- 5 It's fascinating that almost all of his books have been made into films.
Almost all of his books _____ fascinating.

3 Complete the sentences so that they are true for you.

- 0 My favourite singer is giving a concert in our town next month, which is fantastic.
- 1 _____ last year, which made me feel really proud.
- 2 I heard on the news _____, which I was really upset about.
- 3 _____, which really isn't easy.

4 **SPEAKING** Work in pairs. Share your sentences. How long can you keep each conversation going?

My favourite singer is giving a concert in our town next month, which is fantastic.

Really? Who's that?

Lorde.

Wow! I like her songs too. Do you know when ...?

VOCABULARY

Elements of a story

1 Match the words with their definitions.



plot | setting | hero | character
opening | ending | villain | dialogue

- 1 the story of a film, play, etc.
- 2 a person in a story
- 3 the last part of a story
- 4 the main (usually good) character in a story
- 5 a character who harms other people
- 6 the words that the characters say to each other
- 7 the beginning of a story
- 8 the time and place in which the action happens

2 Think about these things for two minutes. Make notes.

- a film or book with a great plot
- the setting of the last film you saw
- a film with a great opening
- a good film with a disappointing ending
- an actor who's best at playing villains

3 **SPEAKING** Work in pairs or small groups. Share your ideas.

Pronunciation

The schwa /ə/ in word endings

Go to page 123.

Writer's block

1 Look at the photos and answer the questions.

- 1 Look at what the teacher has written on the board. What do you think the homework is?
- 2 How does Emma feel about the homework?
- 3 Do you think Justin is being helpful?

2 Now read and listen to the photostory. Check your ideas.



1

TEACHER OK, everyone, so this is what I want you to do by Friday, OK? A short story, of five hundred words.

EMMA Five hundred words!? She can't be serious!

TEACHER ... and the story has to end with the words, 'Thanks, you saved my life!'

EMMA What? This is awful. I can't do that. I'm hopeless at writing stories.

TEACHER It has to be original, though. No using old stories and changing them a bit here and there. I want something that's yours and yours alone. Be creative! OK, end of lesson. Bye!



2

EMMA And she wants it by Friday! That's the day after tomorrow. I'll never come up with anything by then. An original story? Me? No chance.

LIAM Sounds like you've given up without even trying.

NICOLE Liam's right, Emma. I mean, come on, it can't be that hard, can it?

EMMA An original story, five hundred words long? I think that's pretty hard.

JUSTIN What's the ending again?

EMMA Someone says, 'Thanks, you saved my life!'

JUSTIN OK, that's five words. So far, so good. All you need is another four hundred and ninety-five.

EMMA You know, Justin, I may not be very good at creative writing but I can think of a few words for you right now!

NICOLE OK, calm down.

JUSTIN Well, I'm sorry, Emma. But you know, all you've got to do is think of a story you've read or a film you've seen ...

EMMA No, no, that's just it - it has to be original.

LIAM Well, there must be some stories she's never read.

EMMA You don't know Miss Jenkins. She's read every book, seen every film ...

JUSTIN Why don't you write a story about a girl who's got to write a story, and her friends give her a great idea and then she says 'Thanks, you saved my life!' The hero could be a really cool guy called Justin.

NICOLE Give it a rest, Justin!




3

EMMA OK, well this isn't getting me anywhere. And I've got to go home. I'm off - I'll see you lot later. And thanks for all the help, Justin! You're a real pal - not.

JUSTIN Hey, what did I do?

LIAM Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't exactly help, did you?

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.
We think Emma watches a film and gets an idea.
- 4  Watch to find out how the story continues.
- 5 Match the sentence beginnings and endings.
- | | |
|----------------------------------|--------------------------|
| 1 Emma sees a woman who | <input type="checkbox"/> |
| 2 The woman works for | <input type="checkbox"/> |
| 3 The woman is desperate because | <input type="checkbox"/> |
| 4 Emma tries to help | <input type="checkbox"/> |
| 5 When Emma gets an idea | <input type="checkbox"/> |
| 6 Emma gets the keys out | <input type="checkbox"/> |
| 7 Emma's really happy about | <input type="checkbox"/> |
- a but she can't get the keys out.
b the last thing the woman says.
c is looking for something.
d using something she got at a shop.
e the owner of an art gallery.
f she goes to a shop nearby.
g she hasn't got a spare set of keys.

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?
- (She) can't be serious.
 - (What's the ending) again?
 - Calm down.
 - That's just it.
 - Give it a rest.
 - (You were a bit) out of order.
- 2 Use the expressions in Exercise 1 to complete the sentences.
- I know you told me before, but what's your name _____?
 - A Let's go for a walk in the park.
B A walk in the park? You _____!
It's raining!
 - A Come on, we're late!
B _____, we're not late at all, we've got another fifteen minutes.
 - A Your hair looks really stupid!
B Oh, _____, Michelle. I'm tired of how you criticise me all the time. You're really _____, you know?
 - A I don't feel like going out. Let's stay here and watch TV.
B _____. You never want to go out.

WordWise

Expressions with good

- 1 Use the phrases in the list to complete these sentences from the unit so far.
- for good* | So far, so good | not very good at
It's no good | It's a good thing | it's all good
- 0 The lights *have* stopped animals coming to the farm *for good*.
- I'm _____ creative thinking.
 - That's five words. _____.
 - She gave me an A minus, best I've ever got! So _____.
 - _____. I just can't get the keys out.
 - _____ Emma's such a nice person.
- 2 Which phrase means:
- for ever
 - It's not successful.
 - Everything is all right.
 - We have started but not finished, but everything has been OK until now.
 - not talented at
 - I'm/We're/You're lucky that ...

FUNCTIONS

Expressing frustration

- 1 Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?
- | | |
|-------------------------|---------------------------------------|
| 1 I can't (do that). | 5 I give up. |
| 2 I'm hopeless (at ...) | 6 I'll never (come up with anything). |
| 3 This is hopeless! | 7 This is pointless. |
| 4 No chance. | |
- 2 Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.
- I'll never get the keys out.*

8 IT'S A CRIME

OBJECTIVES

FUNCTIONS: reporting what someone said, asked or requested; giving and reacting to news

GRAMMAR: reported speech; reported questions, requests and imperatives

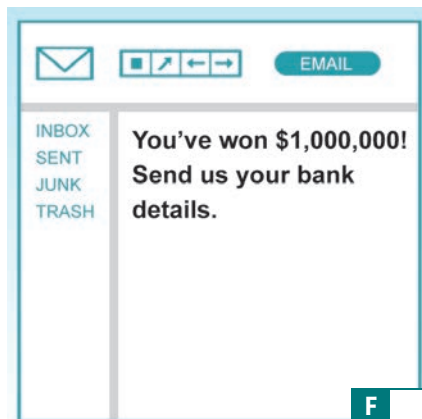
VOCABULARY: crime; reporting verbs

READING

1 Look at the words for different types of criminals. How do you say them in your language?

- | | |
|-----------|--------------|
| 1 burglar | 4 pickpocket |
| 2 con man | 5 robber |
| 3 mugger | 6 shoplifter |

2 Match the pictures with the words from Exercise 1. Listen, check and repeat.



3 Think of examples of these criminals from the news, books, TV or films.

4 Look at the photos on page 71 and the headlines. Guess what the news stories are about. Then read and check.

5 Read the news stories again and listen. Answer the questions. Write Mrs Atkins or Mr Caron.

Who ...

- | | |
|--|-------------------|
| 0 discovered something was missing? | <u>Mrs Atkins</u> |
| 1 didn't get what he'd/she'd requested? | _____ |
| 2 was the victim of a con man? | _____ |
| 3 decided to get in touch with the criminal? | _____ |
| 4 has forgiven the criminal? | _____ |
| 5 had been a bit careless? | _____ |
| 6 was the victim of a theft? | _____ |

TRAIN TO THINK

Thinking about empathy

To understand another person's feelings, you need to 'put yourself in their shoes' – try to imagine how you'd feel in their situation.

1 Read the first story again. Who do you think felt these emotions? Match 1–3 with a–c.

- | | |
|--|--------------------------|
| 1 Mrs Atkins | <input type="checkbox"/> |
| 2 the thief | <input type="checkbox"/> |
| 3 the reporter | <input type="checkbox"/> |
| a sympathetic when he/she heard the story | |
| b guilty when he/she read the note | |
| c sad when he/she thought about all the fun he'd/she'd had on the bike | |

2 Read the second story again. How do you think these people felt and why?

- | | | |
|--------------|--|-------------|
| the children | | his wife |
| the reporter | | the con man |

Thief feels sorry



When teacher Margaret Atkins, 49, went to ride her bike to school last Friday, she was shocked to discover it wasn't there. When our reporter spoke to her, she told him that she'd been really angry when she realised the bike was gone. She said a friend had given it to her years ago and that it was quite an old bike, but that she'd always liked it.

So what did she do? She decided to write a note to the thief and put it on the tree next to the bike stand that it had been stolen from. To her surprise, when she came back from school the same day, she found the thief had returned the bike, together with a written apology. 'I'm sorry I stole your bike. What I did was wrong. I've replaced the lock as I'd broken it. Hope you can accept my apology!'

The next morning, Mrs Atkins told reporters that she was still feeling surprised at what had happened. She said that although most people would be angry in her situation, she was just grateful that she could go to school on her bike again. Mrs Atkins added that she'd probably write another message to the thief. 'I want to thank him for returning the bike and tell him I've forgiven him,' she explained. She said that she wasn't going to report the incident to the police because she believed everyone could do bad things sometimes. 'What counts is that people own up to their mistakes,' she said.

SHARE  

 COMMENTS

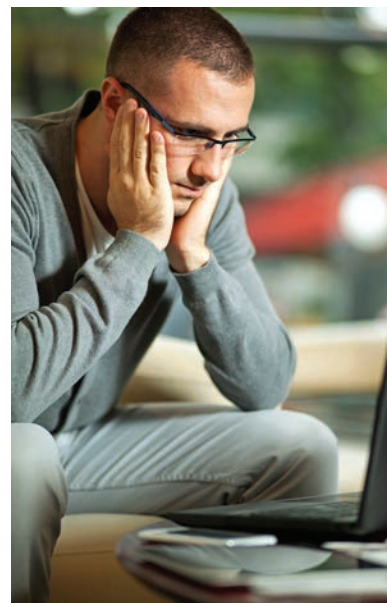
Father angry victim of online con

Frank Caron, 29, will think twice before using his credit card online again. Caron spent £450 on what he thought was the popular Xbox One console, a birthday present for his twins Mia and Michael, seven. When he found out that he'd been tricked, he was the 'maddest man in town', as he told our reporter.

Mr Caron said that the family's financial situation was difficult, as most of their money went to pay the mortgage on their house. But he added that the twins had desperately wanted the games console and he and his wife had been proud to get them the toy they wanted. He said they'd seen the console on a well-known shopping auction website months ago and had thought it was a bargain. He started saving up for it immediately, and hoped nobody else would buy it before he had the money. He said he'd been absolutely furious when he opened the box and all he found inside was a low-resolution photo of the games console he'd wanted to buy.

When Mr Caron went online to understand how he'd been tricked, he realised he'd been the victim of an online *scam, a modern-day con. He said that he'd felt furious when he re-read the seller's advertisement: 'Xbox One console, top model photo, brand new'.

*scam – an illegal way of making money, usually by tricking people



SHARE  

 COMMENTS

SPEAKING

Work in pairs. Discuss these questions.

- 1 What do you think of Mrs Atkins's reaction when ...
 - a she noticed her bike was stolen?
 - b she found the thief's note?
 How would you have reacted in those situations?
- 2 What things (if any) do you buy online? Have you or has anyone you know ever been scammed?

GRAMMAR

Reported speech

1 Complete the sentences with suitable verbs. Then check your answers in the news stories on page 71.

- 1 She told him that she _____ really angry.
- 2 She said a friend _____ it to her years ago.
- 3 She said that [...] she _____ it.
- 4 She said that she _____ still _____ surprised.
- 5 She said that [...] most people _____ angry in her situation.
- 6 She said she was grateful that she _____ to school on her bike again.
- 7 She added that she _____ probably _____ another message.
- 8 She said that she _____ the incident to the police.

2 Match what Mrs Atkins said (direct speech) with the reported sentences in Exercise 1. Underline the verb forms which are different. Then complete the rule.

- a 'I've always liked it.'
- b 'I'm still feeling surprised.'
- c 'I was really angry!'
- d 'I'm grateful that I can go to school on my bike again.'
- e 'Most people would be angry in my situation.'
- f 'I'm not going to report the incident to the police.'
- g 'A friend gave it to me years ago.'
- h 'I'll probably write another message.'

RULE:

Direct speech	Reported speech
present simple	→ 0 <u>past simple</u>
present continuous	→ 1 _____
present perfect	→ 2 _____
past simple	→ 3 _____
will	→ 4 _____
am / is / are going to	→ 5 _____
can	→ 6 _____
would	→ 7 _____
past perfect	→ 8 _____

3 Rewrite these sentences in reported speech.

- 1 'I'd be happy to put cameras all over the shop,' the manager said.
- 2 'The police can't find the con man,' Dad said.
- 3 'We saw the robber from across the street,' the woman told the police.
- 4 'We're thinking of having a new alarm installed,' the shop owner said.
- 5 'We haven't heard or seen anything,' our neighbours said.
- 6 'I'll buy the games console for you,' the man told his kids.

VOCABULARY

Crime

1 Match the words with the definitions.

to murder | to break in | to arrest | a fine
 to commit a crime | to go to prison | a murderer
 to get into trouble | to get caught | a prisoner

- 1 to do something illegal
- 2 to be made to live in a special building for criminals
- 3 to take (a suspected criminal) to the police station
- 4 to kill (a person) intentionally
- 5 money that you have to pay if you break a law
- 6 to enter by force (usually to steal something)
- 7 someone who intentionally kills another person
- 8 to be found while committing a crime
- 9 to have a problem because of something that you did wrong
- 10 a person who is in prison



2 **SPEAKING** Work in pairs. Use these questions to help you invent a crime story. Make notes and then tell your partner your story.

- Where and when did it happen?
- Who was involved?
- What happened?
- What crime was committed?
- How did the police react?
- What happened to the criminal?

LISTENING

- 1 **SPEAKING** Imagine a young person mugged somebody. Discuss these questions.



- Why might someone mug a person?
 - Who might suffer as a result?
 - What would be the best punishment?
- 2 **▶** Listen to a radio interview. What is Restoring Justice and who is it for?
- 3 **▶** Listen again and make notes on these topics.
- Jason's initial reaction to Restoring Justice
 - The main idea behind Restoring Justice
 - How Jason felt about meeting his victim
 - How Mrs Schwartz felt about meeting her mugger
 - The reason Jason gave for mugging Mrs Schwartz
 - The people Mrs Schwartz feels suffered most

GRAMMAR

▶ Reported questions, requests and imperatives

- 1 Match 1–4 with a–d. Then complete the rule with *asked, if, told* and *whether*.

- She asked me if I knew who'd suffered
 - [The judge] asked me whether I wanted
 - [She] asked me to look at the other side
 - He told me to
- think carefully about my choices.
 - to go to prison.
 - of the table, where my mum and dad were sitting.
 - most from what I'd done.

RULE:

- In reported **yes / no questions**, we use *asked* + 1 _____ or _____ and the same word order as in a statement.
- In reported **requests**, we use 2 _____ + object + infinitive.
- In reported **imperatives**, we use 3 _____ + object + infinitive.

- 2 These are things people have said to Ken, the social worker. Rewrite them in reported speech.

- Reporter: 'Have you had much success with the programme so far?'
The reporter asked if he'd had much success with the programme so far.
- Presenter: 'Are victims scared of meeting their muggers?'
- Ken's wife: 'Did you see the article about Restoring Justice in the newspaper this morning?'
- Presenter: 'Could you tell us more about the ideas behind the programme, please?'
- Ken's manager: 'Don't include other criminals in the programme.'

- 3 Write 4–6 more questions that Mrs Schwartz might ask Jason. Use direct speech. Then put your partner's questions into reported speech.
'How do you see your future?'
She asked him how he saw his future.

VALUES

Respecting the law; understanding that punishment will follow crime

- 1 Match the punishments 1–6 with a–f.

- He got a fine.
 - He got community service.
 - He got a life sentence.
 - He got a caution.
 - He got the death penalty.
 - He got a prison sentence.
- He has to spend 80 hours cleaning the streets.
 - But he'll be in serious trouble if he does it again.
 - It means at least 20 years in prison.
 - But it will be years before they carry it out.
 - He had to pay £100.
 - He'll be inside for two years.

- 2 Number the punishments in Exercise 1 from 1 (least serious) to 6 (most serious).

- 3 **SPEAKING** Work in pairs. Read these newspaper headlines. What crimes have been committed? What punishment would be fair?

- Hungry student steals chocolate bar from shop
- Man steals TV from old couple's home
- Bank robber escapes with thousands

Choose one of the situations above and imagine the criminal has been enrolled on a community service project as part of the punishment for his/her crime. Talk about what activities he/she has done and whether he/she has become a better person.

READING

1 Read the article quickly. Which two ideas to help prevent crime does it mention?

GETTING CREATIVE with crime

An experiment carried out at Newcastle University aimed at reducing the number of bike thefts has produced some remarkable results. The most efficient way of stopping people from stealing bikes seems almost too simple to be true. If you want to persuade thieves not to act, make them feel they're being watched!



Posters showing a large pair of eyes were put up near three bike racks at the university, while other bike racks had no posters. The researchers explained that the number of thefts decreased by 62 per cent compared to the previous year at racks with posters. However, at the other racks, thefts actually increased by 63 per cent. Experts claim that clearly visible images of eyes make people feel they're being watched. They say that we all care what other people think about us and that's why we behave better when we think someone is looking. Now officials have agreed to carry out similar projects at train stations all over the country.

The 'giant eyes' poster isn't the only unusual method being used to try and fight crime on UK streets. In the East Midlands city of Leicester, police are inviting people to make large woolly balls and hang them up in trees around the area. They hope that these colourful additions to neighbourhoods will help create a safer place to live. The thinking behind the idea is that if you create a pleasant environment, people are more likely to behave better. 'We live in a world where our every move is being watched by *CCTV cameras,' one of the organisers told us. 'The cameras are there to keep away possible criminals, but they come at

a price, and many people don't like being watched 24 hours a day. We believe there's another way. We want to encourage people to take more pride in where they live.'

However, not all residents are happy – many refuse to believe it will make any difference. They're demanding that the police do more to reduce trouble in the area. One local resident told us, 'I recommend that the police stop wasting their time on mad schemes like this and do some real policing. We need to see more policemen walking around our streets, especially at night.'

* CCTV – abbreviation for closed-circuit television: a system that sends television signals to a limited number of screens, and is often used in shops and public places to prevent crime

2 Read the article again and mark the sentences T (true) or F (false).

- 1 The crime prevention scheme at Newcastle University used the latest technology.
- 2 After the posters were put up, there were fewer bike thefts from all the university bike racks.
- 3 There are plans to use the posters in other parts of the UK.
- 4 It's hoped that the woolly balls will make people care more about where they live.
- 5 CCTV cameras will be used to catch criminals interfering with the woolly balls.
- 6 The woolly ball scheme is popular with all residents.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you think about each of the ideas in the text?
- 2 What other crime prevention schemes have you heard of?



VOCABULARY

Reporting verbs

1 Complete the sentences with the correct forms of the verbs. Then check your answers in the article on page 74.

explain | encourage | demand | persuade
invite | recommend | claim | refuse | agree

- If you want to _____ thieves not to act, make them feel they're being watched!
- The researchers _____ that the number of thefts decreased by 62 per cent ...
- Experts _____ that clearly visible images of eyes make people feel they're being watched.
- Now officials have _____ to carry out similar projects at train stations.
- Police are _____ people to make large woolly balls.
- We want to _____ people to take more pride in where they live.
- Not all residents are happy – many _____ to believe it will make any difference.
- They're _____ that the police do more to reduce trouble in the area.
- I _____ that the police stop wasting their time on mad schemes like this.

2  Match the verbs with the definitions.

- | | | | |
|-----------|--------------------------|------------|--------------------------|
| 1 agree | <input type="checkbox"/> | 4 demand | <input type="checkbox"/> |
| 2 claim | <input type="checkbox"/> | 5 persuade | <input type="checkbox"/> |
| 3 explain | <input type="checkbox"/> | 6 refuse | <input type="checkbox"/> |

- make something clear
- try to get someone to do or believe something
- accept an idea or a suggestion
- say no
- insist something is done
- say that something is true

3 Complete the rule with reporting verbs from Exercises 1 and 2.

RULE: We use different structures with different reporting verbs.

- verb + infinitive with (not) to**
agree, offer, _____
- verb + object + infinitive with (not) to**
ask, tell, _____, _____, _____
- verb + that + clause**
say, claim, _____, _____, _____
- verb + gerund**
apologise for, suggest

4 Complete the sentences with the correct forms of the verbs and any other necessary words.

- Liam agreed _____ (meet) me at nine o'clock.
- Lucy apologised _____ (forget) my birthday.
- Jack refused _____ (help) us.
- Bobby persuaded _____ (me / go) to the party with him.
- Dad suggested _____ (have) dinner at a restaurant.
- My mum encouraged _____ (me / enter) the singing competition.
- Mr Jones recommended _____ (we / read) the book before we saw the film.
- Liz offered _____ (drive) me home after the match.

5 Rewrite the sentences in reported speech. Use suitable reporting verbs. Sometimes more than one verb is possible.

- 'We forgot to inform you. We're really sorry,' they said.
- 'We're going to introduce a new system to reduce crime,' the mayor said.
- 'Can you give us more information about the plan?' the reporter said to the official.
- 'If you work for us, you'll be very rich soon,' the man said.
- 'I don't want to buy the watch because it's too expensive,' the woman said.
- 'Study this text carefully!' the teacher said to the class.
- 'I can help you with your work,' the man said.
- 'Come to my office tomorrow morning, please,' the headmaster said to my parents.
- 'Oh, all right. I'll go to the cinema with you, but only if you pay,' Jack said to Olivia.

WRITING

A report of a crime



Write a newspaper report about a crime (100–150 words).

- Give a description of the crime (what happened).
- Include what one witness said.
- Say what the investigators think.

Culture

1 Scan the article and answer the questions.

- 1 What crime did each of these men commit?
- 2 What punishment did each of them get?

2 Watch the video to check your answers.

Famous criminals

What do these three men have in common? All are, or were, incredibly rich at some point in their lives. However, there's little to admire in their apparent success – they all got their money in deeply dishonest ways.

One of the most common ways of stealing money these days is to steal it from your company. It's called **embezzlement** and **Dennis Kozlowski** was very good at it! Kozlowski was a top manager at an American company named Tyco a few years ago. (Ironically, one of the company's most recognised brands is ADT Home Security.) Kozlowski and another senior manager decided to **help themselves to** the company's money. It was a lot of money, and Kozlowski wasn't afraid to spend it! He bought a house costing \$19 million and an apartment in New York for \$18 million. He even spent \$2 million on a private concert from the singer Jimmy Buffet. Altogether, he managed to steal \$600 million before someone noticed. He's now in prison and has a lot of time to

think about his 'success.'

Ronald Biggs was involved in the Great Train Robbery of 1963. Early one morning, a **gang** of men stopped a train in the British countryside.



3 Answer the questions.

- 1 How did Dennis Kozlowski get his money?
- 2 How did he spend it?
- 3 How did Ronnie Biggs get his money?
- 4 How did he get caught?
- 5 How did Albert Gonzalez get his money?
- 6 What prison sentence did he get?

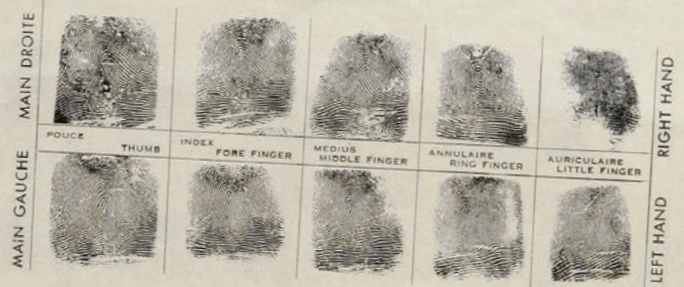
CONFIDENTIAL
Intended only for Police
and Judicial Authorities

BIGGS

Ronald, Arthur.

born on 8th August 1929 in BRILXTON/LONDON (Great Britain)
son of BIGGS given name not known
married to Renée ?

OCCUPATION : builder
NATIONALITY : British
IDENTITY HAS BEEN CHECKED AND IS CORRECT
DESCRIPTOR : see photo and fingerprints, height 6'1", grey eyes, dark brown curly hair.
Scar on left wrist; long fingers.



FINGERPRINTED AND PHOTOGRAPHED IN LONDON (Great Britain) in 1963



PREVIOUS CONVICTIONS :

This man has a long criminal record in GREAT BRITAIN : convicted five times for robbery; twice for receiving; twice for taking and driving away motor vehicles without the consent of the owner; seven times for breaking and entering and burglary; etc.--- after the GLASGOW-LONDON mail train robbery on 8/8/1963 he was sentenced to 30 years' imprisonment; he escaped from WANDSWORTH prison in London on 8/7/1965 with three other prisoners.

MISCELLANEOUS INFORMATION :

Was accompanied by : his wife; Robert Alves Anderson; Eric Flower; Patrick Doyle; Paul Seabourne; Francis Victor Hornett.--- Could be in the company of other members of the gang which robbed the mail train at Cheddington on 8/8/1963, are at large and are the subjects of the following I.C.P.O.-INTERNAL international notices : EDWARDS Ronald, notice 353/63 A 4786 of September 1963; REYNOLDS Bruce Richard, n°550/63 A 4782 of September 1963; WHITE James Edward, n°551/63 A 4783 of

They hit the train driver over the head and drove the train towards a bridge. A lorry was waiting underneath, and they dropped 120 mailbags of money from the train into it. They then drove to a farm **nearby** and shared out the money. Biggs got £147,000, which was a fortune at the time. When the police later found the farm, Biggs's fingerprints were **all over the place**. He was caught and sent to prison, but escaped after fifteen months. Biggs avoided British justice for almost 40 years, living in Australia and then in Brazil. He returned to Britain in 2001 because of bad health and died in 2013.

American **Albert Gonzalez**, also called 'The Hacker', worked for the US Secret Service in the early 2000s, trying to catch cybercriminals. But he didn't stay on that side of the law for long, and soon formed his own gang of hackers. They planned to make millions, and they did. The gang hacked into the computer networks of huge **retail stores**. They managed to steal the details of 140 million credit cards, and sold them to criminal organisations in other countries. They were successful for some time, but an international police operation finally **tracked them down**. Gonzalez was sentenced to 20 years in prison, but his **victims** had lost millions of dollars.

4 **SPEAKING** Work in pairs. Discuss these questions.

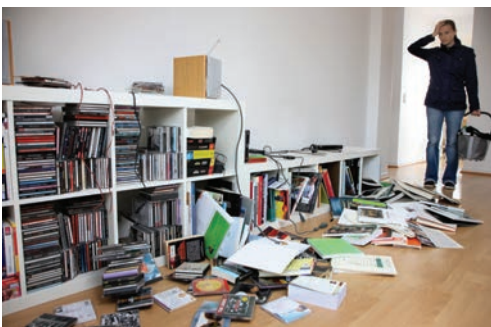
- 1 What other famous crimes do you know of?
- 2 What do you think should be done to stop cybercrime?

5 **VOCABULARY** There are eight highlighted words or phrases in the article. Match them with these definitions.

- 1 a group of criminals who work together
- 2 found out where they were
- 3 close, not far away
- 4 people who suffer because of a criminal act
- 5 stealing from the business or organisation you work for
- 6 take (without asking)
- 7 everywhere
- 8 shops

LISTENING

1  Listen to the conversations and match them with the photos.



A

B

C

D

2  Listen again and complete the notes.

Conversation 1

Crime: _____ What was taken: _____

Conversation 2

Crime: _____ What was taken: _____

Conversation 3

Crime: _____ What was taken: _____

Conversation 4

Crime: _____ What was taken: _____

FUNCTIONS

Giving and reacting to news

1 Put the words in order to form expressions for giving news from the conversations.

- 1 never / You'll / what / guess
- 2 believe / won't / to / week / what / You / happened / last / me
- 3 about / a / really / an / sad / lady / story / heard / I / old
- 4 paper / a / scary / story / There / the / was / other / in / day / the

2 Complete the reactions to news.

- 1 T__ll m__.
- 2 Wh__t?
- 3 R__lly?
- 4 Th__t's __wf__!
- 5 N__ w__y!

3 Work in pairs. Make conversations using the expressions from Exercises 1 and 2.

- Think of (or make up) a piece of news.
- Take turns to give your news.
- React and ask for more details.

Pronunciation

Intonation – expressing surprise

Go to page 123.

LET'S PRACTISE!

READING AND USE OF ENGLISH

Word formation

- 1 Read the text below. Use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

A thief who kissed his victim after a (0) robbery in a French jewellery shop has been caught after a forensic (1) _____ matched his DNA with that left on the hand of his victim.

The thief (2) _____ the Parisian shop late in the afternoon, as the owner was preparing to close for the evening. After tying the woman to a chair, he smashed open (3) _____ display cabinets and loaded (4) _____ worth more than 20,000 euros into a bag. Before leaving the shop, he kissed the owner's hand and made an (5) _____ for his crime. However, the (6) _____ thief could never have imagined that the kiss would lead to his arrest. Police used the DNA and ran it through a database of all known (7) _____.

ROB

SCIENCE

ENTRY

VARY

VALUE

APOLOGISE

LUCK

CRIME



WRITING

An informal email

- 2 You have received an email from an English-speaking penfriend.

✉ 🖨️ 🌐

To: jack_2000@mail.com

Subject: Any suggestions?

Hey Jack

How are things? Listen, I'm writing because a friend of mine is coming to spend a few days in your town. She asked me to write to you to see if you could suggest some of the things she should do while she's there. She also wanted to know what the weather's like and what clothes she should bring with her. She leaves on Friday. Sorry for the short notice, but can you help?

Hope to hear from you soon.

Best,

Angie

Write your email in 100–150 words.

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

plot | setting | hero | character | opening | ending | villain | dialogue | refuse
poetry | burglar | arrested | got into trouble | commit a crime

- The _____ of the film is an amazing doctor who can travel through time and save people.
- Tim _____ for not doing his English homework again.
- I've just read the last page of the book, and I don't like the _____.
- The police finally _____ the con man and he went to prison.
- Act Two begins with a short _____ between father and son.
- There is one _____ in the film who is really funny. He makes everybody laugh.
- I _____ to listen to your nonsense!
- She started writing _____ at a young age.
- The _____ broke into the house when everybody was asleep.
- The _____ of the story is an evil vampire.

/10

GRAMMAR

2 Complete the sentences with the words / phrases in the list. There are two extra words / phrases.

would | encouraged | had been | whose | where | who | that | claimed

- It's a story _____ has been passed down from generation to generation.
- My mum _____ me to do well at school.
- She's an actress _____ has a great talent for storytelling.
- She said the con man _____ sentenced to two years in prison.
- The policeman told me that the thief _____ get a prison sentence.
- He still lives in the city _____ he was born.

3 Find and correct the mistake in each sentence.

- I won a medal for swimming last term, what made me feel proud.
- Mrs Jones, who son I went to school with, is my piano teacher.
- The woman who bracelet had been stolen was angry.
- She asked me if I knew who has taken the bike.
- He persuaded me report the theft to the police.
- The reporter explained me that the mugger would get community service.

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- A A I'll never / give up write a poem.
B Don't be so / such pessimistic! I'm sure you can do it.
- A But you're so / such a good writer. Can't you write one for me?
B No chance / I can't do that – but I'll help.
- A The other day I hear / heard a really sad story about an old man whose house was burgled.
B That's / It's awful!
- A You'll never believe / understand what happened to me last week!
B Go on then. Say / Tell me!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

9 WHAT HAPPENED?

OBJECTIVES

FUNCTIONS: making deductions; apologising and accepting apologies

GRAMMAR: modals of deduction (present); *should(n't) have*; modals of deduction (past)

VOCABULARY: mysteries; expressions with *go*



A



B



C



D

READING

- Look at the photos and match them with the mysteries.
the yeti | the Loch Ness monster | crop circles | UFOs
- SPEAKING** Work in pairs. Compare your answers. What do you know about these mysteries?
- Read the article quickly. Why *isn't* the author writing about any of the mysteries in Exercise 1?
- ▶▶** Read the article again and listen. Answer the questions.

Which mystery...

- involves the possible ancient use of modern technology?
- involves an object found in Asia?
- involves the oldest object?
- hasn't been connected with alien activity?
- was discovered in a really old city?
- started half a century ago?
- came from under the earth?
- involves a round object with strange patterns on it?

TRAIN TO THINK

Scientific truth or legend?

A scientific truth is something that can be proven to be true. A legend is a very old story that is not always true. It's important to be able to see the difference.

- Read about the Nampa Doll again. According to what is written in the text, mark the sentences T (true) or I (imagined).

- The doll was found in Nampa.
- It was 100m below the earth.
- It's from an ancient civilisation.
- It's from another planet.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- Choose one of the places mentioned in the article and search for stories or legends that intend to provide explanations regarding their existence. In pairs, role-play a dialogue between a scientist and a follower of the theory based on these legends.

The truth is out there

There are many unexplained mysteries in the world. How was the Great Pyramid at Giza built? How are crop circles made? Are there yetis in the Himalayas? Have we been visited by extraterrestrials? And is there a sea monster in the depths of Loch Ness? But other, less well known phenomena are equally mysterious. Here are our favourites.

1 The Nampa Doll

In July 1889, in Nampa, Idaho, USA, a man named M.A. Kurtz was drilling a well in the ground when he noticed the drill had brought up a strange small brown object from under the earth. When he looked more closely, he found it was a figure made from clay. Amazingly, it had come from almost 100 metres below the surface, suggesting that it was more than 300,000 years old. In other words, it appeared to be from a time before humans walked on the Earth. So how did it get there? Some people say it could be evidence of an ancient lost civilisation. Others are sure it must be extraterrestrial. Whatever the truth, it makes you wonder how much we really know about our past.

2 Teotihuacan

Over 2,000 years ago, Teotihuacan in central Mexico was one of the largest cities in the world. It is especially famous for its incredible Mesoamerican pyramids, although these days not much of it remains. However, scientists exploring the ruins were amazed to find large amounts of the mineral mica in the city walls. The nearest place where mica is found is thousands of kilometres away, in Brazil. Nowadays, mica is important in the production of energy. Did the inhabitants of Teotihuacan know this secret? And is that why they went to so much trouble to bring it all the way from South America?

3 The Suicide Dog Bridge

The Overtoun Bridge near Milton in Scotland is famous for a sad reason. Over the last 50 years, 50 dogs have died, all jumping from a similar point on the bridge. But what is the reason for this puzzling phenomenon? Most animal experts agree that the dogs can't be committing suicide because they don't have such complex feelings, although some people think the dogs might sense their owners' unhappiness and jump for them. Others think the bridge is haunted. Perhaps the best explanation is that the dogs can smell the nests of minks below and, in trying to catch these small animals, are jumping without thinking.

4 The Lolladoff Plate

The 12,000-year-old Lolladoff plate was found in Nepal. The story goes that just after the Second World War, a Polish professor was travelling through Northern India and bought the plate at a local market. He was told it was from a secret race of people called the Dzopa, who used it for religious ceremonies. The plate is marked with spiral lines, odd symbols and a grey figure – according to UFO fans, an alien being. In fact, the plate looks just like a flying saucer. Some people claim that it is proof that aliens have already walked on the Earth. Others say the plate can't be genuine and is a fake.



SPEAKING

Work in pairs. Discuss these questions.

- 1 Which of these mysteries do you think is the most interesting? Why?
- 2 What other mysteries do you know of?

Pronunciation

Moving word stress

Go to page 123.

GRAMMAR

📺 Modals of deduction (present)

1 Complete the sentences from the article on page 81. Use *must*, *can't*, *could* and *might*. Then complete the rule.

- 1 Some people say it _____ be evidence of an ancient lost civilisation.
- 2 Others are sure it _____ be extraterrestrial.
- 3 Some people think the dogs _____ sense their owners' unhappiness and jump for them.
- 4 Others say the plate _____ be genuine.

RULE:

- When we're sure something is true, we use ¹_____.
- When we're sure something *isn't* true, we use ²_____.
- When we aren't so sure, we use ³_____ or _____ to express doubt.

2 Complete the sentences with suitable modal verbs. Sometimes there's more than one possible answer.

- 1 They're speaking Spanish, so they _____ be from Argentina, I suppose.
- 2 She _____ love cats – she's got 20.
- 3 You _____ want more – you've already eaten two whole pizzas!
- 4 I'm not sure, but I think that man _____ need our help. I don't think he can swim.
- 5 You've been working all day. You _____ feel really tired.
- 6 He's a bit older than John, but he _____ know him. I think they went to the same school.
- 7 Tim _____ be happy. He studied really hard, but he still failed the test.
- 8 It's the world's oldest mystery. You _____ know the answer.

VOCABULARY

Mysteries

1 📖 Add the missing vowels to make adjectives related to mysteries.

- 1 _n_xpl__n_d
- 2 myst_r__s
- 3 _xtr_t_rr_str__l
- 4 __dd
- 5 p__z_l__ng
- 6 _l__n
- 7 s_cr_t
- 8 str_ng_

2 Answer the questions about the words from Exercise 1.

- 1 Which two words mean 'from another world'?
- 2 Which word means 'known by very few people'?

3 Complete the text with adjectives from Exercises 1 and 2.

I left for school at the usual time, but something seemed wrong. The streets were empty and there was a ¹m_____ feeling in the air. I passed a few people, but they all seemed rather ²o_____. I didn't see anyone from school on the way. When I got to school, the gates were closed. Why were they closed? I looked at my watch – 9 am. The gates should be open. This was most ³p_____.

I pushed the gates open and walked inside. Where was everyone? Had they been transported away by some ⁴e_____ beings and taken to an ⁵a_____ planet? Had they all been taken away as part of some ⁶s_____ government experiment? What should I do? Run away? No, this was one mystery that couldn't be left ⁷u_____. I had to find out where everyone was.

I opened the school door and walked inside. I saw a man – it was Mr Barns, who looked after the school. I ran up to him.

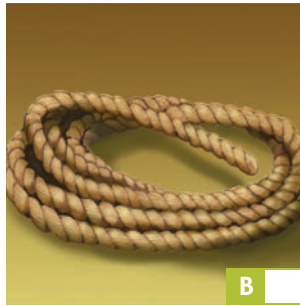
'Thank goodness!' I cried. 'Where is everyone?' He gave me a ⁸s_____ look.

'At home, probably,' he replied. 'It's Saturday morning.'



LISTENING

1 Match the pictures with the words.



- 1 fortune-teller 3 housekeeper
2 rope 4 chandelier

2 Listen to a story called *The Case of the Mysterious Fall*. Why is the fall mysterious?

3 Listen again. Mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Mr Huntingdon was friendly and sociable.
2 He only spoke to one person each week.
3 He thought of a plan to try and cheat death.
4 Mr Huntingdon tried to call Mrs Crabtree back to the house after she'd left.
5 Mrs Crabtree always started work at 8 am.
6 The fortune-teller's prediction came true.

GRAMMAR

should(n't) have

1 Look at these sentences from the listening. Answer the questions. Then complete the rule.

- 1 Maybe [Mrs Crabtree] should have asked why.
a Did Mrs Crabtree ask why?
b Would it have been a good idea to?
2 He shouldn't have sent Mrs Crabtree home.
a Did Mr Huntingdon send Mrs Crabtree home?
b Was it a good idea to?

RULE: To criticise actions in the past, we use *should / shouldn't* + ¹ _____ + the ² _____ form of the verb.

2 Write replies to the statements. Use *should have* or *shouldn't have* and suitable verbs. Then practise reading them out in pairs.

- 0 'I had five slices of pizza! Now I feel sick.'
'You shouldn't have eaten so much pizza!'
1 'We've broken the TV. Quick! Put the ball away!'
2 'I bought these jeans yesterday, but now I haven't got enough money to buy Dad a birthday present.'
3 'I failed the test!'
4 'Joey didn't invite me to his party.'
5 'You only paid 100 for those tickets? I paid 250!'

3 **SPEAKING** Work in pairs. Write three sentences about famous people using *should have* or *shouldn't have*. Then read them out without saying the names. Your partner tries to guess who the people are.

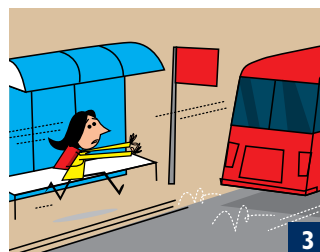
VALUES

Thinking carefully before you act

1 **SPEAKING** Work in pairs. Which do you think was Mr Huntingdon's biggest mistake?

- A He should have thought about his plan more carefully.
B He should have told Mrs Crabtree about the fortune-teller's prediction.
C He shouldn't have gone to see the fortune-teller.

2 **SPEAKING** Look at the pictures. What mistake did each person make? What should they have done?



READING

- 1 Look at the woman in the photo. Do you know who she is? Why do you think she's famous?
- 2 Read the article and check your answers.

- 3 Read the article again. Put the events in the order they happened. Write the numbers in the boxes.

- a The *Electra* takes off from Miami.
- b Earhart plans to fly around the world.
- c Bones that might be Earhart's are found on a small island.
- d The *Electra* disappears.
- e Possible evidence of the plane is found.
- f The *Electra* lands in New Guinea.
- g Earhart flies alone across the Atlantic.
- h The *Electra* sets off across the Pacific.
- i Earhart tries to find Howland Island.

Lost

Back in 1937, Amelia Earhart was one of the most famous women in the world. She was an author, a fashion designer and a magazine editor, but most of all, she was a pioneering pilot. Five years earlier, at the age of 34, she'd become the first woman to fly solo across the Atlantic Ocean. She also broke many aviation records for going faster and further than any other woman. Every time she landed her plane, she was met by huge crowds wanting to see her and congratulate her. The books that she wrote about her flights were all bestsellers.

That year, Amelia decided she wanted to go one step further. She wanted to go for the ultimate aviation prize and be the first woman to fly around the world. On 1 June, along with her navigator Fred Noonan, Amelia set off from Miami in her plane, a Lockheed Electra, on what would be her biggest – and final – adventure.

The journey was going well when, on 29 June, the pair landed in New Guinea. They'd flown 35,000 km, and they had 11,000 km over the Pacific to go. But on 2 July, while heading towards Howland Island, Amelia and Fred went missing. The next day the world awoke to the news that Amelia Earhart had disappeared into thin air.

Despite a huge search, no sign of the aircraft was ever found. Most people thought that Amelia and Fred



must have run out of fuel and that the *Electra* had gone down in the Pacific Ocean. They couldn't have survived the crash, and they must have died. It seemed the most obvious explanation. But, over the years, other ideas have developed about just what might have happened to the plane.

One theory was that Amelia might have landed her plane on the tiny island of Nikumaroro, not far from Howland Island. In the hope of proving this theory, an expedition went to the island in 2007 to look for signs of the tragic flight. Bones were found that could have been human fingers, but scientists were unable to say for sure if they were. In 2012, another expedition used underwater photography. Images were taken of what could have been an aircraft, but again, investigators couldn't be certain.

Perhaps the most interesting theory is that Earhart disappeared on purpose so that she could spy on the Japanese for the American government. It goes without saying that both countries deny this. But then what else would they say?



GRAMMAR


Modals of deduction (past)

1 Match 1–3 with a–c. Check your answers in the article on page 84. Then match sentences 1–3 with the rules.

- 1 Most people thought that Amelia must have
 - 2 She couldn't have
 - 3 Amelia might have
- a survived the crash.
 - b landed her plane on the island of Nikumaroro.
 - c run out of fuel.

RULE:

- To say something was *possibly* the case in the past, we use **might / could / may + present perfect**.
- To say something was *definitely not* the case in the past, we use **couldn't / can't + present perfect**.
- To say something was *definitely* the case in the past, we use **must + present perfect**.

2  Complete the conversation. Use suitable modals and the correct forms of the verbs in brackets.

'The Case of the Missing Cake'

OLIVER What?! My cake! It's gone!

MATT Really?

OLIVER Yes, it was here an hour ago and now it isn't. Who's taken it?

MATT What about Dad? I heard him saying how hungry he was. In fact, I'm sure it
1 _____ (be) Dad.

OLIVER No, he 2 _____ (eat) it. It was chocolate. Dad doesn't like chocolate.

MATT That's true. I suppose Mum 3 _____ (take) it. Maybe?

OLIVER No, it 4 _____ (be) Mum. She's been out all morning.

MATT The dog! He 5 _____ (jump) onto the table and eaten it. That dog's always doing things like that.

OLIVER Are you mad? The cake was in the fridge. The dog 6 _____ (got) to it.

MATT Are you sure it wasn't you? I mean, you 7 _____ (eat) it and forgotten.

OLIVER I'm quite sure it wasn't me. So if it wasn't me, Mum, Dad or the dog, that leaves one person. It 8 _____ (be) you, Matt!

MATT What?! Me?

OLIVER Yes, and that explains why you've got chocolate all round your mouth!

FUNCTIONS

Making deductions

1 Read the text and complete the sentences with your opinions. Use *can't*, *must* or *might*.

In 1998, Russian scientists found a meteorite with a metal screw in it. The rock is at least 300 million years old. At that time, there weren't even any dinosaurs on the planet.



- 1 It _____ be fake.
- 2 There _____ have been intelligent life on Earth 300 million years ago.
- 3 I think someone _____ have made it as a joke.
- 4 It _____ be from another planet.
- 5 The scientists _____ have lied about it.

2 Work in pairs. Discuss your ideas.

VOCABULARY

Expressions with go

1 Find expressions 1–8 in the text on page 84. Match them with the definitions.

- | | |
|-------------------------------|-----------------------|
| 1 go for | a do something extra |
| 2 go one step further | b left / remaining |
| 3 go well | c disappear |
| 4 ... to go | d fall from the sky |
| 5 go missing | e try to achieve |
| 6 go down | f everyone knows that |
| 7 it goes without saying that | g happen as you want |
| 8 go faster | h increase speed |


2 Complete the sentences with the correct forms of the expressions in Exercise 1.

- 1 The party's _____. Everyone's having fun.
- 2 Four days _____ and then we're on holiday!
- 3 Police found the child who _____ last week.
- 4 I want your essay in on Monday and _____ I don't want any excuses.
- 5 _____, Dad! The show starts in five minutes.
- 6 The helicopter _____ over the North Sea.
- 7 Last week I went swimming twice. This week I want to _____ and go three times.
- 8 He's training hard. He's _____ the record.

And the hole gets deeper!

1 Look at the photos and answer the questions.

What is Jeff holding?
Who seems very interested in Mia's friend?

2  Now read and listen to the photostory. Check your answers.



1

FLORA What's with the helmet, Jeff?
JEFF It's my dad's. He does go-karting.
MIA Oh yeah, I remember now. You told us about that. He's pretty good, isn't he?
JEFF Oh yeah, he's really into it. He goes all the time now that he's got his own go-kart. Anyway, there's a problem with his helmet, so he asked me to take it to the shop.
MIA Oh, look! There's Chloë.
LEO Who's that?
MIA She's a friend of mine, from when I used to be in the orchestra.
JEFF Wow, she's pretty! If I'd known she was in the orchestra, I would have come to more concerts!



2

CHLOE Hi, Mia. What a nice surprise! How are you?
MIA Good, thanks, Chloë. These are my friends, Leo, Jeff and Flora.
CHLOE Hi, nice to meet you all. Hey, is that a motorbike helmet?
JEFF Well, actually, it's a go-kart helmet. It's ...
CHLOE So, you're a go-karter? Cool! I've always wanted to try go-karting!
JEFF Well, um, yes. It's just a hobby. But I race too, you know, now and again. Believe it or not, I've even won a few times.
CHLOE Wow! You actually race. That's so cool. I'd really like to try go-karting, but I've never had the chance.



3

CHLOE Talk to you soon, I hope, Jeff. Bye, everyone!
JEFF Yeah, see you, Chloë.
FLORA Are you out of your mind? You aren't a go-karter, and just now you said you were. Why did you do that?
MIA Do you need to ask?
JEFF Well, she seemed really nice, you know, and she likes go-karting.
LEO Between you and me, I think Jeff has just dug himself into a big hole.
MIA Yes, I think you might be right. What are you going to do now, Jeff?

JEFF Oh, that's a shame. It's good fun.
CHLOE I'm sure it is. Do you think I could ... ?
JEFF What?
CHLOE Well, I was wondering if I could come along with you sometime, maybe watch you race. Any chance?
JEFF Oh, um, well, maybe. I mean, yes, of course. That would be great.
CHLOE Cool! So, when's your next race?
JEFF Um ... Let me think. I'm not sure, to be honest.
CHLOE Well, look, when you know, call me, OK? Mia's got my number.

DEVELOPING SPEAKING

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Jeff asks his dad to help him.

- 4  Watch and find out how the story continues.

- 5 Mark the sentences T (true) or F (false).

- | | |
|---|--------------------------|
| 1 Jeff phones Chloë. | <input type="checkbox"/> |
| 2 Chloë asks Jeff if he's really a go-karter. | <input type="checkbox"/> |
| 3 Jeff goes to the go-kart track with his father. | <input type="checkbox"/> |
| 4 Jeff makes a film of himself driving a go-kart. | <input type="checkbox"/> |
| 5 Jeff and Chloë arrange to meet on Sunday. | <input type="checkbox"/> |
| 6 Jeff pretends that he's hurt his knee. | <input type="checkbox"/> |
| 7 His trick is discovered when he uses his phone. | <input type="checkbox"/> |
| 8 Chloë never wants to see Jeff again. | <input type="checkbox"/> |

PHRASES FOR FLUENCY

- 1 Find these expressions in the photostory. Who says them? How do you say them in your language?

- What's with (the helmet)?
- Believe it or not, ...
- I was wondering if ...
- Any chance?
- Are you out of your mind?
- Between you and me, ...

- 2 Use the expressions in Exercise 1 to complete the conversations.

- A Andy, _____ you could take Billy for a walk.

B Sorry, I can't. _____, I'm really scared of dogs.
- A Hi, Steve. Wow! _____ those really old football boots?

B They're ancient, aren't they? _____, my dad used to wear them when he was at school. I need new ones.
- A Hi, Jane. My phone's broken. I need to use yours. _____?

B _____? It's brand new! I wouldn't lend it to anyone!

WordWise

now

- 1 Look at the words and phrases in bold in these sentences from the photostory. Match them with the definitions.

- Oh yeah, I remember **now**.
 - He goes all the time **now that** he's got his own go-kart.
 - But I race too, you know, **now and again**.
 - You aren't a go-karter, and **just now** you said you were.
 - What are you going to do **now**, Jeff?
- a in the near future
b at this moment
c a moment or two ago
d because finally
e sometimes

- 2 Use words and phrases from Exercise 1 to complete the sentences.

- I've finished my work, so _____ I'm going to hang out with my friends.
- I don't listen to this music all the time, but _____ I like to play it.
- Sally was here _____, but she's gone out.
- I'll eat later. I'm not hungry _____.
- I don't walk to school _____ I've got a bike.

FUNCTIONS

Apologising and accepting apologies

- 1 Write the expressions in the correct columns.

No problem. | I'm so sorry. | I feel awful about this.
That's / It's OK. | I don't know what to say.
Don't worry about it. | No worries | I'm so ashamed.

Apologising	Accepting apologies

- 2 Work in pairs. Imagine you're in these situations and act out conversations. Use expressions from Exercise 1.

- A has spilled a drink on B's trousers.
- A has arrived very late for a meeting with B.
- A has bumped into B and B has fallen over.
- A has completely forgotten B's name.

10 GOING PLACES

OBJECTIVES

FUNCTIONS: expressing surprise
GRAMMAR: relative clauses (review);
which to refer to a whole clause;
 omitting relative pronouns;
 reduced relative clauses
VOCABULARY: groups of people;
 phrasal verbs

READING


1 Imagine you are going to live in another country. What things do you have to get used to? Add two more things to this list. Then put the six things in order of difficulty for you (1 = most difficult).

the climate	<input type="checkbox"/>	the language	<input type="checkbox"/>
the food	<input type="checkbox"/>	_____	<input type="checkbox"/>
local customs	<input type="checkbox"/>	_____	<input type="checkbox"/>

2 **SPEAKING** Compare your ideas with other students.

3 **SPEAKING** Work in pairs or small groups. Look at the photos and these phrases from the article. Discuss what you think the article is about.

- a shortage of jobs
- the creation of workshops
- began to welcome refugees
- the renovation of houses

4  Read and listen to the article and check your ideas.

5 All of these statements are incorrect. Read the article again and find the lines which show they are incorrect. Then correct the sentences.

- 1 Many people in the 1990s left Riace because they didn't like it any more.
- 2 The refugees didn't have to do anything to get food and accommodation.
- 3 The refugees already spoke Italian.
- 4 New houses were built for the refugees.
- 5 About a hundred immigrants live in Riace now.
- 6 More local people are leaving Riace.
- 7 Many politicians have criticised Lucano's ideas.
- 8 Lucano won the 2010 'World Mayor' award.



Refugees Bring New Life to a Village

Riace is a small village in Calabria, which is a very pretty region of Italy, but also quite a poor one. Riace once had a population of 3,000, but in the 1990s a shortage of jobs meant that many of the inhabitants, especially young people, left the village to find work in other places. The only school closed. There were no restaurants and very few shops. Many houses were empty. Riace was becoming a ghost town. But these days it's a different story, because of one man whose dreams have turned Riace into a village with a future.

One day in 1998, Domenico Lucano, a teacher from Riace, was driving near the sea when he saw a large group of people on the beach. They were refugees who had arrived by boat to escape problems in their countries. Lucano had an idea of how to help these people and how they, in turn, might possibly help him save his village. He decided to welcome them into the village and to give them



food and accommodation in return for work. The refugees also had to learn Italian.

It was the beginning of a plan. Lucano created an organisation called Città Futura, or City of the Future. The idea was simple: Riace desperately needed more inhabitants and there were plenty of people in the world looking for a home. The village began to welcome refugees from Somalia, Afghanistan, Iraq, Lebanon and other places. Lucano used buildings which had been empty for years to house the new arrivals, and he created workshops for them to work in.

Riace is now home to between two and three hundred immigrants, who live happily alongside the locals. Most of the women make handicrafts to sell in local shops, while the men renovate empty houses to rent to tourists. But it is not only the refugees who have gained from Lucano's plans: Città Futura also has 13 local employees, which makes it the biggest employer in the village. And because of the arrival of more children, the school is open again. Lucano, who became mayor of Riace in 2004, has managed to create jobs and to stop the villagers moving away, while at the same time helping some of the poorest and most desperate people in the world.

Many politicians have visited Riace hoping that they can use Lucano's ideas in their own towns and cities. The German film director Wim Wenders also went there and was inspired to make a short documentary about the village called *Il Volo (The Flight)*. Lucano himself was voted third in the 2010 'World Mayor' competition, and was praised for his courage and compassion.



TRAIN TO THINK

Distinguishing fact from opinion

People often have disagreements because they confuse opinions with facts. A fact is something true for which there is usually proof. An opinion is a thought or belief and may not be true. When you want to know if what someone is saying is really true, it's important to ask the right questions to help you separate opinions from facts.

Read the two statements (A). What is the purpose of the question (B) that follows each of them?

- A Teenagers never want to travel anywhere with their parents.

B Does that mean that there has never been a young person who liked travelling with their parents?
- A I'm convinced listening to music keeps you healthy.

B What evidence is there that proves you are right?

SPEAKING

Work in pairs. Discuss these questions.

- What two questions would you like to ask:

 - a resident born in Riace?
 - an immigrant living and working in Riace?
- Do you think things will continue to go well in Riace in the future? Why? / Why not?

GRAMMAR

Relative clauses (review)

1 Read the sentences from the article about Riace. Look at the underlined parts. Then complete the rule by writing A, B, C or D.

- A Riace is in Calabria, which is a very pretty region of Italy.
- B Lucano used buildings which had been empty for years to house the new arrivals.
- C They were refugees who had arrived by boat.
- D Lucano, who became mayor of Riace in 2004, has managed to create jobs.

RULE: We use a defining relative clause to identify an object (*which / that*), a person (*who / that*), a place (*where*) or a possession (*whose*). Without this information, it's hard to know who or what we're talking about. (e.g. Sentences ¹_____ and ²_____)

We use a non-defining relative clause to add extra information. We don't need this information to understand the sentence. We put commas around it. (e.g. Sentences ³_____ and ⁴_____)

2 **SPEAKING** Complete each sentence with *who*, *which* or *that*. Are they defining or non-defining relative clauses? Then discuss the statements with a partner.

- 1 I don't understand people _____ decide to go and live in another country.
- 2 Sometimes people don't like strangers _____ come and live in their town.
- 3 A stranger is just someone _____ isn't your friend yet.
- 4 Sometimes it's just a person's appearance _____ makes us like them or not.

3 Join the sentences to make one sentence by including a non-defining relative clause. Put commas in the correct places.

- 0 The people were tired. They had come a long way.
The people, who had come a long way, were tired.
- 1 The locals gave them food. The locals were kind.
- 2 Rome is an exciting place. It is my favourite city.
- 3 I've been reading a book by William Boyd. Boyd is one of my favourite writers.
- 4 My neighbour Rubens has been living here for ten years. Rubens is from Guatemala.

which to refer to a whole clause

4 Read the two sentences from the article. What does *which* refer to in each sentence?

- 1 Riace is a small village in Calabria, **which** is a very pretty region of Italy.
- 2 *Città Futura* has 13 local employees, **which** makes it the biggest employer in the village.

5 What does *this* refer to in each of the second sentences below? Rewrite the pairs of sentences as one sentence.

- 0 A lot of tourists visit. This is good for the town.
A lot of tourists visit, which is good for the town.
- 1 Some people go and live in another country. This is not always easy.
- 2 You have to learn new customs. This can be challenging.
- 3 Some people are nervous about strangers. This makes life difficult for new arrivals.
- 4 Sometimes there are differences in culture. This often results in misunderstandings.

VOCABULARY

Groups of people

 Complete each sentence with a word from the list.

the audience | motorists | pedestrians
residents | the crew | the staff | employees
employers | immigrants | politicians
refugees | inhabitants

- 0 People who watch a play / film / concert are *the audience*.
- 1 People who walk on a street are called _____.
- 2 A group of people who work for an organisation are _____.
- 3 People who drive cars are called _____.
- 4 A group of people who work on a plane or ship are _____.
- 5 _____ are people or animals that live in a specific place.
- 6 People who are paid to work for other people are called _____.
- 7 People who work in politics are called _____.
- 8 _____ are people who leave their own country because it's too difficult or dangerous to live there.
- 9 _____ pay others to work for them.
- 10 People who live in a certain place are the _____.
- 11 _____ are people who come to a different country to live there permanently.

LISTENING

Migration in nature



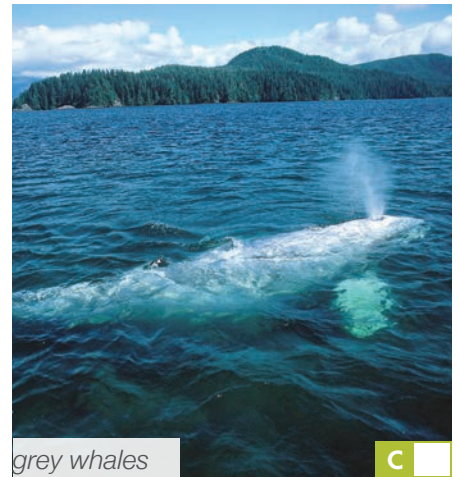
wildebeest

A



Arctic terns

B



grey whales

C



ANTARCTICA

1



ALASKA

USA

MEXICO

2



KENYA

TANZANIA

3

1 **SPEAKING** Look at the photos and the maps. Which animals in the photographs make which journeys in the maps? Discuss your ideas.

2 Listen to a radio interview. Check your ideas. Write 1, 2 and 3 in the boxes.

3 What do these numbers refer to? Listen again and check.

- | | | |
|-----------------------|-----------|-------------|
| 1 18,000 | 3 2,000 | 5 70,000 |
| 2 more than a million | 4 250,000 | 6 2,000,000 |

4 Correct these sentences. Listen again to check.

- Grey whales swim to Alaska to have their babies there.
- Grey whales can be found near Alaska in the winter.
- The Mara River is at the beginning of the wildebeests' journey.
- The Mara River is full of hippos.
- Arctic terns do their journey only once in their lifetime.
- People know how the terns always arrive at the same place.

5 **SPEAKING** Work in small groups. Answer these questions.

- Which of the animal facts you heard do you think is the most interesting?
- Do you know about any other animals or birds who undertake amazing journeys?

FUNCTIONS

Expressing surprise

1 Listen again to the radio interview. What phrases are used to express surprise? Can you think of any other phrases?

- _____ (distance)!
- _____! Good heavens.
- It's _____, isn't it?
- Wow. That's _____.
- That's _____.

2 Work in AB pairs. A thinks of something surprising that he/she knows. (You can invent something if you want!) A gives the information to B. B uses one of the expressions in Exercise 1 to reply, and asks a follow-up question. Then A and B change roles.

Becca's Blog: From London to Lyon

Five not-so-good things about living abroad

Regular readers of my blog already know that I'm a student living and studying in France for a year. Overall it's turning out to be a great experience. But today I've decided to write about some of the challenges that living abroad can bring. Here we go.



A It isn't a holiday

You know those Hollywood films where the foreigner is living a nice, easy, comfortable life in another country? Well, forget it – that's not how it is. You have to do all kinds of things like open a bank account, find somewhere to live, pay bills, and so on. These things aren't easy and they take time.

B Language problems

Before I came, I thought my French was pretty good. But being here isn't like French at school was. People talk to me like they talk to each other – fast! There's new vocabulary which you have to pick up – the first time I went to a hairdresser, I didn't know what to say! Speaking French all day wears me out. Often, at night, I'll watch anything on TV in English! Anything!

C You might not like it

It's possible that after all the excitement of moving to another country, you become one of those foreigners who is unhappy abroad. I ran into some people who couldn't wait to leave France after just a few weeks. Well, there's no country in the world that suits everybody, right? It's always a risk.

D Homesickness

After a few weeks you'll start to miss all kinds of things (and people) from back home. That special food, that TV programme, the friends who you used to hang out with. Well, it's a phase you have to go through. If you're really homesick, go home. Otherwise, keep going, the homesickness won't last forever.

E Not everyone is happy that you're there

Mostly people are kind to me and happy to see me. But there are exceptions. Sometimes I go somewhere and someone says something like: 'Oh, no, another English person!' It's not nice to hear, but you have to put up with it. I find it's best to try and ignore that stuff and concentrate on the nice people I meet.

Still, overall, I'm very happy to be here and I have no regrets at all about coming. Sure there are problems but you can run into problems wherever you are. The experience gained by living abroad is invaluable. Living abroad is fun and a huge learning opportunity too. It's made me more aware of the world.

READING

- 1 Look at the photo and the title of the blog, and make notes on the following.
 - 1 Where do you think the woman is?
 - 2 Where do you think she's from?
 - 3 What is this blog entry about?
- 2 Read the blog and check your ideas.
- 3 Read the blog again and answer the questions.
 - 1 What is Becca doing in France?
 - 2 Why does she say that it 'isn't a holiday'?
 - 3 Why is she sometimes tired at the end of the day?
 - 4 How were some other foreigners different from her?
 - 5 How does she suggest dealing with homesickness?
 - 6 How does she deal with comments about her that she doesn't like?

VOCABULARY

Phrasal verbs

- 1 Complete these sentences from the blog. Use the correct form of the phrasal verbs from the list, then go back to the blog to check your answers.

put up with | bring about | run into | turn out
hang out with | pick up | go through | wear out

- 1 You have to _____ a lot of new vocabulary.
- 2 Being homesick is a phase that you have to _____.
- 3 It's not nice to hear people criticise you, but you have to _____ it.
- 4 Sometimes you miss the friends you used to _____.
- 5 Speaking another language all day _____ me _____.
- 6 Living abroad is _____ to be a great experience for me.
- 7 I _____ some people who wanted to leave France.
- 8 Living abroad can _____ some challenges and difficulties.

Pronunciation

Phrasal verb stress

Go to page 123.

2 Which of the phrasal verbs means:

- | | | |
|---|------------------------------------|-----------------|
| 0 | make (someone) very tired | <u>wear out</u> |
| 1 | meet (without having arranged to) | _____ |
| 2 | learn (informally) | _____ |
| 3 | tolerate | _____ |
| 4 | experience (a difficult situation) | _____ |
| 5 | have a particular result | _____ |
| 6 | spend time with | _____ |
| 7 | make happen | _____ |

3 Answer the questions.

- Where do you like to hang out? And who with?
- What wears you out?
- Have you ever run into a teacher outside school?
- Can you think of any habits someone you know has that you have to put up with?
- What difficulties does someone have to go through when they leave school and start university?
- Do you think it's possible to pick up new words from listening to English-language songs?

GRAMMAR

📺 Omitting relative pronouns

1 Read the two sentences from the blog. Where can you put *that* in each sentence? Is *that* the subject or object of the relative clause? Then complete the rule with the words *subject* and *object*.

- It's a phase you have to go through.
- I concentrate on the nice people I meet.

RULE: When the relative pronouns *that* / *which* / *who* are the ¹_____ of a defining relative clause, they can be omitted. But if they are the ²_____ of the defining relative clause, they can't be omitted.

2 📝 Read these sentences. Put a tick (✓) if you can omit the pronoun in *italics*, or a cross (X) if you can't omit it.

- You'll miss the friends *who* you used to hang out with.
- I ran into some people *who* couldn't wait to leave.
- I've decided to write about some of the challenges *that* living abroad can bring.
- You become one of those people *who* wish they'd stayed at home.
- There's new vocabulary *which* you have to pick up.
- There's no country in the world *that* suits everybody.

📺 Reduced relative clauses

3 Read these sentences. Where could you put the words *that is* and *who is*? Then tick the correct box in the rule.

- I'm a student living and studying in France.
- The experience gained by living abroad is invaluable.

RULE: When relative clauses begin with a relative pronoun + the auxiliary verb *be*, we can omit:

- A only the relative pronoun
 B the relative pronoun + the verb *be*.

4 Cross out the words / phrases in *italics* that can be left out.

Footballers ¹*who* come from other countries to play in the UK often have problems. Some of the players ²*who are* playing in the UK now are quite young and so they easily feel homesick. And then there are things like food – people ³*who were* brought up on spicy food or exotic fruit don't always like typical British food. But the biggest problems ⁴*that* they face seem to be the weather and the language. The country ⁵*that* they come from might be very hot, which the UK isn't. It isn't always easy for players ⁶*who* come from Brazil or Mexico, for example, to adapt to the grey skies and short winter days ⁷*that* they experience in England. And not all the foreign players learn English very well – the ones ⁸*who* do, tend to find it easier to adapt.

VALUES

Learning from other cultures

1 Imagine you live in another country. Put the things in Becca's blog (A, B, C, D, E) in order (1 = the most difficult, 5 = the least difficult).


- 1 2 3 4 5

2 Choose the options that are true for you in these statements. Make notes about your reasons.

- I'd like / I wouldn't like* to visit other countries.
- I'd like / I wouldn't like* to live in another country.
- I'm interested / I'm not interested* in other cultures.
- Knowing about other cultures *helps / doesn't help* me understand my own culture.
- I think / I don't think* it's good to have people from other countries living in my country.

3 **SPEAKING** Compare your ideas about Exercises 1 and 2 with the class. How similar or different are you?

Culture

- 1 Look at the photos. What do they all have in common?
- 2  Watch the video to check your answers.



Nomadic People

Most of us are used to living in the same place – every day, all year round, we go ‘home’. But for some people around the world, home is a place that moves. Here are three groups of people who have a nomadic way of life.

1 The Tuareg

In the central part of northern Africa, which is mostly desert, you can find the Tuareg people, who call themselves ‘Imohag’, meaning ‘free people’. Most of the Tuareg people are found in Mali, Niger and Algeria, although some can also be found in Libya and Burkina Faso. However, being nomadic people, they regularly cross **national borders**.

They have their own language (Tuareg), which is spoken by around 1.2 million people, but many Tuareg people also speak Arabic and/or French. The Tuareg people are mostly Muslim, although some traditional beliefs **remain** from before the arrival of Islam.

In the past, the Tuareg people moved around the desert areas with their cattle, mainly between places where water could be found. Due to the formation of new countries and



stricter borders, severe **droughts** and urbanisation, nomadic life became more difficult in the 20th century. This led many Tuareg people to settle in towns and cities.

Sometimes the Tuareg people are called ‘the blue people of the Sahara’, because of the blue turbans that the men wear.

2 The Shabsavan

This tribe lives in an area of northwest Iran and eastern Azerbaijan. There are approximately 100,000 of them. In the spring, the Shabsavan move from their winter home in Azerbaijan to their camps near Mount Sabalan, about 200 kilometres south, for the summer. Their journey usually takes around three or four weeks. Each day, they travel from midnight to midday, when the heat begins to prevent further travel. Traditionally, the women and children travelled on camels, and the men rode horses or walked, but increasingly the Shabsavan are using lorries and tractors.

When they reach their **destination**, everyone (including children) is involved in setting up the main camp, consisting of various types of tent. They stay there until September, when the return journey begins.

Many of the Shabsavan believe that their way of life is dying out, that their grandchildren will not do the **annual** migration any more.

3 Aborigines

The Aboriginal people of Australia have been living there for 40,000 years, since long before Europeans arrived. But they are not one single group – for example, there are over 200 different languages spoken by the Aborigines.



The Aborigines are hunters and gatherers, almost always on the move. **Principally** it is the women who gather food and care for children, while the men are the hunters. They have very few **possessions**, and the ones they have are mostly light, since they need to keep moving in search of food and to maintain a balanced **diet** (they eat seeds, fruit and vegetables, as well as small animals, snakes and insects).

However, they occasionally decide to settle somewhere and form villages.

3 According to the article, which group (or groups):

- 1 only travels twice a year?
- 2 doesn't own many things?
- 3 speaks more than one language?
- 4 sometimes lives together in villages?
- 5 moves from one country to another?
- 6 has seen their lifestyle change?

4 **VOCABULARY** Match the highlighted words in the article to the definitions.

- 1 the places where one country ends and another begins
- 2 on a journey or trip, the place you want to get to
- 3 all the things that you eat
- 4 times when it doesn't rain and there is little or no water
- 5 mainly
- 6 things that people have and keep
- 7 that happens once every year
- 8 stay, continue

SPEAKING

Work with a partner. Discuss the following questions.

- 1 Do you know of any other groups of people who are nomadic? What do you know about their culture?
- 2 What do you think might be the advantages and disadvantages of a nomadic lifestyle?
- 3 The article says that many of the Shahsavan believe that their grandchildren won't live in the same way. Why do you think that might be?

WRITING

An informal email

1 Read Karen's email and answer the questions.

- 1 How long has she been with the Inuit people?
- 2 When did she try to catch a seal?
- 3 What does she say strikes her most about the Inuit?

2 Which word or phrase in the email means:

- 1 a great deal
- 2 I have finally arrived
- 3 agreed that I could accompany them
- 4 I am extremely happy
- 5 my experiences here
- 6 one or two days ago

Hi James,

How are you doing? Hope you're OK!

Well, here I am at last – living in northern Canada with the nomadic Inuit people. You know that I've been wanting to do this for years, and my dream has finally come true. I'm over the moon to be here.

I got here ten days ago and met a family who said I could go along with them to hunt. I've already done some amazing things – sleeping in an igloo, for example, and watching the Inuit people go hunting for fish and for small animals.

The most difficult thing to deal with, of course, is the cold. There's also the fact that you have to keep moving every few days to find food. The way they hunt is interesting. The Inuit make a hole in the ice and hope that a seal will appear so that they can catch it. I went hunting with my host dad a couple of days ago – he showed me how to make a hole and then we stood for six hours in the freezing cold, waiting for a seal to appear. It never came. I got so fed up. But then I thought: 'Hey, the Inuit people do this every day, sometimes waiting for ten hours. And sometimes they catch a seal, and sometimes they don't. What's my problem?' What amazes me most about them is their patience, and my own is getting loads better!

Well, I'll write and tell you more about how I'm getting on with things when I can. Hope you're well!

All the best,

Karen.

3 Why does Karen not use the expressions in Exercise 2 in her email?

4 Imagine you are spending two weeks living with one of the nomadic tribes mentioned in the article.

- Choose which of the three groups you are living with.
- Decide what things in general have been good / not so good about your experiences so far.
- Decide on one specific thing about their life that has really impressed you.


5 You're going to write an email to an English-speaking friend based on your notes in Exercise 4.

- Make sure to start and end your email appropriately.
- Talk generally about your experiences first. Then move on to more specific details.
- Write 150–200 words.
- Check your writing to make sure that your language is not formal.

LET'S PRACTISE!

LISTENING

Multiple choice

- 1  You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).
- You hear a boy talking about how he got his name. Why was it hard for his parents to name him?
 - They each wanted different names.
 - There weren't many possibilities for a name that worked in two languages.
 - He was born two weeks early.
 - You hear a girl talking on her phone. What is her problem?
 - She doesn't want to invite Lucy to her birthday celebration.
 - Her mum said that Lucy can't come for a sleepover.
 - She really wants to have a big party.
 - You hear part of an interview with a footballer. What does he find most difficult about his job?
 - not being free at weekends
 - having to work out every day
 - the comments some of the fans make
 - You hear two friends talking about a camping trip. What advice does Alan give Steve?
 - to take a comfortable sleeping bag
 - to get a lift to the campsite
 - not to take things that weigh too much
 - You hear a local news report. What did Clive Roberts think when he found the money?
 - I'm £10,000 richer.
 - How can I return this to the owner?
 - Could I keep this? Would anybody ever know?
 - Two friends are talking about a party. Why did Chloë miss the party?
 - Her dad said she had to go cycling with him.
 - She fell asleep in the middle of the day.
 - She was watching TV and forgot the time.

WRITING

An article

- 2 You have seen this announcement in an international teenage magazine.



The place I would most like to visit

Where is it?
Why do you want to go there?
What would you do there?

The best article will be published in next month's magazine

COMPETITION COMPETITION

Write your article in 100–120 words.

VOCABULARY

1 Complete the sentences with the words / phrases in the list. There are four extra words / phrases.

unexplained | went missing | refugees | mysterious | employer | residents
employee | go through | politicians | go very well | staff | going for

- 1 He's worked for that company for 25 years now. He's their oldest _____.
- 2 Nobody knows what happened to him. The mystery of his disappearance is still _____.
- 3 His plane _____ over the Atlantic Ocean.
- 4 They are all local _____. Most of them live in the streets near us.
- 5 I'm so happy that I passed my driving test. It was awful and I wouldn't want to _____ that again!
- 6 He died in _____ circumstances, and there is still a possibility that it was murder.
- 7 I'm afraid the exam didn't _____. I'm sure I've failed it.
- 8 He's been training all year. He's _____ a gold medal.
- 9 I saw a documentary about _____ fleeing across borders to escape the war.
- 10 Mr Sawyer runs a small business. He has a _____ of four people.

/10

GRAMMAR

2 Complete the sentences with the verbs in the list. There are two extra verbs.

might | must have | should have | who | might have
could | which | couldn't have

- 1 She hurt her head when she fell off her scooter. She _____ worn a helmet.
- 2 She's a really good player. If she'd entered the race, she _____ won it.
- 3 The people _____ came to visit us were really nice.
- 4 Riace is a small village in Calabria _____ is a beautiful region of Italy.
- 5 He _____ stopped the accident. He was too late.
- 6 He _____ been here recently, the kettle's still warm.

3 Find and correct the mistake in each sentence.

- 1 He shouldn't has left the window open. That's how the burglar got in.
- 2 She might like the film if she had come.
- 3 I really like that guy which plays Sam on TV.
- 4 She's the runner won the gold medal.
- 5 He must be finished his homework by now.
- 6 My brother Julian, that lives in New York, is coming to stay with me.

/8

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- 1 A No way! This piece of rock *can't* / *mustn't* be from another planet.
B I don't agree with you. I think it *can* / *might* be.
- 2 A I'm *many* / *really* sorry I can't come to the football match with you.
B No *worries* / *problems*. You can come with me next week.
- 3 A I heard that you got 95%. That's *OK* / *phenomenal*. Well done!
B Thanks. I could hardly believe it. And my parents thought it was *incredible* / *quite*.
- 4 A Next week Rebecca's going to run a 15-kilometre race.
That's *quite a* / *really* distance.
B Yes, it is. And she only started running a month ago, too.
That's *amazing* / *challenge*.

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9

VOCABULARY

1 Complete the sentences with the correct form of the verbs in the list.

retire | get | travel | settle | leave

- It has always been my ambition to _____ the world.
- My grandfather _____ school at 15. That's why he has no qualifications.
- Donald made so much money with his invention that he _____ at the age of thirty.
- She didn't _____ down and start a family until she was in her forties.
- My grandmother _____ a degree in physics when she was eighty!

/5

2 Match the words with the definitions.

- | A | B |
|-------------------------------------|------------------------------------|
| 1 demolish <input type="checkbox"/> | a to enter water head-first |
| 2 dive <input type="checkbox"/> | b to completely destroy a building |
| 3 flee <input type="checkbox"/> | c to take quickly |
| 4 grab <input type="checkbox"/> | d to hit |
| 5 strike <input type="checkbox"/> | e to run away or escape |

/5

3 Write the correct television programmes.

- | | | |
|---------|--|-----------------|
| 1 TOM | I got really excited when my team scored a goal quite at the end of the match. | s _____ p _____ |
| 2 YAZ | I knew all the answers! | g _____ s _____ |
| 3 ANA | Have you seen the latest episode? It was really funny. | s _____ |
| 4 LUCIA | I think Rebecca Jones sings beautifully, she should be the winner | t _____ s _____ |
| 5 TOBY | I watched <i>Tom and Jerry</i> yesterday and I laughed a lot. | c _____ |

/5

4 Complete the text with the words in the list.

laboratories | cure | experiments | research | discover

I would like to be a scientist to do ¹_____ into serious diseases. I know that they spend long hours in ²_____ and that a lot of ³_____ are not a success. If I worked hard, I might ⁴_____ a ⁵_____ for cancer and become as famous as Pasteur or Fleming.

/5

5 Complete the dialogue with the words in the list.

when | appointment | operation | until | as soon as

- DOCTOR How are you feeling?
- MAN Okay, thank you. Will I be able to take exercise after the operation?
- DOCTOR ¹_____ you've had the ²_____ you should rest.
You shouldn't take any exercise ³_____ you get better. Any other questions?
- MAN Yes. Should I make an ⁴_____ to see you ⁵_____ I'm feeling better?

/5

GRAMMAR

6 Choose the correct words.

JULIE We're having a party on Saturday. Can you come?

KATE I don't know. My cousin ¹will arrive / is arriving from the US on Saturday morning. She ²ll be / 's being really tired, and probably ³won't want / isn't going to want to go out in the evening.

JULIE How long ⁴will she stay / is she staying for?

KATE Two weeks. I ⁵'m making / 'm going to make sure she has a great time!

/5

7 Write the questions for the answers.

1 Q _____

A He'd been waiting for an hour.

2 Q _____

A The kids were sleeping when you called.

3 Q _____

A Jake had been to the park.

4 Q _____

A Maria was looking after the house.

5 Q _____

A We'd been standing in the rain for 2 hours.

/10

8 Choose the correct words to complete the email.

Hi Sam,

I must tell you my news: I got a brand new games console for my birthday! The bad news is that I'm not ¹allowed / let to use it! Well, that's not strictly true. My parents ²allow / let me play on it for an hour every evening, but I ³have to / shouldn't do my homework first. I told them that I ⁴need / must to spend more time on it than that. They said I'd ⁵must / better do well in my exams if I wanted more hours on the console. Life's tough!

Jake

/5

9 Complete the sentences. Use the second conditional form of the verbs.

1 If I _____ (go) on holiday, I _____ (go) to the Bahamas.

2 If I _____ (not live) here, I _____ (live) in Florence.

3 If Lea _____ (be) nicer to her friends, they _____ (invite) her out.

4 I _____ (not download) that programme if I _____ (be) you.

5 How _____ you _____ (feel) if everybody _____ (forget) your birthday?

/10

10 Choose the correct words.

Last Sunday my granny ¹had been working / was working / worked in the garden for a couple of hours when suddenly she ²had fallen / fell / had been falling to the ground. I ³had seen / have seen / saw her from the window and ⁴had rushed / was rushing / rushed downstairs to help her. Fortunately, some years ago I ⁵had attended / attended / had been attending a first-aid course and I knew it wasn't anything serious.

/5

FUNCTIONS

11 Complete the telephone conversation with the words in the list.

would | don't | about | fancy | course | love

TOM Hi Sam, it's Tom. I've got some free tickets to the play I directed this evening. Why ¹ _____ you come along?

SAM That ² _____ be great. I'd ³ _____ to!

TOM I've got four free tickets altogether, so how ⁴ _____ bringing some friends along too?

SAM Of ⁵ _____. I'll ask Tim and Julie. I'm sure they'll be delighted.

TOM There's a party afterwards, too. Do you ⁶ _____ coming along to that?

SAM Sure! Thanks.

16

LISTENING

12 Listen to the conversation. Tick (✓) A, B or C.

1 What kind of show is *Priceless*?

A a chat show

B a sports show

C a game show

2 What kind of film is *Let Him Go*?

A a sci-fi film

B a horror film

C a comedy film

3 What time does the *Let Him Go* start?

A 8 pm

B 9 pm

C 11 pm

16

13 Listen again. Answer the questions.

1 Why does Jim want to stay in?

2 What day of the week is it?

3 What kind of film is *By Tomorrow*?

4 What happens in *Let Him Go*?

5 What does Sally want Jim to make?

15

READING

14 Read the article. Write the paragraph titles in the correct places. There are two titles you don't need.

- Get close to nature | Surf the Internet
- Think about food | Go running
- Walk to work | Watch how you sit
- Keep moving | Use your work area as a gym

/16

How can people stay healthy at work?

Spending about 40 hours a week at work can be very tiring, but the workplace can be unhealthy in other ways, too. Sitting or standing for a long time can cause pain and other negative effects, and there can also be problems related to food. But some simple things can be done to make the workplace a healthier place. Here are some tips.

1 _____

It has been shown that a 30- to 50-minute walk in a park or in a wood can improve people's work performance by about 20 per cent.

2 _____

Yes, really! In an experiment with 96 students, the ones who were allowed to use the Internet during a ten-minute break were found to work better afterwards.

3 _____

It's possible to find exercises you can do in your chair or using your desk that will help you stay in better condition.

4 _____

It isn't very healthy to sit down all day. It can cause back pains, for example. It's always good to get up sometimes and go somewhere else in the office. Try not to stay still for too long.

5 _____

It's easy to just get a sandwich from the machine, but it's much better to bring something that has been made at home. Oh, and water, too – that's really important. Drink lots.

6 _____

A lot of people now spend hours sitting in front of a computer. Back pain and wrist problems are easily caused that way. It's important to pay attention to your posture (for example, the position of your back and shoulders) when you're sitting down. Keep any screen at eye level while you're working so that you don't have to put your head down to look at it!

WRITING

15 Write a paragraph (about 120 words) about how you can keep healthy at school. Use the ideas to help you:

- getting to school
- food
- exercise
- the way you sit / stand / walk

/17

TOTAL: /100

VOCABULARY

1 Complete the sentences with the words in the list.

get into trouble | what she's told | behaves well | got told off | get punished

- If I forget my homework, I _____ by the teacher. This usually means extra homework!
- You'll _____ if you talk in class.
- My sister never does _____.
- My little brother always _____ when we visit grandma. She thinks he is so polite.
- I _____ by my neighbour when I kicked my football into their garden.

/5

2 Complete the text with the words in the list.

ending | character | villain | plots | hero

My favourite novels are by a writer called Arthur Conan Doyle. He wrote crime novels with very clever ¹ _____. The setting was always in England in the 19th century, and the ² _____ was a detective called Sherlock Holmes. The other main ³ _____ in the stories was Holmes's friend, Dr Watson. There was also an evil ⁴ _____ called Moriarty who Sherlock Holmes was always trying to catch. The stories are all very entertaining – and there is nearly always a surprise ⁵ _____.

/5

3 Complete the sentences with the words in the list.

committed | broke | prison | trouble | fine

- I got a _____ of £25 for throwing litter in the park.
- She has never _____ a crime in her life.
- You will be sent to _____ if the police catch you.
- I don't want to get into any _____.
- The police think the burglar _____ in through the back door.

/5

4 Rewrite the sentences with a phrase with *go* in the correct tense.

- | | |
|--|---|
| 1 The plane fell from the sky somewhere over the Indian Ocean.
The plane _____ somewhere over the Indian Ocean. | There is one more exam _____, then school closes! |
| 2 Our cat disappeared last week.
Our cat _____ last week. | 4 Everything is happening as I want at the moment.
Everything _____ for me at the moment. |
| 3 There is one more exam remaining, then school closes! | 5 You have to do something extra if you want to be the best.
You have to _____ if you want to be the best. |

/5

5 Match the words with the definitions.

- | A | | B |
|--------------|--------------------------|---|
| 1 resident | <input type="checkbox"/> | a a group of people who work on a plane or ship |
| 2 refugee | <input type="checkbox"/> | b a person who is walking on a street |
| 3 motorist | <input type="checkbox"/> | c a person who lives in a particular place |
| 4 pedestrian | <input type="checkbox"/> | d a person who drives a car |
| 5 crew | <input type="checkbox"/> | e a person who has been forced to leave their country, usually because of war |

GRAMMAR

6 Write third conditional sentences.

1 he not play / not get hurt

2 we know the answer / we listen?

3 we have a camera / we can take photos

4 I say hello / I see him

5 you remember her number / you call her?

/5

7 Choose the correct words. Add commas if appropriate.

1 My best friend *which / who* loves to read is a great story teller.

2 The local library *which / where* I get most of my books is near my house.

3 This computer *which / who* I've had since 2010 is not working properly.

4 Minecraft is a game *which / where* encourages creative story-telling.

5 London *that / where* many great writers have lived is quite expensive.

/5

8 Put the words in the correct order to make sentences.

1 claimed / never / he / had / He / a crime / committed

2 her / to go / Her teacher / to college / encouraged

3 you / I / not to / told / too long / stay out

4 us / They / if / worried / we / about / were / crime / asked

5 agreed / it / We all / a fantastic / had been / holiday

/5

9 Rewrite the sentences. Use *must, can't, could, or might*.

1 Mark is definitely not at home.

Mark _____

2 It's possible that she's in the shower.

She _____

3 Greta is in Italy – it's the only explanation.

Greta _____

4 You can't be serious!

You _____

5 Perhaps it will snow tomorrow.

It _____

6 Maybe I'll try to find a part-time job.

I _____

/10

10 Join the two sentences using *which* or *who*.

1 A police officer gave me directions. He spoke really good English.

2 Tokyo is a great technology centre. It's one of the biggest cities in the world.

3 Sonja is an immigrant. She sits next to me in class.

4 The audience cheered loudly. This made the performers very happy.

5 I didn't understand the language. This brought about some difficulties.

/5

FUNCTIONS

11 Complete the conversations with the words in the lists.

awful | believe | guess | Really | Tell | What

A You'll never ¹ _____ what happened yesterday!

B ² _____ ?

A You won't ³ _____ it.

B ⁴ _____ me!

A I got mugged on my way home from school!

B ⁵ _____ ?

A Yes! It was so scary.

B That's ⁶ _____ ?

/6

LISTENING

12  Listen to Amelia talking about her year in Indonesia. Put the things below in the order she mentions them. There are two she doesn't mention.

the food

her school

the weather

the language

transport

the people

/6

13  Listen again and mark the sentences T (true) or F (false).

1 Amelia's dad was only going to spend half a year there.

2 The weather was always hot and dry.

3 Amelia's lost contact with most of her Indonesian friends.

4 She used to buy nasi goreng from a shop.

5 Amelia describes a bejak journey as being a bit dangerous but exciting too.

/5



READING

14 Read the book review and answer the questions.

- 1 What kind of stories was Paul Auster looking for?
 - A real stories that weren't too long
 - B the listeners' favourite stories
 - C true stories about famous people
- 2 Why did he decide to put the stories in the book?
 - A because he wanted to share them all with the public
 - B to make some money
 - C because he couldn't read them all out on the radio
- 3 What does the reviewer recommend?
 - A to read the book from start to finish
 - B to pick and choose stories from the book
 - C to only read the sections you are most interested in
- 4 What is the reviewer's overall opinion of the book?
 - A He liked it because the stories are so well written.
 - B He liked it because some of the stories are very moving.
 - C He liked another book of real-life stories more.

REVIEW:

True Tales of American Life

In 1999, the writer Paul Auster was asked if he would contribute stories to America's National Public Radio. But Auster decided to ask listeners to send in their stories instead. He wanted true stories that seemed like fiction. They could be about anything at all, they just had to be true and short; the ones chosen would be read aloud on the radio.

To Auster's surprise, more than 4000 listeners sent in stories. It would have been impossible to read them all on the radio, so Auster took almost 200 of them and put them in a book – this book.

I liked some things about the collection, others not so much. Because the stories were written by ordinary people, they're not always well-written (I hate to think what the ones that weren't included were like!). And the categorisation into sections like *Families*, *Objects*, *Strangers*, or *Animals* means that if you read one story after the other, it can be a bit repetitive. But with any book of separate stories, you can just read one here and there whenever you feel like it, you don't have to read it straight through: and that's probably the best thing to do here, too.

What's great about these stories is their veracity – they're all true, no matter how unbelievable (and some of them really are incredible). One or two of the stories left me almost in tears, they were so painful.

So, overall it's worth getting and reading.

If you're into real-life stories like these, I'd also recommend a collection called *The Moth* – more on this next time.




WRITING

15 Write a brief review of a story that you like – perhaps from a film, TV programme, book, or even a true story about you or a friend. Write 150–200 words.

/19

TOTAL: /100

Literature

- 1 Look at the photo and then read the introduction to the extract. How do you think Marcus feels about his relationship with his mum?
- 2  Read and listen to the extract and check your ideas.

About a Boy by Nick Hornby

Marcus is a schoolboy who lives with his mum, who is depressed. Marcus has a bad time at school – he gets bullied quite a lot, especially because of the clothes his mum makes him wear. Marcus has met Will, a rich lazy man who makes friends with Marcus and buys him new trainers.

Here, Marcus and his mum are going home after visiting Will at his flat.

'You're not going round there again,' she said on the way home.

Marcus knew she'd say it, and he also knew that he'd take no notice, but he argued anyway.

'Why not?'

'If you've got anything to say, you say it to me. If you want new clothes, I'll get them.'

'But you don't know what I need.'

'So tell me.'

'I don't know what I need. Only Will knows what I need.'

'Don't be ridiculous.'

'It's true. He knows what things kids wear.'

'Kids wear what they put on in the mornings.'

'You know what I mean.'

'You mean that he thinks he's trendy, and that [...] he knows which trainers are fashionable, even though he doesn't know the first thing about anything else.'

That was exactly what he meant. That was what Will was good at, and Marcus thought he was lucky to have found him.

'We don't need that kind of person. We're doing all right our way.'

Marcus looked out of the bus window and thought about whether this was true, and decided it wasn't, that neither of them were doing all right, whichever way you looked at it.

'If you are having trouble it's nothing to do with what shoes you wear, I can tell you that for nothing.'

'No, I know, but –'

'Marcus, trust me, OK? I've been your mother for twelve years. I haven't made too bad a job of it. I do think about it. I know what I'm doing.'

Marcus had never thought of his mother in that way before, as someone who knew what she was doing. He had never thought that she didn't have a clue either; it was just that what she did with him (for him? to him?) didn't appear to be anything like that. He had always looked on being a mother as straightforward, something like, say, driving: most people could do it, and you could mess it up by doing something really obvious, by driving your car into a bus, or not telling your kid to say please and thank you and sorry (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for). If you looked at it that way, there wasn't an awful lot to think about. But his mum seemed to be saying that there was more to it than that. She was telling him she had a plan.

If she had a plan, then he had a choice. He could trust her, believe her when she said she knew what she was doing [...] Or he could decide that, actually, she was off her head [...] Either way it was scary. He didn't want to put up with things as they were, but the other choice meant he'd have to be his own mother, and how could you be your own mother when you were only twelve? He could tell himself to say please and thank you and sorry, that was easy, but he didn't know where to start with the rest of it. He didn't even know what the rest of it was. He hadn't even known until today that there was a rest of it.



3 Read the extract again. Find the part of the text which tells us that Marcus ...

- 1 is 12 years old.
- 2 and his mother are not walking home.
- 3 thinks that both he and his mother have problems.
- 4 begins to see his mother differently.
- 5 doesn't think very highly of some of the kids at his school.
- 6 is happy that he has met Will.

4 **VOCABULARY** Match the highlighted words in the extract with the definitions.

- 1 up-to-date with modern fashion
- 2 do it in a really bad way
- 3 knows nothing at all
- 4 simple; not complicated
- 5 give advice for free
- 6 used bad words (words that people think are rude)
- 7 crazy
- 8 no matter how

5 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What do you think Marcus means when he talks about 'the rest of it' in the last two sentences?
- 2 Do you think that being a mother or father is straightforward? Why? / Why not?

FUNCTIONS

Emphasising

1 Add *so*, *such*, *do* or *did* to the sentences to make them more emphatic and make any other necessary changes.

- 1 He's a good father.
- 2 She gets on well with children.
- 3 She's patient.
- 4 My dad tried his best.
- 5 My parents made some mistakes.
- 6 She's soft on her children.
- 7 He's a strict father.
- 8 Parents get it wrong sometimes.

2 Work in pairs. Who might be talking to whom in each of the sentences in Exercise 1? What was said before? Discuss.

3 **WRITING** Choose one of the sentences and develop it into a six-line dialogue. The sentence you choose from Exercise 1 could appear at the beginning, middle or end of your dialogue.

4 Think about someone you know who is really good with children or teenagers. Make notes.

Think about:

- their personality
- ways in which they are good with children

5 Work in pairs. Talk about the person. Give examples and use emphasis when you can.

WRITING

An essay

Choose one of the titles below and write an essay.

- Parents always know best
- Children need rules


Remember to:

- write a short introduction to the topic
- give two or three points with examples to support the statement
- give two or three points with examples to argue against the statement
- conclude, giving your opinion

Write your essay in 160–200 words.



Literature

1  Read and listen to the introduction and the first part of the extract. Answer the questions.

- 1 What is Tess's full name?
- 2 In the company, her name is used to mean something. What, and why?



Wild Country by Margaret Johnson


Tess and Grant are tour leaders for a group walking holiday in France. But they don't get on well – at least at the start ...

'I didn't ask to work with you,' Grant said, 'and I know you didn't ask to work with me. But here we are, so shall we at least try to get on with each other?' I looked back at him crossly. 'I'll try if you try,' I said, but I didn't like the smile he gave me.

I'd been a tour leader for Wild Country, my father's walking holiday company, for a year. In that time I'd been late meeting a group at the airport several times. I'd also lost my wallet, with all the money to buy food for the

tour group for a week in it. And, of course, everybody who worked for Wild Country knew about the time I'd taken a group to the wrong town on the wrong day. They'd all missed their plane home. Now, *that* was a very famous mistake.

My mistakes were so famous in the company that doing something wrong was called 'doing a Tess Marriot'. I think it was Grant Cooper who started saying that, actually – horrible man.

2  Read and listen to the second part of the extract. Mark the sentences T (true) or F (false).

- 1 Tess thinks her father's idea was a bad one.
- 2 She's happy when she arrives at the airport.
- 3 She tries hard to smile when she goes into the airport.
- 4 She likes Grant because he laughs a lot.
- 5 She helps Grant to find the group of tourists.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



And now my father had arranged for me to work with Grant Cooper on this tour. He thought I would learn something from Grant — something to make me a better tour leader. I thought my father was wrong. I was just too different to Grant; and I didn't *want* to be like him anyway.

After thirty minutes in a hot bus with these thoughts going round and round my head I felt very fed up. Which was the opposite of how I should be when I meet a group at the start of a holiday.

'A tour leader should smile as often as possible.' That's what it said in the book I was given when I started the job. 'At the beginning of a tour, holidaymakers are often tired from their journeys. They may also be worried about what the other people on the holiday will be like. A smile from you makes everybody feel better.'

So as I entered the airport building I tried to put a smile on my face. But it was difficult to keep it there as I tried, without luck, to find my group.

'Wild Country, Walking in Provence?' I asked any group of more than four people, but they all looked at me as if I was mad. I was beginning to think I'd got the time wrong or come to the wrong airport when I saw *him* — Grant Cooper. My heart immediately gave a jump, and not just because I was nervous about being late. I didn't like Grant, but he was very good-looking. I'd liked the look of him when I first met him. But then I'd spoken to him, and all that changed.

I just didn't find him easy to get on with. Every time he spoke to me I felt he was laughing at me. It made me so mad I wanted to scream.

As I got closer, I could see that Grant had already found the group. There was nothing else to do but walk up to them with a big Wild Country smile on my face.

'Hello, everybody,' I said. 'I'm Tess Marriot, one of your tour leaders. I hope you had a good journey?'

'Hello, Tess,' Grant said. 'Did you get lost on your way to the airport?'

3 SPEAKING Work in pairs. Discuss these questions.

- 1 Imagine you're Tess. What's your answer to Grant's question at the end of the extract?
- 2 In the extract we learn that 'doing a Tess Marriot' means making a mistake.
 - a Think of a famous person who is well known for certain actions or qualities. How could that person's name be used?

I think 'doing a Beyoncé' could mean singing really well and dancing at the same time.

- b How would you like *your* name to be used?

WRITING

A reply to a letter asking for advice

1 Read the letter and the reply. Answer the questions.

- 1 What is Alan's problem?
- 2 What question does Susannah suggest that Alan asks himself?

2 Complete the missing words from Susannah's reply.

- 1 This is the first question you _____ ask yourself.
- 2 If the answer is no, then maybe _____ end the friendship now.
- 3 ... you _____ talk to him about the name-calling ...
- 4 ... and explain that he _____ stop saying those things.
- 5 Finally, _____ to talk to your parents.

3 Read Susannah's reply again. In which paragraph does she ...

- 1 offer advice to make the friendship work?
- 2 outline Alan's problem?
- 3 tell him to speak to others about his problem?
- 4 ask Alan to think more carefully about the situation?

4 Read another letter to Susannah. Write three pieces of advice for Lara.

5 Write a reply to Lara (100–120 words). Say what you think she should do.

Susannah's advice page

Write with your problem and Susannah will give you advice. This week's letter is from Alan in Salisbury, UK.



Dear Susannah,

Last month, we moved to a new town. My parents quickly made friends with the people who live next door. They've got a son of about my age. He's friendly and invites me to do things with him. But the thing is, when we see other kids, he calls them names and makes horrible comments. He wants me to join in, but I don't want to.

What can I do? If I tell my parents, it'll be hard because they really like his parents. And to be honest, I haven't got many other friends yet. If I stop hanging out with him, maybe he'll start calling me names too.

What should I do?

Alan, Salisbury

Dear Alan,

It's often difficult to make new friends when you move town, so it was almost perfect that your new neighbours had a son your age and that he wanted to be your friend. What a shame that you're finding it difficult to spend time with him.

You don't say in your letter if you think you could be friends if his behaviour was better. This is the first question you ought to ask yourself. If the answer is no, then maybe you'd better end the friendship now. Don't worry – I'm sure you'll soon make lots of friends when you start school.

However, if you think you could be friends, then you should definitely talk to him about the name-calling and explain that he had better stop saying those things. If he's going to be a good friend, he'll listen to you. If he ignores you, then this friendship probably isn't going to work.

Finally, it's a good idea to talk to your parents. They know you best and are often the best people to give you advice.

Good luck!


Susannah

Dear Susannah,

I have very bad eyesight and need to wear glasses. Because of this, some people at school call me names. I tried not to let it bother me too much, but the problem is that it happens quite often. I've always enjoyed school and had lots of friends, but I'm starting to hate going there. My grades are also getting worse and some of the teachers have said they're disappointed with me. I know I should talk to the teachers, but I'm sure this is only going to make things worse. Can you help?

Lara, Ipswich

Literature

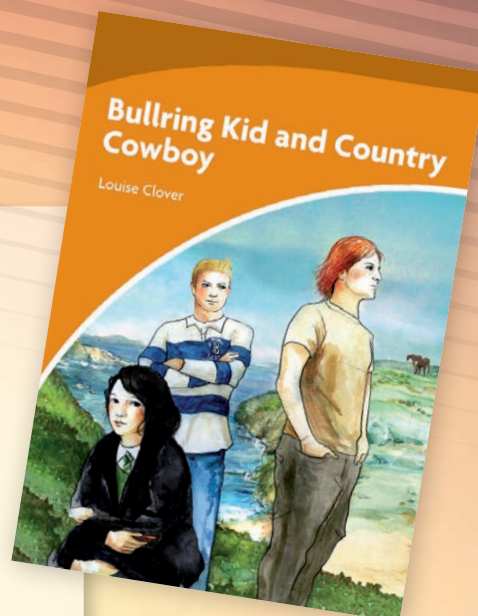
- 1  Look at the book cover and the title. Read and listen to the introduction. What kind of story is it?

Bullring Kid and Country Cowboy

by Louise Clover

'Isn't this exciting, Fizza?' said her mum, coming out of the cottage door. 'You can just smell the peace, can't you?' Fizza pretended to yawn. She already knew that this holiday was going to be the most boring one ever.

Fizza McIntyre, a city girl from the huge city of Birmingham, meets her cousin Fletcher McIntyre, a country boy from the tiny island of Sark. An unlikely friendship begins ... which leads to an incredible adventure.



- 2  Read and listen to the rest of the extract. Check your answer.

Fizza was standing in the middle of a field. Cloudy was on one side of her and Golden was on the other.

'Right,' said Fletcher. 'First! You have to get on – like this!'

And with a simple little jump, he climbed onto Golden.

'Now, you try.'

Nervously, Fizza held onto Cloudy's leather straps and kicked her leg high in the air – unfortunately, at that moment, Cloudy moved and Fizza fell to the ground. Fletcher laughed and laughed. It looked like he was going to fall off his horse.

'No, no, no! You're not fighting with her!' he laughed as, with tears in his eyes, he got off Golden.

'Here, let me help you,' he said, putting out his hand to help her get up.

Fizza didn't like the fact that she was being laughed at and refused to take it at first.

'Oh come on!' he said. 'Hold the saddle, give me your left leg ... and now lift your right leg up and over ... whoa! Look out!'

Fizza just missed Fletcher's head as she put her leg in the air, but the next thing she knew, she was sitting on top of Cloudy. Fletcher quickly jumped back on Golden.

'OK! Now!' he said. 'Let's go!'

He gave Golden a little kick and they took off across the field very quickly. Fizza remained puzzled as she watched them go.

'Is he crazy? I can't do that!' she thought.

However, as Fletcher reached the edge of the field, he turned Golden round and came back to her.

'Why didn't you follow me?' he said, laughing. Fizza shook her head at him. This guy was crazy ... but he was OK.

'I'm not like you! I can't ride like a cowboy!' she said.

'I can't believe you've never ridden before. So what do you do in Birmingham?'

'I spend my time on my computer, I practise judo and I go to the shops at the Bullring sometimes.'

'The Bullring?'

'It's a shopping centre.'

'Do you like shopping?'

'Not really, but my friend Babs does.'

'Oh, I see,' said Fletcher, who couldn't understand why anyone would want to go shopping unless it was for horse food.

'Every cowboy needs a name,' he said, 'and so I'm going to call you ... the Bullring Kid!'

For the next two hours Fletcher McIntyre patiently taught Fizza McIntyre how to ride a horse. They started by walking the horses slowly and, little by little, he got Fizza to go a little faster. Once, when Cloudy went a bit too fast, Fizza became very frightened.

'I can't stop!' she cried out. 'I can't stop!'

Quickly, Fletcher chased after her, took Cloudy's straps and stopped her. He could see that she was crying.

'It's OK, it's OK, Fizza,' he said kindly.

'You're doing really well – I won't let you get hurt. I promise.'

And Fletcher kept his promise. Very gently and very patiently, he taught Fizza how to ride.

3 Read the extract again. Answer the questions.

- 1 What are the names of the two horses? Who rides each horse?
- 2 Why does Fletcher have 'tears in his eyes'?
- 3 Why doesn't Fizza want to take Fletcher's hand?
- 4 What is Fizza's reason for going shopping in Birmingham?
- 5 What nickname does Fletcher give her? Why?
- 6 How do we know that Fizza didn't get hurt?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Do you think that Fletcher treats Fizza badly? Why? / Why not?
- 2 Fletcher gives Fizza a nickname. Would you be happy if someone did that to you? Why? / Why not?
- 3 What do you think will happen next?

2 Find sentences in the story with these meanings. How are the underlined phrases expressed in the story?

- 1 Pauline regretted the fact that she'd gone to university.
- 2 It's a pity that you didn't tell us.
- 3 I think it's a pity that she didn't tell her parents.
- 4 It isn't good that Pauline didn't make her own decision.

3 The story has four paragraphs. Which of them:

- a is about a decision that the person made?
- b gives background information about the person?
- c gives the writer's thoughts about the whole situation?
- d explains the effects of the decision?

4 Think of a (true or invented) story about a bad decision. Write your story (about 120 words). Think about:

- who the person is / was.
- the situation the person was in, which meant that he/she had to make a decision.
- the decision that the person made.
- what happened after making the decision.
- what you or the person felt about it all afterwards.

WRITING

A story about a bad decision

1 Read the story. What was Pauline's bad decision, according to the writer?

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LEARNING FROM EXPERIENCE?

We asked readers to tell us stories about bad decisions they or people they know have made. Here's this week's story.

- 1 A friend of mine has a sister, Pauline, who's six years older than him. She was always good at school, but all she really wanted to do was to help her parents in their small shop, and then perhaps take it over when they were too old to run it.
- 2 Pauline's parents, however, really wanted her to go to university, so she spent three years at school working incredibly hard, studying for an exam for a famous university in another city. She passed, and a few months later she left home to start studying there.
- 3 From the first moment, Pauline wished she hadn't gone to university. She hated it. She'd been a clever student at school, but the university work was much harder. She didn't make many friends either, so she was lonely and homesick. After six months, she asked her parents to let her leave and come home. They were very surprised when she said that she'd never wanted to go to university. 'If only you'd told us!' they said. 'But I didn't want to disappoint you,' was her answer.
- 4 Now Pauline is working in the shop and she's very happy. I wish she'd told her parents that university wasn't what she wanted – then she wouldn't have wasted six months of her life. Pauline should have made her own decision.

Literature



- 1 Look at the book cover and then read the introduction to the extract. Do you think you would like to read the book? Why? / Why not?

The Remains of the Day

by Kazuo Ishiguro

Stevens has spent his life as a butler, working for Lord Darlington. He is now an elderly man. At the end of the book, he finds himself sitting alone on a bench, on a pier at the seaside. A stranger begins to talk to him, and Stevens starts to tell the man about his life and his feelings about Lord Darlington.



You must have been very attached to this Lord whatever. And it's three years since he passed away, you say? I can see you were very attached to him, mate.'

'Lord Darlington wasn't a bad man. He wasn't a bad man at all. And at least he had the privilege of being able to say at the end of his life that he made his own mistakes. He chose a certain path in life, it proved to be a misguided one, but there, he chose it, he can say that at least. As for myself, I can't even claim that. You see, I trusted. I trusted in his lordship's wisdom. All those years I served him, I trusted I was doing something worthwhile. I can't even say I made my own mistakes. Really – one has to ask oneself – what dignity is there in that?'

'Now, look, mate, I'm not sure I follow everything you're saying. But if you ask me, your attitude's all wrong, see? Don't keep looking back all the time, you're bound to get depressed. And all right, you can't do your job as well as you used to. But it's the same for all of us, see? We've all got to put our feet up at some point. Look at me. Been happy as a lark since the day I retired. All right, so neither of us are exactly in our first flush of youth, but you've got to keep looking forward.'


And I believe it was then that he said:

'You've got to enjoy yourself. The evening's the best part of the day. You've done your day's work. Now you can put your feet up and enjoy it. That's how I look at it. Ask anybody, they'll all tell you. The evening's the best part of the day.' [...]

It is now some twenty minutes since the man left, but I have remained here on this bench to await the event that has just taken place – namely, the switching on of the pier lights. [...] For a great many people, the evening is the most enjoyable part of the day. Perhaps, then, there is something to his advice that I should cease looking back so much, that I should adopt a more positive outlook and try to make the best of whatever remains of my day. After all, what can we ever gain in forever looking back and blaming ourselves if our lives have not turned out quite as we might have wished? [...] What is the point in worrying oneself too much about what one could or could not have done to control the course one's life took? [...] And if some of us are prepared to sacrifice much in life in order to pursue such aspirations, surely that is in itself, whatever the outcome, cause for pride and contentment.

- 2 Read the extract quickly and choose the best ending for the statement.

- Stevens thinks that perhaps he should stop ...
- a talking to people he doesn't know.
 - b thinking about the past so much.
 - c going out in the evening.

- 3  Read the extract again and listen. Correct these sentences by referring to the extract.

- 1 Lord Darlington died five years ago.
- 2 Stevens thinks that Lord Darlington made the right decisions.
- 3 The stranger is a young man.
- 4 The people on the pier aren't happy when the lights come on.
- 5 Stevens thinks that it's useful to reflect on what he could have done better in his life.

4 VOCABULARY Match the highlighted words in the extract with the definitions.

- 1 a feeling of self-respect, or behaviour that shows self-respect
- 2 the time when you are young
- 3 an important male servant in a large house
- 4 feeling pleased with your situation, and not wanting it to change or improve
- 5 not correct because it's based on wrong information or beliefs
- 6 the things you hope to achieve

5 SPEAKING Work in pairs. Discuss the questions.

- 1 The man says: 'Don't keep looking back all the time – you've got to keep looking forward.' Do you think he's right? Why? / Why not?
- 2 What part of the day do you like most? Why?

WRITING

A magazine article

1 Read Eve's article and answer the questions.

- 1 Does she agree with the statement?
- 2 What are her main arguments to support her position?

Students should try to get some work experience before they go to university

Do you really want to spend the rest of your life either studying or working? Wouldn't you like the chance to do a little more with your life and find out what it is you really want?

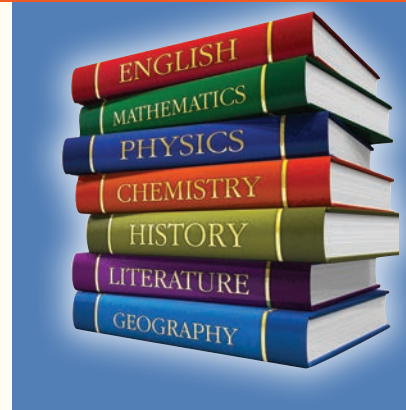
Most young people who have decided to go to university or college go straight from school. A few may take a gap year to see a bit of the world or earn some money but how many take five or six years or even longer before they go on to study more?

These days, young people are led to believe that the pressures in the labour market are so high that they cannot afford to waste any time doing things that won't directly help them get a good job. They feel that if they haven't graduated by the age of 22, they will be too old to be successful.

This is simply not true. Graduates are feeling the pressure precisely because so many of them are looking for the same jobs at the same time and there's very little for an employer to choose between them.

Anyone who is brave enough to wait some years before they go to university will, so long as they have used their time well, be far more attractive as an employee. Their extra experience of life will mean they can offer companies so much more than any fresh-faced 22-year-old can. Besides, the fact they've taken time to decide exactly what it is they wanted to do shows that now they really want to do it.

So go on. Be brave. Delay. And go out and find out a little more about life. After all, you've got the rest of your life to work.



2 Look at the first and last paragraphs of the article. What technique does Eve use in each one? What effect does this have on the reader?

3 Choose one of the topics below. What is your position? What are your main arguments to support your position? Write notes.

- Doing a degree course is a waste of money.
- The government should pay for all students to study at university or college.

My position	Argument 1	Argument 2	Argument 3

4 You're going to write an article for your school magazine about the topic you chose in Exercise 3. Think carefully about how to start and finish it.

- 1 Think of two direct questions you could use to start the article.
- 2 Think of two imperatives to conclude your article.

5 Write your article (200–250 words).

GRAMMAR REFERENCE

UNIT 1

Present tenses (review)

To talk about the present, we mostly use the following tenses: present simple, present continuous, present perfect simple and present perfect continuous.

- 1 We use the present simple to talk about facts and give opinions, and to talk about regular habits.

It takes around four minutes to boil an egg. (fact)

I think this is awful. (opinion)

I usually go to bed around 11 o'clock. (habit)

- 2 We use the present continuous to talk about what's happening at or around the time of speaking.

What are you doing?

A TV company is making a programme about life plans.

- 3 We use the present perfect simple to talk about past actions and experiences but without saying exactly when. This tense links the present and the past and we often use it when a past event has an effect on the present.

She's read lots of articles about this and she's learned a lot.

The storm has caused a lot of flooding in the town.

- 4 We use the present perfect continuous to talk about actions that started in the past and are still happening.

I've been trying to get fitter for several weeks now.

Future tenses (review)

To talk about the future, we mostly use the following tenses: present continuous, *will / won't (do)* and *going to (do)*.

- 1 We often use the present continuous to talk about future plans and arrangements.

I'm having a guitar lesson tomorrow morning.

- 2 We often use *will / won't (do)* to make predictions.

She's very clever – I'm sure she'll do really well at university.

This is the dry time of year – it won't rain again until September.

- 3 We often use *going to (do)* to talk about intentions.

Next year, I'm going to start university.

Where are you going to go on holiday next year?

should / shouldn't, may (not) / might (not)

- 1 We use *may (not)* and *might (not)* to say that something is possible, but not certain.

He may come by bus. (= Maybe he will come by bus.)

They might be at home. (= Maybe they are at home.)

- 2 To ask or give advice to someone or to make recommendations, the most common modal verb we can use is *should(n't)*.

If your classmates bully you, you should talk to a teacher about this problem.

You shouldn't spend so much money on clothes.

UNIT 2

Narrative tenses: past simple, past continuous, past perfect simple

To talk about the past and to tell narratives, we mostly use the following tenses: past simple, past continuous and past perfect simple.

- 1 We use the past simple to talk about actions that happened at one moment in the past, or were true at one time in the past.

I fell over.

People didn't have easy lives two hundred years ago.

- 2 We use the past continuous to describe ongoing actions or situations around a time in the past.

I was running really fast (and I fell over).

Thousands of people were living in very enclosed spaces.

We also use the past continuous to talk about an ongoing action that was interrupted by another.

The fire started while people were sleeping.

- 3 We use the past perfect to describe an event that happened before another.

The weather had been very hot when the fire broke out.

When we arrived, the film had already started.

would and used to

- 1 We use the expression **used to + verb** to talk about habits and customs in the past that are no longer true.

My dad used to play football. (= My dad played football in the past but he doesn't any more.)

When I was a kid, I used to listen to pop music. (= That was my habit but I don't do this any more.)

- 2 It is also possible to use **would + verb** to talk about habits and customs in the past.

My mum would cook chicken every Sunday. (= This was a custom of my mum's.)

At school, I would always ask the teacher questions. (= This was a habit of mine when I was a schoolchild.)

- 3 The difference between **used to** and **would** is that we can only use **would** for repeated actions – we cannot use it for a permanent state or situation.

He used to be a police officer. (A permanent state)

When I was little, I used to play in the garden a lot. (A repeated action)

Future in the past

- 1 To talk about the future seen from a particular point in the past, we can use **would** (the past simple form of the verb **will**) and the bare infinitive form of the verb.

Jim decided he would stay at home on Friday night.

Sally was sure she would get a good mark.

- 2 The verbs or phrases that we usually use after **would** to form the future in the past are **think, believe, know, be sure, promise, hope, imagine, expect**.

I thought he would start crying after the discussion we had.

I didn't believe he would change his phone number.

They knew their cousin would arrive home late the next day.

Jim was sure that the medical tests would show he was healthy.

Dad promised he would be at my birthday in time.

We hoped we would never see each other again.

She imagined her life would be better after all the difficulties she'd been through.

I expected she would come to the party, but I guess she decided not to go out anymore.

UNIT 3

Expressing possibility, obligation, permission and prohibition

- 1 We can talk about obligation and necessity by using **must, have to** and **(be) supposed to**.

You **must** get there before eight o'clock. (= This is an obligation imposed by the speaker.)

We **have to** finish our projects by Friday. (= This is an obligation imposed by someone else.)

We're **supposed to** switch off our phones in lessons. (= This is the rule, but we don't always follow it.)

- 2 We can talk about no obligation or no necessity by using **don't have to** and **don't need to**.

You **don't have to** eat this if you don't want to.

We **didn't need to** buy tickets - my dad gave us some.

- 3 We can say something is (or isn't) a good idea by using **should(n't)**.

You **should** leave now if you don't want to miss your bus. I **shouldn't** eat any more or I'll feel sick.

- 4 We can talk about permission using **let** or **be allowed to**. **Let** is active voice, while **be allowed to** is passive voice.

The school **lets** us use the tennis courts at the weekend.

We're **allowed to** use the tennis courts at the weekend.

- 5 We can talk about prohibition using **(not) be allowed to** or **don't/doesn't let**. When we don't know, or don't want to say who it is that prohibits something, we use 'they'.

Cyclists are **not allowed to** leave their bikes here.

They don't let cyclists leave their bikes here.

Necessity: (didn't) need to / needn't have

We use **didn't need to** and **needn't have** to talk about the past necessity of actions. There is a small but important difference between the structures.

- 1 **didn't need to** usually suggests that we didn't do something because it wasn't necessary.

I **didn't need to** go to the doctor. (I didn't go.)

- 2 **needn't have** means that we did something but actually it wasn't necessary.

We **needn't have** cooked all this food - only four people turned up at the party. (We cooked a lot of food but it wasn't necessary.)

Adverbs and comparative adverbs

- 1 We use adverbs to describe verbs — they say how an action is or was performed.

She **shouted angrily**. **Run quickly!**

They **got** to the theatre **early**.

We can also use adverbs before adjectives.

It was **really cold** on Sunday.

The coffee was **incredibly hot**, so I couldn't drink it.

- 2 Most adverbs are formed by adjective + **-ly**.

slow → **slowly** nice → **nicely**

If the adjective ends in **-le**, we drop the **-e** and add **-y**.

incredible → **incredibly** possible → **possibly**

If the adjective ends in consonant + **-y** we change the **-y** to **-i** and add **-ly**.

angry → **angrily** **lucky** → **luckily**

hungry → **hungrily**

- 3 Some adverbs are irregular – they don't have an **-ly** ending.

good → **well** **fast** → **fast** **hard** → **hard**

early → **early** **late** → **late**

- 4 To compare adverbs, we use the same rules as we do when we compare adjectives. With short adverbs, we add **-er** or **-r**, and **than** after the adverb.

I worked **hard**, but Sue worked **harder than** me!

- 5 With longer adverbs, we use **more (+ adverb) + than**.

She does things **more easily than** me.

- 6 To compare the adverb **well**, we use **better ... than**. To compare the adverb **far**, we use **further ... than**.

He cooks **better than** me.

London to Mumbai is **further than** London to New York.

UNIT 4

Phrasal verbs

A phrasal verb is a combination of a verb with a preposition or an adverb – this creates a new verb which often has a meaning that is completely different from the verb alone. For example, the verb 'look' means 'use your eyes in order to see something', but the phrasal verb 'look after' means 'to take care of someone or something'. Phrasal verbs are very frequent in both spoken and written English.

- Most phrasal verbs have two parts.
I can't work out the answer. (find by thinking)
I always look after other people's things. (take care of)
- With some phrasal verbs, the two parts can be separated by the object of the verb.
I worked out the answer. OR I worked the answer out.
- In other phrasal verbs, these parts can never be separated.
I look after my clothes. (NOT Hook my clothes after.)
- To find out if a phrasal verb can be split or not, look in a dictionary:
If it can be split, it will be listed: work st out
If it can't be split, it will be listed: look after sb
- Some phrasal verbs have more than one meaning.
My car's broken down. (stopped working)
When she heard the news, she broke down. (started crying).

Second conditional

- We use the second conditional to talk about unreal or imagined situations in the present or future.

If I was good at tennis, I would play for the school team. (= I am not good at tennis, and don't play for the school team.)

She wouldn't be in the photography class if she wasn't interested in it. (= She is here because she is interested in it.)

- The second conditional has two parts (or 'clauses'). We usually make the second conditional like this:

<i>If</i> clause	Main clause
<i>if</i> + past simple +	comma <i>would/wouldn't</i> + main verb

If I lived in town, I'd go to the cinema more often.
If he was nicer, more people would talk to him.

We can change the order of the two clauses if we want to. When we put the *if* clause first, we write a comma (,) after it. If we put the main clause first, there is no comma.

I would go to the cinema more often if I lived in town.

- The word *would* is often spoken as 'd. We can write it like this in informal writing, too. Also *would not* is often spoken as *wouldn't*.

I wish

When we want to talk about how we would like something in the present to be different, we can use *I wish* + past tense.

I wish you were here. (= You are not here and I am not happy about it.)

I wish we could go out tonight. (= We can not go out tonight and I am not happy about it.)

I wish it wasn't raining today. (= It is raining today and I am not happy about it.)

UNIT 5

Past perfect simple (review)

- 1 We use the past perfect when we need to make it clear that one action happened *before* another action in the past.

When we *got to* the theatre, the play *had started*.
(= The play started before we got to the theatre.)

Compare this with:

When we *got to* the theatre, the play *started*.
(= The play started when/after we got to the theatre.)

- 2 We form the past perfect with *had ('d) / had not (hadn't)* + the past participle of the main verb.

She *didn't watch* the film because she *had seen* it.

Past perfect continuous

- 1 We use the past perfect continuous to talk about situations or activities that started in the past and were still continuing at another time in the past.

She was very tired because she *had been working* for a very long time.
When he got there, she *had been waiting* for an hour.

- 2 We form the past perfect continuous with the past perfect of the verb *to be (had (not) been)* + the *-ing* form of the main verb.

I *didn't know* the answer to the question because I *hadn't been listening*.

- 3 The past perfect continuous focuses on how long an activity had been happening. It talks about situations or activities that may have stopped and may have had a result in the past.

The ground was very wet because it *had been raining* all night.
We were tired because we *'d been travelling* since the day before.

Past perfect continuous vs. past continuous

We use both past continuous and past perfect continuous tenses to talk about actions in progress at a certain point of time in the past.

- 1 The past continuous (also called past progressive) is a verb tense which is used to show that an ongoing past action was happening at a specific moment of interruption, or that two ongoing actions were happening at the same time. We generally use the past continuous to talk about actions and states in progress (happening) around a particular time in the past. It emphasises the idea of continuity – the action continued for a period of time in the past.

- 2 We use the past perfect continuous to show that an event or action in the past was still continuing, but to emphasise the idea of duration.

She *had been waiting* for two hours when I arrived.
The roads were covered in snow in the morning. It *had been snowing* all night.
John *was writing* an email when his sister entered the room.
It *was snowing* when we arrived at Vatra Dornei.

UNIT 6

The passive (present simple, past simple, present continuous, present perfect)

- We use the passive when it isn't important who does the action, or when we don't know who does it. The passive is also used when the action is more important than who does/did it.
*These cars **are made** in Japan. (It isn't important who makes them.)*
*This house **was built** in 1895. (We don't know who built it.)*
- The passive is formed with the verb *be* + the past participle of a verb. The verb *be* can be in any tense.
Present simple passive:
These watches are sold all over the world.
Present continuous passive:
I think we are being watched.
Past simple passive:
The city was destroyed in an earthquake.
Present perfect passive:
An important decision has been taken today.

Third conditional

- We use the third conditional to talk about unreal, imaginary situations in the past and their imagined results.
If you had practised, you wouldn't have lost.
(= You didn't practise, and you lost.)
- The third conditional has two parts (or clauses). We usually make the third conditional like this:

<i>if</i> clause	Main clause
<i>If</i> + past perfect	<i>would have / wouldn't have</i> + main verb
<i>If my sister had asked me</i>	<i>I'd have told her</i>
<i>If I'd heard the alarm clock,</i>	<i>I wouldn't have been late.</i>
- We can change the order of the two clauses if we want to.
I would have told my sister if she'd asked me.
I wouldn't have been late if I'd heard the alarm clock.
- When we put the *if* clause first, we write a comma (,) after it. When we put the main clause first, there is no comma.

UNIT 7

Relative pronouns

We use relative pronouns to start a relative clause.

- To refer to people, we use *who* or *that*.
He's a writer. He wrote that fantastic story.
→ *He's the writer **who / that** wrote that fantastic story.*
- To refer to things, we use *which* or *that*.
It's a great story. It was made into a film.
→ *It's a great story **that / which** was made into a film.*
- To refer to possessions, we use *whose*.
I know a boy. His sister is on TV.
→ *I know a boy **whose** sister is on TV.*
- To refer to places, we use *where*.
This is the town. I was born here.
→ *This is the town **where** I was born.*

Defining and non-defining relative clauses

There are two kinds of relative clause: **defining** and **non-defining**.

- A defining relative clause identifies an object, a person, a place or a possession. We need this information to know who or what is being talked about. When we write these sentences, we don't use any commas.
The woman was a genius. She wrote this book.
→ *The woman **who wrote this book** was a genius.*
I saw a film last night. The film was terrible.
→ *The film **that I saw last night** was terrible.*
- We use non-defining relative clauses to add extra information, which is not needed to understand the sentence. We put commas around these clauses when we write them. They are rarely used in conversational language.
My uncle lives in Sydney. He's a very successful writer. → *My uncle, who lives in Sydney, is a very successful writer.*

Relative clauses with *which*

- When we want to refer back to a whole idea or clause, we use the relative pronoun *which*.
He went into the desert alone. It was a dangerous thing to do.
→ *He went into the desert alone, **which** was a dangerous thing to do.*
- We cannot use *that* or *what* in this way – only *which*.
*Stephen King has sold millions of books, **which** (that / what) has made him very rich.*

UNIT 8

Reported speech (review)

We use reported speech to report what someone said in the past. In reported speech, we often change the verb that was used in direct speech.

'It's 10 o'clock,' she said. → She said it **was** 10 o'clock.

'It's **raining**,' my mum said. → My mum said it **was raining**.

'I've **had** a really bad day,' he said. → He said he'd **had** a really bad day.

'He **didn't remember** to phone me,' I said. → I said he **hadn't remembered** to phone me.

'I **can't do** this exercise,' my friend said. → My friend said she **couldn't do** the exercise.

'I'll **pick** you up at eight,' she said. → She said she **would pick** me up at eight.

'We're **going** to tell the police,' she said. → She said they **were going** to tell the police.

But sometimes the tense doesn't change.

'They'd **stolen** my car,' she said. → She said they'd **stolen** her car.

'No one **would** want it to happen,' he said. → He said that no one **would** want it to happen.

Reported questions, requests and imperatives

1 With reported questions, we use statement word order and NOT question word order. We also do not use a question mark.

She asked me **who my friends were**.

(NOT They asked me ~~who were my friends~~.)

I asked her **what she did**.

(NOT I asked her ~~what did she do~~.)

They asked me **why I wanted the job**.

(NOT They asked me ~~why did I want the job~~.)

2 When we report yes / no questions, we use *if* (or *whether*) and statement word order.

'Is that book good?'

→ She asked me **if the book was good**.

'Do you eat fish?'

→ He asked me **whether I ate fish**.

3 When we report *wh-* questions (with *who* / *where* / *what* / *how* / *when* etc.), we use the same question word and statement word order.

'What are you looking at?'

→ He asked me **what I was looking at**.

'Why did you leave the door open?'

→ They asked me **why I had left the door open**.

'How much money did they steal?'

→ They asked me **how much money they'd stolen**.

4 With requests, we use *asked* + person + *to* (do).

'Please help me with this, Mum.'

→ He **asked his mum to help** him.

'Can you close the door, please?'

→ She **asked me to close** the door.

5 With imperatives, we use *told* + person + (not) *to* (do).

'Go away!'

→ He **told me to go away**.

'Don't phone the police!'

→ They **told me not to phone the police**.

UNIT 9

Modals of deduction (present)

Sometimes we express an opinion about whether something is true or not now, based on what we know or can see. We use the modal verbs *must* / *can't* / *might* / *could*.

- 1 When we're sure that something is true, we often use **must + verb**.

*They live in a really big house – they **must have** a lot of money.*

- 2 When we're sure that something isn't true, we often use **can't + verb**.

*That cheese is two weeks old, so it **can't be** good any more.*

- 3 When we aren't sure, we often use **might** or **could + verb**, to show our uncertainty.

*They're speaking Portuguese, so they **might be** Brazilian.*

*Perhaps we shouldn't go in there – it **could be** dangerous.*

Modals of deduction (past)

Sometimes we express an opinion about a past situation or event, based on what we know or can see now. We use the modal verbs *must* / *can't* / *might* / *could* + *have* + past participle.

*The wind blew this tree down. It **must have been** really strong.*

*The door lock isn't broken, so the thieves **can't have got in** that way.*

*I'm not sure when my bike was stolen but it **might have been** yesterday afternoon.*

*Police think that the criminals **could have taken** more than a million dollars.*

should(n't) have

We use *should* / *shouldn't have (done)* to criticise things that we, or other people, did in the past.

*You **should have come** to the party. (= You didn't come to the party, and I think that was a mistake.)*

*They **should have won**. (= They didn't win, and I think that was bad / wrong.)*

*You **shouldn't have taken** it without asking me. (= You did take it without asking me, and that was wrong.)*

*I **shouldn't have said** that. (= I did say it, and I think that I was wrong to do so.)*

UNIT 10

Relative clauses (review)

- 1 A defining relative clause identifies the thing, person, place or possession that we are talking about. We do not use a comma in these clauses.

*The woman **who** gives the lectures is very intelligent.*

(= *There is only one woman who gives the lectures.*)

*The city **where** I grew up is a great place. (= I am talking about the only city where I grew up.)*

- 2 A non-defining relative clause gives additional information about the thing, person, place or possession we are talking about. This information is between commas.

*The woman, **who** gives the lectures, is very intelligent.*

(= *I am talking about an intelligent woman and adding the non-essential information that she gives lectures.*)

*The city, **where** I grew up, is a great place. (= I am talking about a city that's a great place, and adding that it is where I grew up.)*

which to refer to a whole clause

When we want to refer back to a clause or an idea, we use the relative pronoun *which* (not *that* or *what*)

*He had to go out and find a job, **which** wasn't easy.*

*This phone is very good, **which** is why it's so popular.*

Omitting relative pronouns and reduced relative clauses

- 1 When the relative pronouns *that* / *which* / *who* are the object of the following clause, they can be omitted. They can't be omitted when they are the subject of the following clause.

*He's the man (**that**) I told you about.*

*He's the boy **who** sold me this watch.*

- 2 When the relative pronoun is followed by the verb *be*, we can leave out both the relative pronoun and the verb *be*. This is called a 'reduced relative clause'.

*Their house, (**which was**) built only last year, was completely destroyed by the tornado.*

*The people (**who are**) running the company are not doing their job properly.*

PRONUNCIATION

UNIT 1

Linking words with *up*

1  Read and listen to the dialogue.

- STEVE What's **up**, Jenny?
JENNY I'm tired! I'm **up** late every night studying.
STEVE You need your sleep! Can't you get **up** later?
JENNY Not really. I've taken **up** the flute this year. I practise in the mornings.
STEVE Well, it's **up** to you, but I'd give that **up**!
JENNY Hmm ... I wish I hadn't signed **up** for the school orchestra now!

2 What happens to the words in blue? **Circle** the correct word to complete the rule:

A word ending in a *consonant / vowel* sound links with the following word when it begins with a *consonant / vowel* sound.

3  Listen, repeat and practise.

UNIT 2

Initial consonant clusters with /s/

1  Read and listen to the tongue twisters.

Strong winds **s**pread the **s**parks through the **s**treets.
Stella's got **s**traight hair and **s**tripes on her **s**kirt.
Stewart **s**prayed his phone with a **s**pecial **s**creen cleaner.

2 Say the words in blue.

3  Listen, repeat and practise.

UNIT 3

Intonation – inviting, accepting and refusing invitations

1  Read and listen to the dialogue.

- MAX Hi, Gina! I'm organising a hiking trip. Why don't you come along?
GINA Thank you, Max. I'd love to. When are you going?
MAX Next Saturday. We're going to climb Mount Sunrise. How about bringing some friends?
GINA That's a great idea! Oh ... I'm already going out on Saturday. What a shame. I'm sorry, Max.

2  **Underline** the two invitations and the sentences where Gina accepts and refuses the invitation. What happens to Max and Gina's voice in each case? Listen again and check.

3  Listen, repeat and practise.

UNIT 4

The /ju:/ sound

1  Read and listen to the dialogue.

- TEACHER Hello **Stewart**! How are **you**? **You** used to be one of my best **students**!
STEWART Hello, Mrs Jones. I'm studying **music** and computing at **university** now.
TEACHER **Music** and **computing**! Isn't that an **unusual** combination?
STEWART Not really. In the **future** I'd like to write **music** programs for **computers**. It's really **new** technology and very exciting.

2 Say the words with the /ju:/ sound.

3  Listen and repeat the dialogue.

UNIT 5

/tʃ/ and /ʃ/ consonant sounds

1  Read and listen to the dialogue.


- PAT Welcome back to the **show**. We're in the **kitchen** today with our **chef**, **Mitchell**.
MITCH Hello. In this demonstration I'm making a special **Russian dish**.
PAT **Watch** carefully everyone as **Chef Mitchell** makes the **dish** you see in this **picture**.
MITCH Patricia, please put the oven at the right temperature while I **chop** the **cherries**... now we add the **sugar** – but you **shouldn't** use too **much**! And now it's ready to bake.
PAT And here's a **finished** one! Mm. It tastes **delicious**!

2 Say the words with the /ʃ/ and /tʃ/ sounds.

3  Listen and repeat the dialogue.

UNIT 6


Silent consonants

-  Read and listen to the dialogue.

GUARD 1 Shh! Listen! Someone's talking in the next room.


GUARD 2 Yes, and at this hour the castle should be empty.



GUARD 1 We should investigate. Or, erm, should we write a report?

GUARD 2 I can't answer that. All I know is that we mustn't stay here another minute!
- Say the words with the silent consonants in blue.
-  Listen and repeat the dialogue.

UNIT 7


The schwa /ə/ in word endings

-  Read and listen to the tongue twisters.

Ireland's a nation with famous traditions.
My neighbour's a brilliant classical musician.
The monster's a villain who frightens the children.
-  Listen again and focus on the syllables in blue. Are they stressed or unstressed? They all have the same short vowel sound. What is it?
-  Listen, repeat and practise.

UNIT 8

Intonation – expressing surprise

-  Read and listen to the dialogue.

JACKSON You're not going to believe this.

MARYANNE Tell me.



JACKSON School's closed for the rest of the term!

MARYANNE What?

JACKSON The police said there was an urgent situation but didn't give any details.


MARYANNE That's awful!

JACKSON And the principal said she's extremely sorry but there's nothing she can do!

MARYANNE Really?
-  Listen again and underline all of the words which are stressed.
-  Listen, repeat and practise.


UNIT 9

Moving word stress

-  Read and listen to the dialogues.


1 A Do you know the **mystery** of Amelia Earhart?
B Yes – her disappearance is very **mysterious!**

2 A Wow! That's a great **photograph**.
B Thanks! I'm really into **photography**.

3 A If we go to this summer camp, we can do the course on **navigation**.
B But I already know how to **navigate**.
- Underline the stressed syllables in the words in blue. Say the two words in blue in each dialogue.
-  Listen, repeat and practise.

UNIT 10

Phrasal verb stress

-  Read and listen to the dialogue below.


GILLIAN Moving to France when I was 9 was tough. It **turned out** all right though. I soon made new friends.

SAM How long did it take you to **pick up** French?

GILLIAN About three months. I **hung out** with my French friends every day, so that helped.

SAM Do you ever **run into** them now?

GILLIAN **Run into** them? I don't live in France any more!
- Circle the correct words.

Red indicates ¹primary / ²secondary stress. Blue indicates ²primary / ³secondary stress. In two-part phrasal verbs, primary stress is usually on the ³verb / ⁴particle and secondary stress is on the ⁴verb / ¹particle.
-  Listen, repeat and practise.

GET IT RIGHT!

UNIT 1

Present simple vs. present continuous

It's common to confuse the present simple and present continuous.

We use the present simple to describe facts, routine activities and opinions.

✓ I **usually go** there on foot.

✗ I'm ~~usually going~~ there on foot.

We use the present continuous to describe events that are happening now or around now.

✓ I'm **sending** you a photo of my new bike.

✗ I ~~send~~ you a photo of my new bike.

Find the error in each of these sentences. Rewrite the sentences correctly.

0 I know how hard you try to get on the team.

I know how hard you are trying to get on the team.

1 I think I am the person you look for.

2 I'm playing tennis on Tuesdays.

3 At the moment I write a letter to a friend.

4 I like what you wear today.

5 I know what you mean and are appreciating your help.

6 We are playing football during most school breaks.

UNIT 2

Present perfect vs. past simple

Students often confuse the present perfect and past simple tenses.

We use the past simple when we include a past time expression to say when in the past an event took place.

✓ Yesterday I **ate** rice.

✗ Yesterday I ~~have eaten~~ rice.

We use the present perfect to talk about past events when we don't say exactly when they took place and with expressions such as **yet, before, ever** and **never**.

✓ I've **never been** to London before.

✗ I ~~didn't go~~ to London before.

Make sentences using the prompts below.

0 we / see / the advertisement at the bus stop / yesterday

We saw the advertisement at the bus stop yesterday.

1 I / not see / the new Hobbit film / yet

2 you / ever / go / to Spain?

3 John / take / his exam / last week

4 Nina / get / here / a few minutes ago

5 they / not eat / at this restaurant / before

- 6 I / not eat / breakfast / so I'm really hungry and it's two hours till lunchtime!
- _____
- _____

Past continuous vs. past simple

Learners sometimes confuse the past continuous with the past simple.

- ✓ I was happy when I **came** first in the race.
 ✗ I was happy when I *was coming* first in the race.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones.

- 0 Last time I was visiting the library, I couldn't find the book I was looking for.
Last time I visited the library, I couldn't find the book I was looking for.
- 1 When she arrived, I cooked dinner so I was a bit distracted.

- 2 After that, I watched TV for about an hour.

- 3 As usual, we were arriving at about 6 pm, then we had dinner.

- 4 My teacher came to see how our project went.

- 5 I'll never forget the time I was spending in Nepal.

- 6 The police saw the men and asked them what they did there.

UNIT 3 should

Learners often use *would* and *must* instead of *should*.

- ✓ Lots of people think that animals **should** be free.
 ✗ Lots of people think that animals **must** be free.

For each pair of sentences tick the correct one.

- 1 A Your computer is very slow. I think you should upgrade your system.
 B Your computer is very slow. I think you must upgrade your system.
- 2 A Sally wouldn't have emigrated if she hadn't been unhappy here.
 B Sally shouldn't have emigrated if she hadn't been unhappy here.
- 3 A Our teachers should motivate us to study more so we do better in exams.
 B Our teachers would motivate us to study more so we do better in exams.
- 4 A We should launch the new product before the end of the month or we won't hit the sales figures. We've no option.
 B We must launch the new product before the end of the month or we won't hit the sales figures. We've no option.

UNIT 4

Second conditional tenses

Learners sometimes use the wrong tenses in the clauses of the second conditional.

We form the second conditional by using the past simple tense in the *if* clause, and the *would* form in the main clause.

✓ If I **knew** what to do, I **would** do it.

✗ If I ~~would know~~ what to do, I would do it.

Correct the following sentences.

- 1 If you answered my email I will be very pleased.

- 2 It would be fantastic if you would come to visit me.

- 3 If I find your mobile, I would bring it on Monday

- 4 I am very grateful if you could meet me at 11 on Sunday.

- 5 If I broke this vase, my parents will be angry.

- 6 I will love it if you could visit me in the holidays.

UNIT 5

Past perfect vs. past simple

Learners often confuse the past perfect with the past simple.

We use the past perfect tense to refer to events which happened at an earlier point in the past, compared with another past event. We use the past simple for an event which occurred generally in the past.

✓ By the time I got there, he **had left**.

✗ By the time I got there, he ~~left~~.

Rewrite the sentences using the correct form of the verb in brackets.

- 0 The trip was awesome because I (dream) about it all my life.
The trip was awesome because I had dreamed about it all my life.

- 1 Our PE teacher taught us the rules of tennis and we (start) to play.

- 2 I (come) home from school when it happened.

- 3 I didn't give the teacher my homework yesterday because I (leave) my bag at home.

- 4 When we had finished eating and drinking we (go) for a walk in the town centre.

- 5 Do you like these jeans? I (buy) them yesterday.

- 6 The letter was from Brown University – they (accept) me!

UNIT 6

Present simple passive vs. past simple passive

Learners sometimes confuse the present simple passive with the past simple passive.

We use the past simple passive to refer to events which took place in the past.

- ✓ I **was** really surprised when I first read the email.
- ✗ I **am** really surprised when I first read the email.

We use the present simple passive for events which have started and are still going on now.

- ✓ We'll go to Paris in two weeks – the tickets **are** booked.
- ✗ We'll go to Paris in two weeks – the tickets **were** booked.

Correct the following sentences.

- 1 I always keep shopping until the mall was closed.

- 2 I am born in Britain and have lived here since then.

- 3 I'm proud that my town is chosen as City of Culture.

- 4 The hotel was located in front of the beach, so that will be very convenient.

- 5 Ten minutes later my tent is flooded and I had to leave it because everything was wet.

- 6 I am given a puppy for my last birthday.

UNIT 7

Relative pronouns

Learners sometimes confuse *who* and *which*.

We use *who* to refer to people and *which* to refer to things.

- ✓ Next week I'm going to visit my Uncle Joe, **who** lives in Manchester.
- ✗ Next week I'm going to visit my Uncle Joe, **which** lives in Manchester.

Complete the sentences with *who* or *which*.

- 0 There are several problems **which** can't wait any longer.
- 1 My friend Paul, _____ I've known since primary school, is coming.
- 2 Animals _____ can protect themselves shouldn't be kept in a zoo.
- 3 My dad works for a company _____ sells dental products.
- 4 It's a great film but it's really sad. It's about a soldier _____ goes to war.
- 5 She was the only one _____ talked to me.
- 6 He's currently working for a charity _____ helps elderly people.

UNIT 8

say vs. tell

Learners sometimes confuse *say* and *tell*.

The meaning of *say* and *tell* is exactly the same but we use them differently.

We *tell* someone (something) and we *say* something (to someone).

✓ I didn't *say* anything to my brother about it.

✗ I didn't *tell* anything to my brother about it.

We can also use a *that* clause immediately after *tell*, but not after *say*.

✓ Tell her *that* I'll phone her.

✗ Say her *that* I'll phone her.

There are some collocations we can use with *tell* that don't follow the above rules: we can *tell a lie / the truth / a story*.

Complete each of these sentences with the correct form of *say* or *tell*.

- 0 Everybody said something about himself, and so did I.
- 1 I have to _____ that this is a great piece of writing. Well done!
- 2 You're going to have to _____ him that you can't play in Saturday's match. You're injured.
- 3 _____ us the story of how you met.
- 4 Did he _____ why he lied?
- 5 My mum _____ that we were going to move house.
- 6 I'd like to _____ a big thank you for all your help this year.
- 7 I knew that he _____ the truth.

UNIT 9

Modals of deduction in the present

It is a common error to use *can* as a present modal of deduction, where *could* is required. In the negative, however, it is possible to use *can't* as well as *couldn't*.

✓ I'm not sure why they decided not to buy tickets to see the band, but it **could be** due to lack of money.

✗ I'm not sure why they decided not to buy tickets to see the band, but it **can be** due to lack of money.

✓ The reason **can't be** a lack of interest.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones.

- 0 Where's John? He can be at home.
Where's John? He could be at home.
- 1 A Do you have a better idea for how to get there?
B Well, I think another route can be better.

- 2 A Does he need help?
B He can do. It looks like he might be waving for us to stop.

- 3 A How does that car go so fast?
B It can be because it's so light. Just a guess!

- 4 A What do you think is going to happen in the game?
B They could still win or maybe it'll be a draw.

- 5 A Is Dad still at work?
B The car's outside. He can't be.

- 6 A Who made the complaint?
B It could be Nick – he didn't think there was a problem.

UNIT 10

that and which in relative clauses

Learners often use *that* instead of *which* in non-defining relative clauses.

- ✓ Working leads to self-esteem, **which** is vital for most people.
- ✗ Working leads to self-esteem, **that** is vital for most people.

Match the two parts of the sentences and rewrite them as one sentence using either *that* or *which*. Use *that* where possible.

- | | | |
|---|---|--------------------------------|
| 0 | The Arctic tern flies about 70,000 miles, | <input type="text" value="b"/> |
| 1 | The grey whale is an animal | <input type="text"/> |
| 2 | Domenico Lucano had an idea | <input type="text"/> |
| 3 | Our teacher always praises us when we've done well in a test, | <input type="text"/> |
| 4 | I spoke to him using Italian, | <input type="text"/> |
| 5 | Elena has decided to live abroad, | <input type="text"/> |
- a helps give us confidence.
 - b is an amazing distance.
 - c swims about 18,000 km every year.
 - d I think is very brave of her.
 - e saved his village.
 - f I had learnt while working there.
- 0 *The Arctic tern flies about 70,000 miles, which is an amazing distance.*

Relative pronouns

Learners often omit relative pronouns in defining relative clauses when you can't.

- ✓ I don't know the number of people **who** went to the festival.
- ✗ I don't know the number of people ~~went~~ to the festival.

Which of these sentences are correct and which are incorrect? Rewrite the incorrect ones.

- 0 Did you run into any of the people usually play there on Mondays?
Did you run into any of the people who usually play there on Mondays?
- 1 The pedestrians crossing the road had to run to avoid being hit by the car.

- 2 There was a food shortage caused by the extreme weather last summer.

- 3 They went through a bad time lasted a few months.

- 4 Who is the man waving at us?

- 5 Those are the residents live in that building over there.

- 6 The Tuareg are the people regularly cross national borders.

Are you in control of your life?

- 1 Read the quiz from a teen magazine and choose your answers. Compare your answers with a partner.
- 2 Now read the key and answer the questions.
 - 1 Do you agree with the advice?
 - 2 Do you think this is a fair description of you? Why (not)?
 - 3 Are c answers always the best way to behave? In which instances do you think a or b might be better? Why?

Mostly a's – Oh dear. It seems that you're not really in control of life's little problems. Try not to be so aggressive when things don't go your way.

Mostly b's – You're not bad at dealing with life's little problems, but you still need to be more confident and not always give in to what other people want.

Mostly c's – You are an expert at dealing with life's little problems. You know what you want and the best way of getting it.

Are you in control?

It's not always easy to keep on top of things when there are so many little things in life that are out of your control. But can you keep a cool head when things aren't going your way and all around you others are losing theirs? Take our quiz and find out ...

- 1 Your younger sister is practising the guitar loudly in her bedroom. You're trying to study. What do you say to her?
 - a) Turn it off. Now!
 - b) Could you stop practising for the moment? I need to study.
 - c) Would you like to borrow my headphones?



- 3 It's the weekend, you woke up late and you're still in bed. Your dad's in a bad mood. He storms into your room and says, 'It's about time you got out of bed and did something.' What do you say?
 - a) Dad, I'm sleeping.
 - b) I'll be down in half an hour.
 - c) OK, Dad. What do you want me to do?



- 5 Your sister or brother keeps borrowing your clothes without asking. What do you say?
 - a) I'm telling Mum.
 - b) Could you please stop taking my things?
 - c) If you want to borrow something, why don't you just ask?



- 2 Your best friend wants to play a football game on the computer. You'd prefer to go out and play a real game. What do you say to him?
 - a) OK.
 - b) I'd like to go to the park and play football for real.
 - c) How about we play on the computer for half an hour and then we go to the park and play?

- 4 You got 60% in a test. How do you feel?
 - a) Really angry. Why didn't I get 70%?
 - b) That's OK, I suppose.
 - c) Oh well, I'll study harder for my next test.

- 6 You and your friend need to catch a train that leaves in half an hour. Your friend wants to walk to the station but he isn't quite ready. It takes 20 minutes to get there. What do you say to him?
 - a) No way. I'm getting a taxi.
 - b) I'd prefer to take a taxi.
 - c) No problem as long as we leave in the next two minutes.

- 3 Work in small groups. Tell each other what you think are the typical features of your generation of teenagers. Write down some of your ideas.
- 4 Did you know that there is an alphabet of generations, according to the year of their birth? Do some research on the Internet and find out about generation Y or the Millennials. What generation do you belong to?
- 5 You are going to make a presentation on the problems your generation faces nowadays, and give tips for living a more fulfilling life.

Step 1 Write down the findings of your research, describing the challenges faced by Millennials in terms of:

- a career plans
- b technology
- c educational background and interests
- d family values
- e sports and entertainment.



Step 2 Following the categories above, describe your own generation. Work in groups. Add other categories if necessary.

Step 3 Using modal verbs and future forms, think about challenges your generation will face in the future and tips for living a happy life.

Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Express opinion and compare different points of view
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

Historical events that changed cities forever

1 Work in pairs. Answer the questions:

- 1 Can you name a historical event that changed the life of your city?
- 2 What happened then?
- 3 Can you name some historical buildings in your city? What is their story?

2 Some historical events or natural disasters changed the shape of cities forever. Read the information below to find out how a powerful earthquake affected the lives of people in San Francisco.

At 5am on 18th April 1906, before most of San Francisco's citizens had woken up, a very strong earthquake hit the city. At least three more earthquakes had affected the city before, but none of them had been so devastating. In 1906, the earthquake was followed by a massive fire which caused most of the damage. The earthquake and fire killed around 3,000 people and left 200,000 people homeless, destroying 28,000 buildings. The shaking had been so strong that the City Hall collapsed entirely and the glass roof of the Palace Hotel shattered into pieces.



Some people who had lost their homes camped in the city's Golden Gate Park, while others found shelter in tents on the beaches. Before the earthquake, the population of San Francisco had grown significantly, due to immigration and people arriving in search of gold. There was a need for more land space, but the city didn't have any building standards or environmental impact regulations.

After the earthquake, financial aid came from around the country and from Europe, but those who survived knew they would face a difficult period. At the time of the disaster, San Francisco had been the ninth largest city in the United States

and the largest on the West Coast, known as the 'gateway to the Pacific'. Over 80% of the city was destroyed by the earthquake and fire, so people started to rebuild the city quickly. Their intention was to build a city that could resist earthquake and fire, so new buildings and technologies appeared, at a time when the science of seismology was developing.

The life of the city changed forever. The lesson learned from this devastation would play an important role in the future planning of cities.



3 Read the text again. Choose the correct option A, B or C.

- 1 The 1906 San Francisco earthquake struck at 5 p.m.
A True B False C Doesn't say
- 2 The earthquake had a magnitude of 8.3 on the Richter scale.
A True B False C Doesn't say
- 3 The City Hall had not been damaged.
A True B False C Doesn't say
- 4 The earthquake and fire destroyed more than 80% of the entire city.
A True B False C Doesn't say
- 5 The city had high building standards and impact regulations before the disaster.
A True B False C Doesn't say

4 Think about what life was like in San Francisco at the beginning of the 20th century and write five sentences about what people used to do back then. Find recent pictures of San Francisco on the Internet and describe them, in pairs.

5 You are going to make a video presentation of a city *then and now*, showing how a historical event or a natural disaster changed the life of the city.

Step 1 Think of people who may be able to help you with information for your project, for example:

- your History teacher,
- your Geography teacher,
- your ICT teacher.

Step 2 In pairs or small groups, do some research on the Internet to find photos or videos of historical events that shaped the life of a city of your choice. Gather information on the events and their impact on the development of the city.

Step 3 Put the photos and the information together and edit a short video about the city you have chosen. Present it to the class. Have a vote on the best two videos.



Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Narrate events in the past
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

The history of film

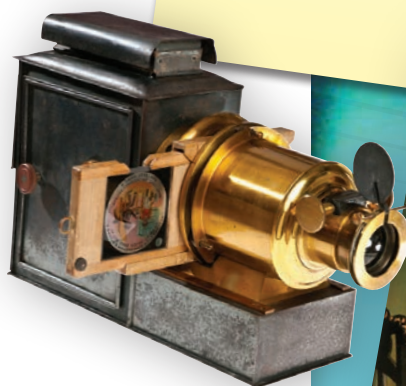
Synopsis of my favourite film

1 Work in pairs. Answer the questions.

- 1 Have you ever seen a silent film?
- 2 Have you ever seen a film in black and white?
- 3 Why do you think some people don't like films with special effects? Make a list of films with great special effects.
- 4 What's your favourite 3D film? Why?
- 5 What do you think will be the next stage in the development of film?

2 Scan the text to find the answers to these questions.

- 1 What technology did Etienne Gaspar Robert use to impress his audiences?
- 2 What did Edison and Dickenson invent and how did it work?
- 3 What years are referred to as the 'Golden Era of Hollywood'?



When Pictures Learnt to Walk and Talk: The History of Film

Early days: the magic lantern

Since its early days, the evolution of the art of film has been influenced by the development of science.

Several scientists in the 18th century (amongst them Kircher, Huygens and Fontana) developed devices that used hand-drawn pictures on a reflecting surface, a candle and a simple lens to project images onto a wall. These devices are now known as 'magic lanterns'.

More than a hundred years later, in 1798 in Paris, Etienne Gaspar Robert's magic lantern presentations were the talk of the town. His audience sat on one side of a transparent screen while he sat on the other with his magic lantern. He regularly succeeded in scaring his enthusiastic

audiences with images of witches, ghosts and other spooky creatures. He created these images by using various technical tricks such as moving the lantern, using a shutter to create fading effects and changing the focus. In many ways, his shows were the forerunner of modern horror films.

The invention of film

The late 19th century saw the development of reel film. At first it was made of paper and then, later, of a scientific invention called celluloid. In the USA, Thomas Edison and William Dickenson invented a camera that automatically took a picture of a moving object every half second. The pictures were then transferred onto film and could be watched through a machine called the kinoscope. The film could only be watched by one person at a time, looking through a small window to see the moving images.

The next step in the evolution of film was when brothers Auguste and Louis Lumière developed the cinematographe, which made it possible to take moving pictures and project large images. This used the same lens technology as that which had been developed for the magic lantern. They started producing short films that were all roughly 50 seconds

long. The most famous one was 'The Arrival of a Train at La Ciotat Station'. It is said that when the film was shown for the first time, the audience was so startled by the huge image of the train coming towards them that they started to scream and run away.

Hollywood

The 1920s were the most important years for the development of modern film. In that period, film studios came into existence and 'stars' were born. The film industry began to flourish, with Hollywood becoming the world's number one place for film production, with over 800 films being made there each year.

The 1930s are often called the Golden Era of Hollywood, which is famous for the development of the first talkies (up to then all films had been silent), documentaries and also Western films.

These days, of course, modern cinema audiences are used to state-of-the-art computer generated imagery (CGI) to bring fantastical worlds and incredibly realistic creatures onto the screen in stunning 3D. It's sometimes difficult to see how it can be improved upon. But as science and technology continue to develop at lightning speed, we can assume that our cinematic experience will continue to get better and better.



3 Read the text again. Match the highlighted words in the article with the definitions.

- 1 very surprised
- 2 a round, wheel-shaped object on which film, etc. can be rolled
- 3 scary
- 4 a curved piece of glass in a camera or projector that makes objects seem closer, larger, smaller, etc.
- 5 something that acted as an early less advanced model of another thing that will appear in the future
- 6 that you can see through
- 7 the part of a reel film projector that opens to allow light to reach the film
- 8 grow rapidly

4a What do you know about the Oscar ceremony? In pairs, do some research on YouTube and choose a video that you consider relevant for the Oscar Night and for the history of film.

4b Present the video to the class and explain the importance of the event it shows. The students will vote for the most interesting video.

5 You are going to write a synopsis of your favourite film and present it to the class.

Step 1 Find the trailer of the film online. Look for information about the awards it has received.

Step 2 Make a list of the reasons why you chose the film. Find information about the actors, director, screenplay etc. Write down the synopsis of the film.

Step 3 Present the trailer and the synopsis to the class. Explain to your classmates why they should see the film you have chosen.



Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Develop interest in cultural events
- Make suggestions and recommendations
- Create a project in the required format and present it to the class

Idea incubation and wise geeks

An album

1 Work in small groups. Discuss these questions.

- 1 Is it important to be the first person to do something? Why? / Why not?
- 2 What's more important: coming first in a competition or just taking part in it?
- 3 Do you have a favourite invention? What is it and who invented it?

2 Read the information about the young inventor Cornel Amariei in the text below. Have you heard of this young scientist before?

Cornel Amariei is a 24-year-old inventor, and the first Romanian to be included in the 2018 edition of the top ten Outstanding Young Persons, organised by Junior Chamber International (JCI), in Goa, India. He developed fifty new inventions in just five years. He also founded Romania's first high-school Robotics Club.

This young and talented Romanian engineer studied Electrical Engineering and Computer Science at Jacobs University in Bremen, Germany. In 2013, he started working on his most important invention: Lumen, a device that uses a 3-D scanner and vibrating sensors to help the blind manage on their own. It works like a pair of glasses, except that it uses electrical impulses which represent the environment in front of a person. Lumen helps blind people find their way and be more independent, though it does not offer information about the colour or shape of objects.



At one point in his career, Cornel Amariei was leading 18 separate innovation projects, dealing for example with new sensor technologies, communication protocols or smart connectivity between vehicles and smart devices.

Cornel is not only interested in science, he also has other hobbies. He loves sports, photography, travelling and music, and he can play several musical instruments as well.

3 Work in pairs. In what order do you think these Internet innovations happened? Put them in the correct order. Write 1–6 in the boxes.

The first email was sent

The first sentence was spoken on Skype

The first webpage was launched

The first item was bought on Amazon

The first YouTube video was uploaded

The first Facebook account was opened

4 Match the people 1–5 with their achievements a–e.

- 1 Neil Armstrong
- 2 Nelson Mandela
- 3 Yuri Gagarin
- 4 Kathryn Bigelow
- 5 Marie Curie

- a was the first female director to win an Academy Award.
- b was the first man on the moon.
- c was the first woman to win a Nobel Prize.
- d was the first man to travel in space.
- e was the first black president of South Africa

5 You are going to make an album of your favourite teenage inventors and present it to the class, promoting one invention worth using.

Step 1 Think of other teenage inventors. Do some research on the Internet or in magazines to find more examples of young scientists or inventors.

Step 2 In pairs, discuss the importance of their inventions in today's world. Make a list of the reasons why their inventions are worth using.

Step 3 Show your album to the class. Explain to your classmates why you consider the chosen inventors and inventions important for today's world.

Check your results!
Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Describe inventions and their impact on the world
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

Eat healthily to save the planet!

A leaflet

1 Work in pairs. Discuss these questions.

- 1 Have you ever tried a vegetarian diet?
- 2 Do you know the difference between being a vegan and being a vegetarian?
- 3 Talk about the pros and cons of being a vegetarian from your point of view.

2 Read the information below to find out how our eating habits affect the environment.

We all know that a balanced diet is an important element of a healthy lifestyle. But how many people really understand that what we eat can influence the health of our planet?

Recent studies have shown that our food choices can have positive or negative effects on people and nature, and that by improving our own health, we can protect the planet. A diverse and sustainable diet is good for the environment, while a lack of diversity in our diets and the exaggerated consumption of some products will damage nature. For example, overfishing is threatening entire marine ecosystems as many species are extensively fished. A huge amount of land and water is used to grow crops, and organic farming seems to be too expensive to cover the increasing needs of the population.

It has been estimated that the global population will reach around 10 billion people by 2050, so the planet will have to produce more food and faster. Therefore, what we eat and the quantity of foods we need are directly linked to soil quality, pollution, human emissions of greenhouse gases and deforestation. Even producing palm oil, a product considered healthy and strongly recommended in various diets, can turn out to be a real threat for nature due to the massive deforestation it involves. Eating meat is even more concerning because it encourages animal agriculture, the biggest cause of global warming and increased greenhouse gas emissions, and also a major threat to biodiversity.

According to scientists, a green diet can be an environmentally sustainable solution when it comes to stopping global warming, protecting animals, reducing costs and saving energy. Animal-based foods should be replaced with plant-based products like cereal, fruit and vegetables.

An eco-friendly diet means giving up red meat and junk food for fruit, vegetables, beans, lentils, nuts and seeds, although there are some diets that include dairy and occasional meat consumption. For example, the flexitarian diet (also known as semi-vegetarianism) focuses on fruit, vegetables, eggs and dairy, with a moderate inclusion of meat and fish, while the Mediterranean diet is mainly plant-based, centred around foods that are good for your heart such as fish and olive oil.

The best thing we can start doing right now to avoid harming the environment is eat more cereal, fruit and vegetables and always think whether the food on your plate comes from eco-friendly resources.





3 Look at the following phrases from the text and try to explain their meaning in English.

- sustainable solutions
- green diet
- overfishing
- organic farming
- flexitarian diet
- greenhouse gas emissions

4 Think of ways to raise awareness about environmental problems among teenagers. Role-play a conversation with a friend on Skype who wants you to get involved in a project to introduce green diets in schools.

5 In small groups, design a leaflet to popularise the importance of green diets for the planet.

Step 1 Design the leaflet and do some research to include more information about:

- a sustainable farming
- b vegan diets and recipes
- c meat consumption and global warming
- d reasons why adopting a green diet is good for the planet.

Step 2 Search for pictures in books, magazines or on the Internet. Write three paragraphs about:

- what the problem is;
- possible solutions;
- reasons for opting for these solutions.

Put the information together and include it in the leaflet. Ask for feedback from the other members of your team.

Step 3 Present your leaflet to the class. Have a class vote to choose the best three leaflets.

Check your results!
Through this activity you will:

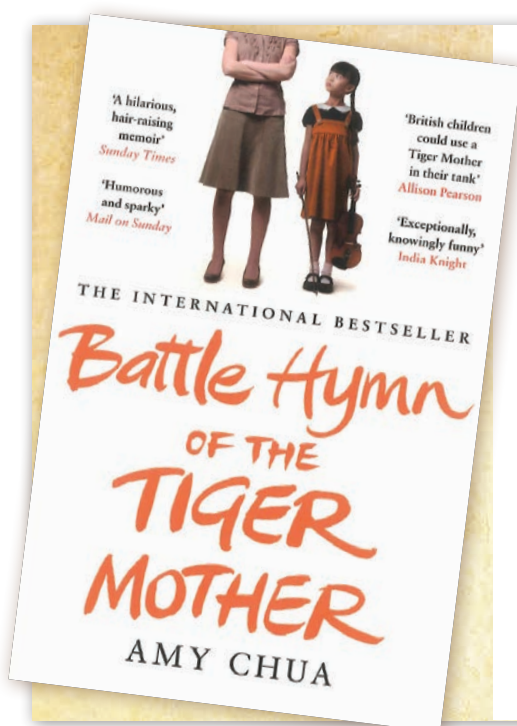
- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Raise awareness about environmental issues
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

Rules for kids and parents

A class debate

- Read each sentence and choose a number from 1–5 (1 = I strongly agree, 5 = I strongly disagree.)

1 Teenagers should set their own bedtimes.	1 2 3 4 5
2 Teenagers should have a part-time job to earn their own pocket money.	1 2 3 4 5
3 Teenagers should choose what they eat.	1 2 3 4 5
4 Teenagers should spend weekends with parents / family.	1 2 3 4 5
5 Teenagers should help around the house.	1 2 3 4 5
- Discuss your answers from Exercise 1 in small groups. Which question(s) do almost all of you agree on? And which one(s) do almost all of you disagree on? Why?
- Look at the book presentation. What kind of book do you think it is? Read the introduction to find out.



Many people wonder how Chinese parents bring up such successful children. They wonder what Chinese parents do to produce so many mathematical and musical geniuses, what it's like inside the family, and if they could do it too. Well, Amy Chua can tell them, because she's done it.

Her daughters, Sophia and Louisa were polite, intelligent and helpful.

They were two years ahead of their classmates in Maths and had amazing musical abilities. But Sophia and Louisa weren't allowed to spend a night at a friend's house, be in a school play, choose what they wanted to do after school, or get any grade lower than an A.

In *Battle Hymn of the Tiger Mother*, Amy Chua tells of her experiences bringing up her children the 'Chinese way'. It is a story about a mother and two daughters and two very different cultures. Funny, entertaining and provocative, this is an important book that will change your ideas about parenting forever.

- Read these two opinions from readers of Amy Chua's book. Which one is 'for' and which one is 'against' the Tiger mum style of parenting? What reasons do they give?

For and against – Tiger Mums

This is an interesting book but Amy Chua's parenting ideas are too strict for me. For example, Tiger mums don't let their children watch any TV or play any computer games. How can any child in the 21st Century grow up without playing on a computer? What is she trying to do? Take away their childhoods?

I do understand that she feels she was only doing the best for her children and trying to help them get ahead in life. But there are loads of children who spend hours in front of the TV and still do well.

Stephanie, 15

I think Amy Chua's ideas are fantastic. Yes, she was hard on her children at times, but she did bring up two amazing children. Her daughters are so confident, they'll do really well in life.

Too many parents are soft on their children these days. They use the TV as a way of keeping them quiet. They don't have enough time for their children. My mum and dad are strict and they don't let me do a lot of things my friends do. It is hard at times, but they are always there when I need help with my school work or have a problem with other students at school. They are just trying to do their best for me.

Tim, 16



5 Read the texts again. Who might say these things? Write Amy, Stephanie or Tim.

- 1 I talk about my problems with my parents.
- 2 No, you can't sleep at Chloe's house.
- 3 Children need to be free to make some of their own decisions.
- 4 My parents don't let me watch much TV, but that's OK.
- 5 You'll thank me one day.
- 6 You can't make children be what you want them to be.

6 Work in pairs and answer the questions.

- 1 Who do you agree with most, Tim or Stephanie? Why?
- 2 Can you think of any other examples of strict rules that parents have?

7 Your class is organising a debate on family rules and ways to bridge the generation gap between parents and children as main topics. The teacher will divide the class into two teams: one of the teams will support the idea of strict rules in the family, the other team will bring arguments against it.



Step 1 Do some research reading books, magazines or surfing the Internet on the generation gap.

Watch videos that focus on parent-child relationships whether in TV series or in real life.

Make notes on the best ways to bridge the generation gap and communicate with today's teenagers.

Step 2 Prepare arguments to support your point of view, depending on which side you are on. Include your point of view and examples from your own experience.

Ask the other members of your team about ways to bridge the generation gap.

Step 3 Prepare the general summary of your position on the topic with supporting arguments. Present your arguments for debate in your classroom.



Check your results!

Through this activity you will:

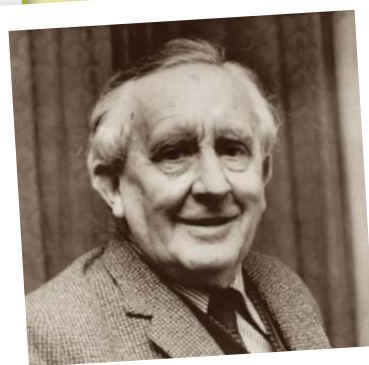
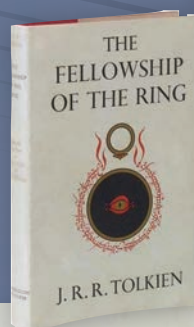
- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Develop public speaking skills
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

A biography of a storyteller

1 Work in pairs. Answer the questions.

- 1 What do you think makes a good story?
- 2 What was your favourite book when you were a child?
- 3 Do you like reading fantasy books? Why? / Why not?

2 Read the following biography of a famous storyteller. Have you read any books by J.R. R. Tolkien?



John Ronald Reuel Tolkien (1892–1973) was an English writer, poet and professor of Anglo-Saxon (Old English) at the University of Oxford. He is the author of the well-known epic fantasy books that have been adapted for the screen: 'The Hobbit' (1937) and its sequel 'The Lord of the Rings' (1954–1955), both set in an imaginary world named Middle-earth, a land inhabited by hobbits, dwarves, elves, and wizards.

Tolkien was born in South Africa, where his father was a bank clerk. When his father died, he returned to England together with his mother and his younger brother Hilary Arthur. In 1904, his mother died of diabetes, a fatal disease at that time since insulin had not yet been invented. Left orphaned at the age of 12, Tolkien received support from a priest, Father Francis, an aunt and a woman called Mrs. Faulkner, owner of a boarding house.

Young Ronald proved to be very gifted with learning foreign languages. He learned Latin and Greek and studied many other languages, both modern and ancient, such as Gothic and later on Finnish. He even started to make up his own languages, for fun. When he attended school at King Edward's, he made a number of close friends. They used to meet after classes at the Barrow Stores, a tea shop, so they called themselves the 'T. C. B. S.' (Tea Club, Barrovian Society). Their friendship continued until 1916, when some of them died in the war.

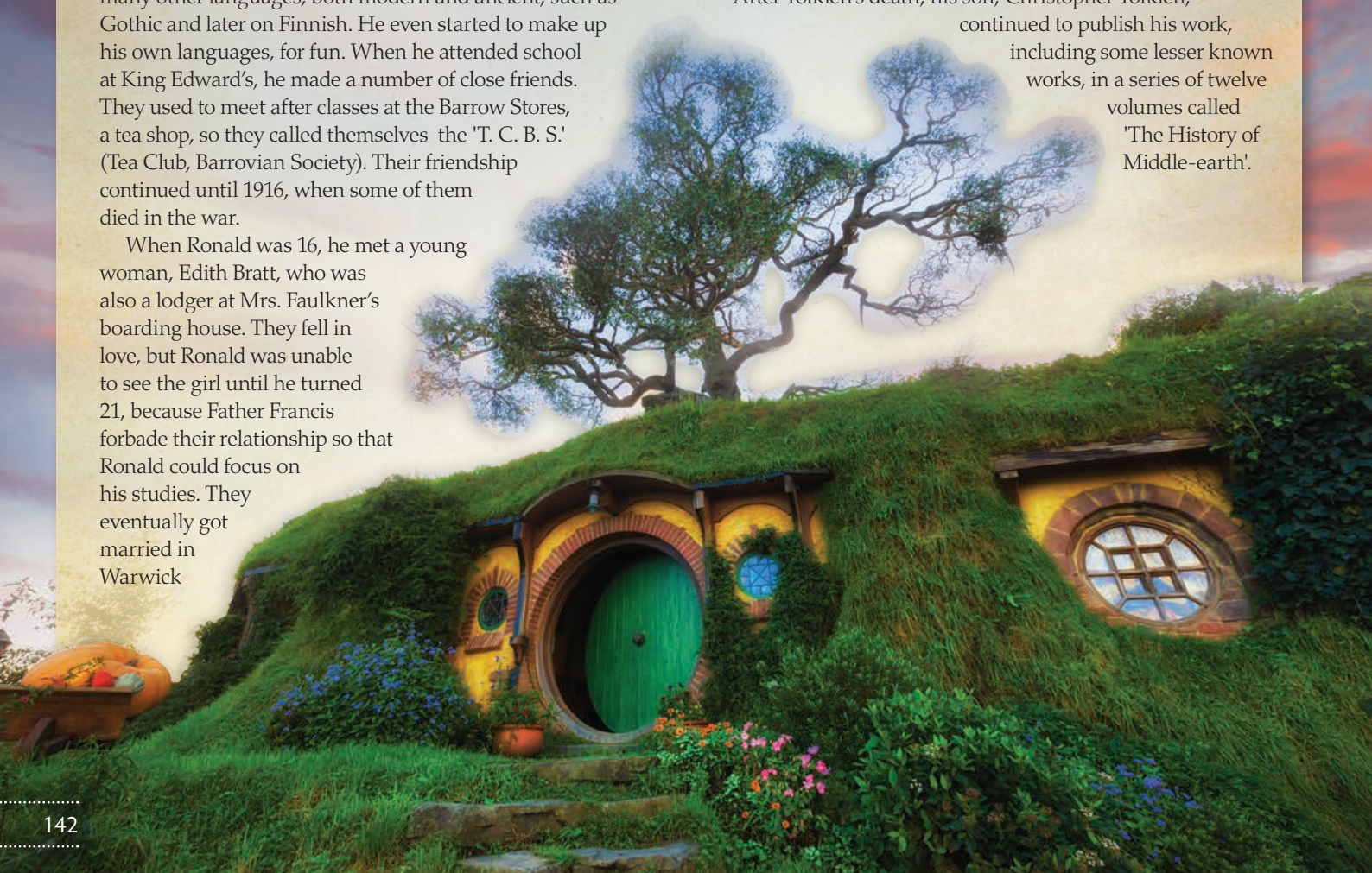
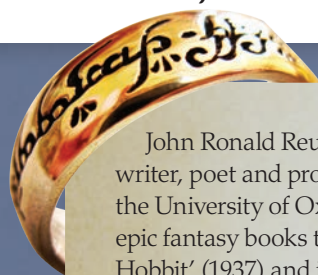
When Ronald was 16, he met a young woman, Edith Bratt, who was also a lodger at Mrs. Faulkner's boarding house. They fell in love, but Ronald was unable to see the girl until he turned 21, because Father Francis forbade their relationship so that Ronald could focus on his studies. They eventually got married in Warwick

on 22nd March 1916, before Tolkien was sent on the Western Front, where he took part in the battle for the Somme. He caught 'trench fever', a typhus-like infection common during the war, and he was sent back to England.

He became a professor at Oxford and started a happy family life, while continuing to invent new characters and languages. One day, while he was marking exam papers, he found a blank page in a student's answer-book. He then wrote on it 'In a hole in the ground there lived a hobbit'. This was the sentence that opened 'The Hobbit', which would later become one of the most loved and praised books for children.

After its publishing in 1937, readers immediately wanted a sequel so Tolkien began the epic novel 'The Lord of the Rings' (originally published in three volumes between 1954 and 1955). It took him more than ten years to write the famous novel and he needed the support of his friends. One of them was C.S. Lewis, the author of 'The Chronicles of Narnia'.

After Tolkien's death, his son, Christopher Tolkien, continued to publish his work, including some lesser known works, in a series of twelve volumes called 'The History of Middle-earth'.



- 3 In groups of four, search for other details about Tolkien's life. Write down what you consider to be relevant for his work or what you think was a source of inspiration for his novels. Report your findings to the class.
- 4 Do some research on YouTube, look for biographical films, documentaries or screen versions of Tolkien's books. Choose a video and present it to the class, explaining why you have selected the video for a discussion about Tolkien's work.
- 5 In pairs, you are going to write a wiki page about a storyteller that you like.

Step 1 Find out information on how to write a biography of a famous storyteller.

Carry out research using books, magazines and the Internet to find information about his/her life and work. Search for pictures related to the storyteller and his/her work.

Make a list of the film adaptations based on his/her work. Find video footage online (documentaries, film adaptations etc.).

Step 2 Think of people who may be able to help you, for example:

- your History teacher,
- your ICT teacher,
- your Romanian teacher,
- your English teacher.

Step 3 Put the information together and write a wiki page for your class blog. Get feedback from the other students. Have a class vote for the best biography/wiki page and post it on your class blog or print it.



Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Describe people and places
- Express opinion and compare different points of view
- Create a project in the required format and present it to the class

The art detective

1 Work in pairs. Answer the questions.

- How do you keep yourself informed on what's going on in the world? Do you watch the news on TV? Do you read newspapers regularly? Why? / Why not?
- What is the news of the week that comes to your mind right now? Tell your partner about it.

2 Read the following piece of news about a stolen painting. Have you heard about any other similar case? Can you name a famous painting?

3 Read the text again. Choose the correct option A, B or C.

- A stolen painting by Pablo Picasso was found in 1999.
A True B False C Doesn't say
- Arthur Brand is a Dutch art crime investigator.
A True B False C Doesn't say
- Arthur Brand's first thought after finding the missing painting was to keep it for himself.
A True B False C Doesn't say
- Dora Maar was Picasso's source of inspiration for several years.
A True B False C Doesn't say
- Brand reported finding the missing painting to the police.
A True B False C Doesn't say
- A team of experts from New York came to Amsterdam to confirm that the painting was authentic.
A True B False C Doesn't say

Missing painting found



Arthur Brand



Pablo Picasso

A very expensive painting by Pablo Picasso stolen from a billionaire's yacht in France in 1999 was found and recovered 21 years later. It was identified by Arthur Brand, a Dutch art detective who told the journalists that he had been investigating the case for years, in Amsterdam. He also estimated it to be

worth around 21 million pounds. He said he didn't know what would happen next, but his intention was to give the art object to an insurance company.

Before it was found, Picasso's work had been circulating in the criminal underworld for almost 20 years and people wanted to know how the art detective was able to confirm that the work was authentic. Although he did not give too many details, he explained that he realised it was a real Picasso when he looked at the back of the painting. He explained that experts use this method when dealing with stolen art.

The 1938 painting is called *Buste de Femme* or simply *Portrait of Dora Maar*. Dora Maar was a famous French artist considered to be Pablo Picasso's muse for seven years. Picasso indeed kept the painting in his home until his death in 1973.

Brand stated that the first time he realised that it was this particular masterpiece instead of another targeted in a previous theft, was in 2015, when he heard that a stolen Picasso had been spotted in the Netherlands. Then he was called by two representatives of a Dutch businessman, who claimed that they could send him the painting. It is not very clear whether money was paid for it or not, but Brand got the painting and analysed it to make sure it was authentic. Moreover, a team of Picasso experts from the Pace Gallery in New York came to Amsterdam to have a look as well.

It is rumoured that Brand was so happy to find the painting that he kept it in his house for one night, to feel the magic of having a Picasso on the wall, before returning it.



- 4** In pairs, do some research on the Internet to find other recent cases of stolen art. Make notes and report your findings to the class, as a piece of news.

- 6** You are going to make a newscast for your class blog.

Step 1 Look up the word newscast in a dictionary. Find out information on how to prepare and present a newscast. Look for examples on the Internet or on TV.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher,
- your Art teacher,
- a reporter from a local television channel.

Step 3 Choose a recent event in the life of your town. Collect photos and videos of the event. Choose a partner who will be the presenter or the voice-over of your newscast. Put the information together and produce a newscast for your class blog. Present it to the class.

- 5a** Make a selection of the most important news of the week. Consider the following fields:

- sport
- culture
- entertainment
- social
- education
- health.

- 5b** Vote for the most interesting news of the week and look for more details on the Internet. Write a short newspaper article on the topic chosen.

Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Present recent events
- Engage in a dialogue to gather information for a particular task
- Understand how information is communicated through the media

Lost civilisations

1 Work in pairs. Answer the questions.

- 1 Can you name some mysterious monuments? What do you know about them?
- 2 Why do you think some old civilisations disappeared?
- 3 Is there any mysterious monument or place in your country?

2 Read the information about the mystery of Easter Island. Have you heard about this place before?

What really happened to Rapa Nui?

Easter Island, also called Rapa Nui, is situated in the eastern Pacific Ocean. Its position is quite isolated from any other country – 2,300 miles west of South America and 2,200 miles west of Chile.

The first European visitors, Dutch navigators and explorers, named the land “Easter Island” because they discovered it on Easter Sunday, on 5th April 1722. Much of the island, declared Rapa Nui National Park, has been on the list of the UNESCO World Heritage Sites since 1995. It is home to about 900 large stone carvings of moai, human-faced statues placed on giant stone platforms (ahus), which must have been really difficult to build.



Historians and archeologists believe that the first people to inhabit the island arrived from Polynesia between the years AD 300 and 1000. It is not known how exactly they arrived there but they were the ones to build moai, also known as the Easter Island heads, somewhere between AD 1100–1680.

Scientists have different opinions about the importance of the statues to the inhabitants of the island. They may have carved them in order to represent their ancestors or use them in their spring rituals. A recent study has revealed that the Rapa Nui could have placed the large stone blocks in some areas of the island, sometimes near caves, to mark sources of fresh water, which also explains why they can be found inland as well as on the coast.

Constructing and later moving these statues next to the ocean must have been difficult without modern technology. Legends say that the statues would move around by themselves. However, there are no written records to clarify the origins of this lost civilisation and its enormous statues – statues that can reach 9 metres high and weigh 200 tons.

A question that still stands today is: how did the Rapa Nui civilisation disappear? Most researchers believe that an environmental catastrophe caused by deforestation and soil erosion ruined the eco-system on the island either killing the inhabitants or forcing them to emigrate.

Nowadays, the island is an important tourist attraction, although conservationists are struggling to preserve the statues, as the huge blocks of volcanic stones are deteriorating and could simply disappear in the future.

3 Read the article again and discuss these questions in pairs. Write your answers to the questions and then compare them.

- 1 Where is Easter Island?
- 2 Why is it called Easter Island?
- 3 Who built the stone statues?
- 4 How do you think the inhabitants moved the statues next to the ocean?

4a In pairs, search for other examples of mysterious monuments and lost civilisations in books, magazines or on the Internet. Write a short presentation following the model in Exercise 2. You can think about the Pyramids, Stonehenge, the Forbidden City, Atlantis, Petra, etc.

4b Now choose one of the monuments presented in Exercise 3 and role-play a dialogue between a reporter and an archeologist who has his/her own theory about the place.



5 You are going to make a podcast for your class blog.

Step 1 Look up the word 'podcast' in a dictionary. Find out information on how to prepare and present a podcast. Search for examples on YouTube or on the radio.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher,
- your History teacher,
- a reporter from a local television channel.

Step 3 Choose a famous monument which was built by a lost civilisation. Gather information and express your opinion about it, making deductions and speculations. Choose a partner to be the presenter or the voice-over of the podcast. Put the information together and produce a podcast for your class blog.



Check your results!

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Express opinion and compare different points of view
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

Exquisite destinations of the world

A travel leaflet



DISCOVER TRANSYLVANIA



TRAVELLING TO SIBIU

First documented in 1191 AD, Sibiu (Hermannstadt in German) is one of the most beautiful Transylvanian cities in the heart of Romania. It was built by the German Saxons in the 12th century and soon became an important trade centre. Traders and craftsmen settled in the city and established the multicultural community which still defines it today.

Ranked as the 8th-most idyllic place to live in Europe by *Forbes* magazine, it was the first Romanian city to be named European Capital of Culture in 2007, which increased its popularity with tourists from all over the world.

It is divided into the Upper and Lower Towns, a pedestrian area with beautiful squares, small cafés, uncrowded streets, lovely bookshops and museums. *The Eyes of Sibiu city*, narrow windows in the attics of old houses, are a strange and beautiful feature of the local architecture that seem to be watching you at every step.

The city has a rich cultural life, with popular events, excellent local cuisine, street shows and festivals that you can attend all year round, ending with a wonderful Christmas Market which can compete with similar markets in Budapest or Vienna. You must book in advance if you want to participate in the most popular major events such as the International Theatre Festival, the Jazz Festival or Sibiu International Film Festival.

Here are a few places you can visit in town:

- The Big Square
- The Council Tower (an observation clock tower from the 13th century, which gives you the opportunity to see the city from above)
- The Bridge of Lies
- Albert Huet Square
- The Stairs Passage
- The Brukenthal National Museum (opened in 1817)
- The Pharmacy Museum

You can get there:

✈️ by plane: Sibiu International Airport
 🚗 by car: National Road DN1

🚆 by train: Sibiu Train Station
 🚌 by bus: Transmixt Sibiu station; Flixbus

1 Work in pairs. Answer the questions.

- 1 What is your favourite tourist destination in Romania?
- 2 Where do you like spending your summer holidays?
- 3 What are the advantages and disadvantages of spending your holiday abroad?

2 Read the following text about an exquisite place to visit in Romania. What do you know about Sibiu city? What other information can you add?**3 Read the travel leaflet and answer the questions.**

- 1 Where is the town?
- 2 How can you get there?
- 3 Who built it?
- 4 Who used to live there?
- 5 What interesting places can you visit?

4a You have to organise a trip to Sibiu city, with your class. In pairs, find information about:

- accommodation
- prices
- means of transport
- places to visit in the surrounding area of Sibiu city
- things to do
- personalities or historical figures that lived there a long time ago;
- reasons to visit the place.

4b Put the information together and design a map of Sibiu city.**5 In pairs, you are going to make a tourist leaflet to promote a tourist attraction in Romania.**

Step 1 Choose a place (town or city) anywhere in Romania. Use books, magazines or the Internet to find information about it and photos. Follow the model from Exercise 2.

Step 2 Think of people who may be able to help you, for example:

- your ICT teacher,
- your Geography teacher,
- your History teacher,
- your Art teacher.

Step 3 Gather the information and pictures about your destination and design your travel leaflet. Have a vote for the best leaflet, then print it or upload it on your class blog.

**Check your results!**

Through this activity you will:

- Work in a team
- Develop creativity and critical thinking
- Do online research and make a selection of multimodal texts on a certain topic
- Design a map and develop travelling skills
- Engage in a dialogue to gather information for a particular task
- Create a project in the required format and present it to the class

STUDENT A

UNIT 1, PAGE 15

Student A

You aren't very happy with your brother or sister. He/She plays loud music that you don't like when you're trying to work. He/She doesn't even keep the door closed. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

UNIT 3, PAGE 33

Student A

- 1 Invite your partner to do these things with you. Then add one more idea of your own.**
 - Watch a football match at the local sports ground.
 - Meet some of your friends and go to the shopping centre.
- 2 Accept or refuse your partner's invitations.**

STUDENT B

UNIT 1, PAGE 15

Student B

You aren't very happy with your brother or sister. He/She keeps taking your clothes without asking you. He/She makes a real mess when he/she takes them from your wardrobe. What else upsets you about this? You have decided to talk to him/her about it. Try and use the expressions in Exercise 1.

Excuse me, [name], I need a word ...

UNIT 3, PAGE 33

Student B

- 1 Accept or refuse your partner's invitations.
- 2 Invite your partner to do these things with you. Then add one more idea of your own.
 - Watch a horror DVD at your place.
 - Go for a long walk in the mountains.

WORDLIST

Unit 1

make a resolution	phrase to make a promise to yourself to do something
give up	phrasal verb to stop doing something before you have completed it, usually because it is too difficult
do well	phrase to do something in a successful or satisfactory way
struggle with	phrase to find it difficult to do something
take up	phrasal verb start doing a particular activity
break a bad habit	phrase to stop doing something that is bad or unhealthy
form a good habit	phrase to start doing something good or healthy regularly
change your ways	phrase to start behaving in a different, usually better, way
retire	verb to leave your job and stop working, usually because you are old
start a career	phrase to begin the series of jobs that you will do in your life
start a family	phrase to have your first child
get promoted	phrase to be given a more important job in the same organisation
travel the world	phrase to go to many different countries in all parts of the world
get a degree	phrase to get the qualification that you get when you finish university
settle down	phrasal verb to start living in a place where you intend to live for a long time
leave school	phrase to stop going to school
lifestyle	noun the way that you live
good intentions	phrase good things that you plan to do
earn a living	phrase to get the money you need by working
careers advisor	noun someone whose job is to help people choose the job they want to do
What's up?	phrase used to ask someone why they are unhappy
up to (an hour, etc.)	phrase as much as but not more than a particular amount
be up to sth	phrase to be doing or planning something
be up late	phrase to not go to bed until late at night
be up to sb	phrase If an action or decision is up to someone, they are responsible for doing or making it.
be up to sth	phrase to have the energy or skill to do something
now you mention it	phrase used to show that something someone has said has made you think of something

Where have you been hiding?	phrase used to ask someone where they have been when you have not seen them for a long time
You're a star.	phrase used to show that you are grateful for something someone has done for you
Where shall I start?	phrase used to show that you have a lot of things to say
Don't be silly.	phrase used to say that someone does not need to worry about something
Here we go.	phrase used to say that you are going to start something immediately
arrangement	noun plans for how something will happen
prediction	noun when you say what will happen in the future
intention	noun something that you want and plan to do
leave sth to the last minute	phrase to do something at the last possible time, when it is almost too late
criticise	verb to say that something or someone is bad
blame	verb to say or think that someone or something is responsible for something bad which has happened
translator	noun someone whose job is to change written or spoken words from one language to another

Unit 2

smash	verb to make something break into a lot of pieces with a loud noise
rage	verb to continue with great force or violence
dive	verb when you enter water head-first with your arms held out above your head
flee	verb to leave a place quickly because you are in danger or are afraid
strike	verb If something bad strikes something or someone, it affects them strongly and quickly.
demolish	verb to completely destroy a building
grab	verb to take hold of something or someone suddenly
scream	verb to make a loud, high noise with your voice, or to shout something in a loud, high voice
from ... until	phrase used to show when a period of time begins and ends
the Middle Ages	noun the period of time in European history from about 500 to 1450 AD

in this day and age	phrase used to talk about the present time
these days	phrase used to talk about the present time
in the olden days	phrase used to talk about the past
in the last century	phrase in the last 100 years or in the period between 1900 and 1999
not so long ago	phrase not far in the past
a few decades ago	phrase about 30-50 years ago
nowadays	adverb at the present time, especially when compared to the past
accuse	verb to say that someone has done something bad
take to court	phrase to make someone go to the place where a judge decides if they are guilty of a crime
bear	verb to accept someone or something unpleasant
leave behind	phrase to not take someone or something with you when you go somewhere
overnight	adverb for or during the night
last	verb to be enough for a period of time
moss	noun a very small, green plant that grows on the surface of rocks, trees, etc
breed	verb to keep animals for the purpose of producing young animals
on the move	phrase going from one place to another
herd	noun a large group of animals such as cows that live and eat together
used to	phrase used to talk about things that happened often in the past
didn't use to	phrase used to talk about things that did not happen often in the past
would modal	verb used to talk about things that happened often in the past
wouldn't modal	verb used to talk about things that did not happen often in the past
flame	noun hot, bright, burning gas produced by something on fire
spread	verb to move to cover a larger area
fight a fire	phrase to try to stop a fire burning
break out	phrasal verb to start suddenly
spark	noun a very small, bright piece of burning material
fuel	noun a substance that is burned to provide heat or power
oxygen	noun a gas that is in the air and that animals need to live
disaster	noun something that causes great harm or damage
catastrophe	noun an extremely bad event that causes a lot of suffering or destruction
lose your life	phrase to die
household	noun a family or group of people who live together in a house
elderly	adjective a more polite word for 'old', used to describe people
mattress	noun the soft, comfortable part of a bed that you lie on

lice	noun (plural) very small insects that live on the bodies or in the hair of people or animals
Unit 3	
scary	adjective frightening
action	noun things which are happening, especially exciting or important things
animated film	noun a film that is photographed or created by a computer and shown in a way that makes it move
documentary	noun a film, television or radio programme that gives facts and information about a subject
comedy	noun entertainment such as a film, play, etc. which is funny
horror film	noun a film in which very frightening or unnatural things happen, for example dead people coming to life and people being murdered
romantic comedy (rom com)	noun a film or television programme about love that is intended to make you laugh
science fiction (sci-fi)	noun stories about life in the future or in other parts of the universe
thriller	noun a book or film with an exciting story, often about crime
script	noun the words written for and spoken in a film, play, broadcast or speech
much	adverb used before comparative adjectives such as 'better' and 'more beautiful' to mean 'a lot'
far	adverb very much
a lot	adverb very much or very often
a bit	adverb slightly
a little	adverb slightly
scene	noun a short part of a film, play, or book in which the events happen in one place
contestant	noun someone who competes in a contest
presenter	noun someone who introduces a television or radio show
game show	noun a programme on television in which people play games to try to win prizes
reality show	noun a television programme about ordinary people who are filmed in real situations, rather than actors
the news	noun the announcement of important events on television, radio, and in newspapers
chat show	noun a television or radio programme where people are asked questions about themselves
drama series	noun a play that is broadcast in a set of television programmes
cartoon	noun a film made using characters that are drawn and not real
soap (opera)	noun a series of television or radio programmes that continues over a long period and is about the lives of a group of characters

sitcom	noun a funny television programme that is about the same group of people every week in different situations
sports programme	noun a television or radio programme about sport
talent show	noun a television programme in which people sing, dance, or do other acts and judges decide who is the best
extra	noun an actor in a film who does not have a main part and usually plays someone in a crowd
equipment	noun the set of necessary tools, clothing, etc. for a particular purpose
relaxing	adjective making you feel relaxed
enjoyable	adjective An enjoyable event or experience gives you pleasure.
crowd	noun a large group of people who have come together
professional	adjective Someone is professional if they earn money for a sport or activity which most people do as a hobby.
independent	adjective not taking help or money from other people
get home	phrase to arrive at the place where you live
get bored	phrase to start to feel unhappy because something is not interesting or because you have nothing to do
get there	phrase to arrive at a place
get a drink	phrase to buy a drink
get angry	phrase to start to have a strong feeling against someone because they have behaved badly
get better	phrase to feel well again after you have been ill

Unit 4

up	adverb/preposition to or in a higher place or position
down	adverb/preposition in or towards a low or lower position, from a higher one
towards	preposition in the direction of someone or something
away from	preposition to a different place or in a different direction
around	adverb/preposition in a circle or with circular movement
backwards	adverb towards the direction behind you
forwards	adverb towards the direction that is in front of you
up and down	adverb/preposition rising and falling
used to	phrasal verb If something used to happen or a situation used to exist, it happened regularly or existed in the past but it does not happen.
disease	phrase (an) illness caused by infection or by a failure of health rather than by an accident
cure	noun something that makes someone with an illness healthy again

discover	verb to find out something or to find a place or an object, especially for the first time
experiment	noun a test, especially a scientific one, that you do in order to learn something or to discover whether something is true
invent	verb to design or create something which has never existed before
laboratory	noun a room used for scientific work
machine	noun a piece of equipment with several moving parts which uses power to do a particular type of work
do research	phrase to study a subject in order to discover new information or reach a new understanding
scientist	noun someone who studies science or works in science
invention	noun something which has been designed or created for the first time, or the act of creating or designing something
discovery	noun when someone discovers something
malaria	noun a serious disease that you can get in hot countries if a mosquito small insect bites you
pollute	verb to make water, air, soil, etc. dirty or harmful
pill	noun a small, hard piece of medicine that you swallow
basic	adjective very simple, with nothing special added
achievement	noun something very good and difficult that you have succeeded in doing
prevent	verb to stop something from happening or someone from doing something
identify	verb to recognise someone or something and say or prove who or what they are
structure	noun the way that parts of something are arranged or put together
enormous	adjective extremely large
tool	noun a piece of equipment that you use with your hands in order to help you do something
treat	verb to behave towards or deal with someone in a particular way
complicated	adjective involving a lot of different parts, in a way that is difficult to understand

Unit 5

when	conjunction used to say at what time something happened or will happen
as soon as	phrase at the same time or a very short time after
then	conjunction at that time
until	conjunction continuing to happen before a particular time or event and then stopping
while	conjunction during the time that, or at the same time as
cancer	noun a serious disease that is caused when cells in the body grow in a way that is uncontrolled and not normal

lack	noun to not have or not have enough of something that is needed or wanted
strengthen your immune system	phrase to improve the cells and tissues in your body that make it able to protect itself against infection
fight infections	phrase to deal with diseases that are caused by bacteria or viruses
memory	noun your ability to remember
heart attack	noun a serious medical condition in which the heart does not get enough blood, causing great pain and often leading to death
therefore	adverb for that reason
suffer	verb to experience pain or unpleasant emotions
take exercise	phrase to do physical activity to make your body strong and healthy
have an operation	phrase If you have an operation, a doctor cuts your body to remove or repair part of it.
get better	phrase to feel well again after you have been ill
make an appointment	phrase to arrange to do something at a particular time
see a doctor	phrase to arrange to visit the person who treats you when you are ill
feel sick	phrase to feel that the food or drink in your stomach might soon come up through your mouth
popular	adjective liked by many people
nearby	adjective not far away
brave	adjective showing no fear of dangerous or difficult situations
annually	adverb once every year
overcome	verb to deal with and control a problem or feeling

Unit 6

punishment	noun when someone is punished
be allowed to	phrase If you are allowed to do something, someone has said that you can do it.
let	verb to allow someone to do something, or to allow something to happen
do what you're told	phrase to behave in the way that someone has told you to behave
behave well	phrase to be good by acting in the correct way
get punished	phrase to be made to do something you do not want to do because you did something wrong
break the rules	phrase to do something that you should not do
get into trouble	phrase to have problems because you did something wrong
get told off	phrase to be told that what you did was wrong
why	conjunction used to ask about the reason for something

because	conjunction used to give a reason for something
because of	preposition as a result of
that explains why	phrase that is the reason for something
that's why	phrase that is the reason for something
so that's the reason why	phrase that is why
upside down	adverb having the part which is usually at the top turned to be at the bottom
end up	phrasal verb to finally be in a particular place or situation
prison	noun a building where criminals must live as a punishment
own	verb to have something that legally belongs to you
except	preposition not including a particular fact, thing or person
break the law	phrase to do something illegal
crime	noun an illegal act
illegal	adjective not allowed by law
slave	noun someone who is owned by someone else and has to work for them
ceremony	noun a formal event that is performed on important social or religious occasions
weaving	noun the activity of making cloth by crossing threads under and over each other on a machine
defeat	verb to win a victory over someone in a fight, war or competition
abandoned	adjective left empty or not working

Unit 7

crime novel	noun a book that tells a story about an imaginary crime
science fiction novel	noun a book that tells a story about life in the future or in other parts of the universe
historical novel	noun a book that tells a story about life in the past
horror story	noun a story that entertains people by frightening them
autobiography	noun a book written by someone about their own life
biography	noun the life story of a person written by someone else
short story	noun an invented story which is no more than about 10,000 words in length
romantic novel	noun a book that tells a story about people falling in love
travel literature	noun writing that is about different places in the world
poetry	noun poems in general as a form of literature
plot	noun the story of a book, film, play, etc.
setting	noun the time and the place in which the action of a book, movie, play, etc. happens
hero	noun the main male character in a book or film, who is usually good

character	noun a person represented in a film, play or story
opening	noun the beginning of a story, film, etc.
ending	noun the last part of a story, film, etc.
villain	noun a bad person in a film, book, etc.
dialogue	noun (a) conversation which is written for a book, play or film
anecdote	noun a short story that you tell someone about something that happened to you or someone else
fairy tale	noun a story told to children which involves magic, imaginary creatures, and a happy ending
engage	verb to interest someone in something and keep them thinking about it
capture your attention	phrase to make you interested in watching, reading or listening to something
pass down	phrasal verb to teach or give something to someone who will be alive after you have died
blockbuster	noun a book, film, etc. that is very popular and successful
romance	noun an exciting relationship of love between two people, often a short one
by heart	phrase so that you can remember all of something
appreciate	verb to understand how good something or someone is and be able to enjoy them
record	noun information that is written on paper or stored on computer so that it can be used in the future
hand down	phrasal verb to teach or give something to someone who will be alive after you have died
shelter	noun a place that protects you from bad weather or danger
revive	verb to make something from the past exist again
bend over	phrasal verb to move your body so that the top part is not straight
cast a spell	phrase to use magic to cause something to happen
potential	noun someone's or something's ability to develop, achieve or succeed
original	adjective being the person who did something first
revisit	verb to experience something again
inspiration	noun someone or something that gives you ideas for doing something
adolescent	noun a young person who is between being a child and an adult
special effects	noun (plural) an unusual type of action in a film, or an entertainment on stage, created by using special equipment
which	pronoun used at the beginning of a relative clause to show what thing is being referred to
who	pronoun used at the beginning of a relative clause to show which person or group of people you are talking about

where	pronoun used at the beginning of a relative clause to show the place you are talking about
whose	pronoun used at the beginning of a relative clause to show who something belongs to

Unit 8

murder	verb to kill someone intentionally and illegally
break in	phrasal verb to get into a building or car using force, usually to steal something
arrest	verb If the police arrest someone, they take them away to ask them about a crime which they might have committed.
fine	noun an amount of money you have to pay as a punishment for not obeying a rule or law
commit a crime	phrase to do something illegal
go to prison	phrase to go to and stay in a place where criminals are kept as a punishment
murderer	noun someone who has committed murder
get caught	phrase to be found and taken by the police
prisoner	noun a person who is kept in prison as a punishment
get into trouble	phrase to be punished because you have done something wrong
explain	verb to make something clear or easy to understand by giving reasons for it or details about it
encourage	verb to make someone more likely to do something, or to make something more likely to happen
demand	verb to ask for something in a forceful way
persuade	verb to make someone agree to do something by talking to them a lot about it
invite	verb to suggest that people can do something
recommend	verb to advise someone that something should be done
claim	verb to say that something is true or is a fact, although you cannot prove it and other people might not believe it
refuse	verb to say that you will not do or accept something
agree	verb to say you will do something that someone asks you to
burglar	noun a person who illegally enters buildings and steals things
con man	noun a person who deceives people by making them believe something false or making them give money away
mugger	noun a person who attacks people in order to steal their money
pickpocket	noun a thief who steals things out of pockets or bags, especially in a crowd
robber	noun someone who steals things
shoplifter	noun someone who steals things from shops
thief	noun someone who steals things

scam	noun an illegal plan for making money
con	noun a trick to get someone's money or make them do what you want them to do
community service	noun work that is useful to society, done as a punishment by people whose crimes are not very serious
prison sentence	noun an amount of time that a criminal must spend in prison
caution	noun a warning from the police
death penalty	noun the punishment of being killed
life sentence	noun the punishment of being put in prison for the rest of your life
robbery	noun the action or crime of stealing something
theft	noun the action or crime of stealing something
witness	noun a person who sees an event happening, especially a crime or an accident
justice	noun the system of laws which judges and punishes people
embezzlement	noun the crime of secretly taking money that is in your care or belongs to an organisation or business you work for
help yourself	phrase to take something without asking
gang	noun a group of criminals who work together
nearby	adverb not far away
all over the place	phrase in or to many different places
retail store	noun a large shop
track down	phrasal verb to find something or someone after looking for them in a lot of different places
victim	noun someone who has suffered the effects of violence, illness or bad luck
apology	noun something you say or write to say that you are sorry about something you have done
mortgage	noun an amount of money you borrow in order to buy a house or apartment
auction	noun a sale in which things are sold to the person who offers the most money
bargain	noun something that is on sale for less than its usual price or its real value
deter	verb to make someone less likely to do something
resident	noun someone who lives in a particular place

Unit 9

unexplained	adjective having no explanation
mysterious	adjective strange or unknown, and not explained or understood
extraterrestrial	adjective coming from outside the planet Earth
odd	adjective strange or unusual
puzzling	adjective If something is puzzling, it confuses you because you do not understand it.
alien	adjective coming from another planet

secret	adjective If something is secret, other people are not allowed to know about it.
strange	adjective If something is strange, it is surprising because it is unusual or unexpected.
go for	phrasal verb to try to get or achieve something
go one step further	phrase to do something that is a bit better or more extreme than something you have done before
go well (time/distance) to go	phrase to be successful
go missing	phrase If there is a particular amount of time to go, that time remains.
go down	phrase If someone or something goes missing, you cannot find them and do not know where they are.
go without saying	phrasal verb If an aircraft goes down, it crashes.
go faster	phrase If something goes without saying, it is obvious.
mystery	phrase to move or travel more quickly
pyramid	noun something strange or unknown which has not yet been explained or understood
monster	noun a stone structure with a shape with a square base and four triangular sides that meet to form a point at the top
phenomenon	noun an imaginary creature that is large, ugly, and frightening
well	noun something that exists or happens, usually something unusual
evidence	noun a deep hole in the ground from which you can get water
civilization	noun something that makes you believe that something is true or exists
haunted	noun human society with its well developed social organisations, or the culture and way of life of a society or country at a particular
spiral	adjective If a place is haunted, a ghost or ghosts appear there.
genuine	adjective having a shape that is made by a curve turning around and around a central point
pioneering	adjective If something is genuine, it is really what it seems to be.
aviation	adjective starting the development of something important
spy on	noun flying aircraft or producing aircraft
	phrasal verb to secretly try to discover information about a person, country, etc.

Unit 10

shortage	noun when there is not enough of something
desperately	adverb in a way that shows that you want or need something very much
workshop	noun a room or building where things are made or repaired using machines and/or tools

renovate	verb to repair and decorate a building that is old and in bad condition	severe	adjective extremely bad
mayor	noun the person who is elected to be the leader of the group that governs a town or city	urbanisation	noun the process by which more and more people leave the countryside to live in cities
praise	verb to express admiration or approval about the achievements or characteristics of a person or thing	traditionally	adverb according to tradition or in a traditional way
courage	noun the ability to deal with a dangerous or difficult situation without being frightened	migration	noun when people go to another place to live or find work
compassion	noun a feeling of sympathy for people who are suffering	gatherer	noun a member of a society that lives by hunting and collecting wild food, rather than by farming
employee	noun someone who is paid to work for someone else	national border	noun a line that separates two countries
employer	noun a person or organisation that employs people	remain	verb to continue to exist, especially after other things or people have gone
immigrant	noun a person who has come to a different country in order to live there permanently	drought	noun a long period when there is no rain and people do not have enough water
inhabitant	noun a person or animal that lives in a particular place	destination	noun the place where someone or something is going
politician	noun a member of a government or law-making organisation		
refugee	noun a person who has escaped from their own country for political, religious, or economic reasons or because of a war		
audience	noun the group of people together in one place to watch or listen to a play, film, someone speaking, etc.		
motorist	noun a person who drives a car		
pedestrian	noun a person who is walking, especially in an area where vehicles go		
resident	noun a person who lives or has their home in a place		
crew	noun the people who work together on a ship, aircraft or train		
staff	noun the group of people who work for an organisation		
abroad	adverb in or to a foreign country		
overall	adverb in general rather than in particular		
risk	noun the possibility of something bad happening		
homesickness	noun a feeling of unhappiness caused by being away from home		
invaluable	noun extremely useful		
put up with	phrasal verb to accept an unpleasant situation or experience		
bring about	phrasal verb to cause something to happen		
run into	phrasal verb to experience something unexpectedly		
turn out	phrasal verb to happen in a particular way or to have a particular result, especially an unexpected one		
hang out with	phrasal verb to spend a lot of time with someone		
pick up	phrasal verb If you pick up a language, you learn it.		
go through	phrasal verb to experience something, esp. something unpleasant or difficult		
wear out	phrasal verb to make someone very tired		
formation	noun the development of something into a particular thing or shape		

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
hold	held	held
keep	kept	kept
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent

Base form	Past simple	Past participle
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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